



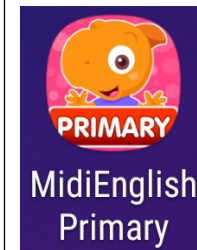
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## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 1.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Explore the pictures of the story and talk about them</li> <li>Listen to the story without interruption</li> <li>Echo read the story (optional)</li> <li>Learn to pronounce vocabulary words and identify pictures</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li><i>What do you think the story is about?</i></li> <li><i>Who do you think is this man?</i></li> <li><i>What is he doing?</i></li> <li><i>What kinds of tools can you see?</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: What Does Leonardo Do? Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Let's Match Divide students into 2 groups. Each group takes turns to match the picture and word. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p3-4	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 1-4	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)

## LESSON 1.1 (EXTENSION)


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

## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 1.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn to pronounce and spell action words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>Name the different talents of Leonardo.</i></li> <li>• <i>What does he like to do?</i></li> <li>• <i>Do you like the painting of Mona Lisa? Why?</i></li> <li>• <i>Where does he keep his notebooks?</i></li> <li>• <i>Would you like to be as talented as Leonardo when you grow up?</i></li> <li>• <i>What would you like to do?</i></li> <li>• <i>What can you learn from Leonardo?</i></li> </ul> Step 4: Group Echo Reading		
<b>(3) REVISION:</b> Vocabulary Words	<b>(4) ACTIVITY 1:</b> 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. Act out the words.	<b>(5) ACTIVITY 2:</b> Unscramble the Words Divide students into 2 groups. Each group takes turns to rearrange the words. Record their scores and the group with the higher score wins.
<b>(6) CLASSROOM PRACTICE:</b> Workbook p5-6	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p5-7	<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

## LESSON 1.2 (EXTENSION)

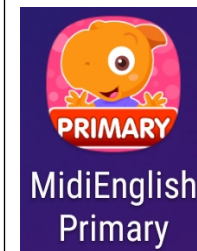
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 6 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 2.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Read and answer questions related to the story</li><li>• Shadow read the story</li><li>• Attempt the comprehension questions</li><li>• Learn how to change action words to naming words</li></ul>		<b>MATERIALS:</b> Workbook Assessment Book				
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things				
Activity Song: Leonardo was born in Italy He was a great man who could do many things	He was a * and a * He was an * and an *	Leonardo was born in Italy He was a great man who could do many things				
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 ( <i>refer to.2 for the questions</i> ) Step 5: Group Shadow Reading		<b>(3) REVISION:</b> Vocabulary Words, Action Words				
<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	<b>(5) ACTIVITY 2:</b> From Action words to Naming words Pre-activity: Write on a whiteboard: <table><tr><td><i>teach</i></td><td><i>teacher</i></td></tr><tr><td><i>act</i></td><td><i>actor</i></td></tr></table> <p><i>“Say: Teachers <u>teach</u>. Actors <u>act</u>.”</i></p> <p>Tell students that we can change action words into naming words. These naming words end with an ‘er’ or an ‘or’.</p> <p>Activity: Learn more about action words that are changed to naming words.</p>		<i>teach</i>	<i>teacher</i>	<i>act</i>	<i>actor</i>
<i>teach</i>	<i>teacher</i>					
<i>act</i>	<i>actor</i>					
<b>(6) CLASSROOM PRACTICE:</b> Workbook p-7-8	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book 8-9	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student’s storybook)				

## LESSON 2.1 (EXTENSION)

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


## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 2.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Retell the story</li> <li>• Echo or Shadow read with Variations</li> <li>• Listen to instructions and act on them</li> <li>• Learn emotion words and the related action words</li> </ul>	<ul style="list-style-type: none"> <li>• Write using naming words, action words and emotion words to describe a character</li> <li>• Learn to pronounce words in these word families: /ow/, /un/, /ike/, /ind/, /ine/, /ink/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things
Activity Song: Leonardo was born in Italy He was a great man who could do many things	He was a * and a * He was an * and an *	Leonardo was born in Italy He was a great man who could do many things
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>Invite a student to retell the story in his/ her own words.</i></li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(4) ACTIVITY 1:</b> Listening: What Does Leonardo Do? Turn to Workbook p9. Listen to the sentences and tick the correct pictures. Click ‘See Answers’ on the top right corner to reveal the answers.  <b>(5) ACTIVITY 2:</b> Speaking: Emotion Words and Action Words; Telling Emotions Pre-activity: Learn about emotion words and the related action words. Activity: Learn to respond to these questions: <ul style="list-style-type: none"> <li>• <i>Is he/ she happy or sad?</i></li> <li>• <i>Is he/she surprised or angry?</i></li> </ul> Look at the different emotions and respond with: <ul style="list-style-type: none"> <li>• <i>I think he/she is ...(emotion) because he/she is ... (action)</i></li> </ul>	<b>(6) ACTIVITY 3:</b> Writing: Look and Describe <i>Turn to Workbook p13-14. Write according to the given language structure using action words, naming words and emotion words.</i>  <b>(7) ACTIVITY 4:</b> Word Families <i>Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.</i>
<b>(3) REVISION:</b> Vocabulary Words, Action Words, From Action Words to Naming Words	<b>(9) HOME PRACTICE (REMINDER):</b> Workbook p10-12 (Speaking Practice) Assessment Book p10-11 (Word families)	<b>(10) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)



## LESSON 2.2 (EXTENSION)

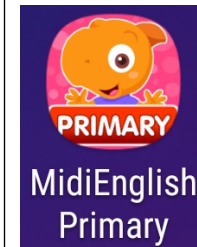
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 6 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 3.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Paired reading</li><li>Learn object pronouns: me, you, him, her, it</li></ul>		<b>MATERIALS:</b> <ul style="list-style-type: none"><li>Grammar Book</li><li>For schools that have purchased the Grammar Book</li></ul>														
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor		Leonardo was born in Italy He was a great man who could do many things													
Activity Song: Leonardo was born in Italy He was a great man who could do many things	He was a * and a * He was an * and an *		Leonardo was born in Italy He was a great man who could do many things													
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Object Pronouns- me, you Pre-activity: Write and say: <table><tr><td>Father buys the robot for *<u>me</u>. (point to yourself)</td><td>Father buys the robot for *<u>you</u>. (point to a student)</td></tr><tr><td>* me: refers to the speaker (1<sup>st</sup> person)</td><td>* you: refers to the person being spoken to (2<sup>nd</sup> person)</td></tr></table>		Father buys the robot for * <u>me</u> . (point to yourself)	Father buys the robot for * <u>you</u> . (point to a student)	* me: refers to the speaker (1 <sup>st</sup> person)	* you: refers to the person being spoken to (2 <sup>nd</sup> person)	<b>(4) ACTIVITY 2:</b> Object Pronouns- him, her, it Pre-activity: Write and say: <table><tr><th colspan="2">Revision</th><th></th></tr><tr><td>Father buys the robot for *<u>me</u>. (point to yourself)</td><td>Father buys the robot for *<u>you</u>. (point to any student)</td><td>Father buys the robot for *<u>him</u>. (point to a male student)</td></tr><tr><td>* me: refers to the speaker (1<sup>st</sup> person)</td><td>* you: refers to the person being spoken to (2<sup>nd</sup> person)</td><td>* him: refers to a boy/ man her: refers to a girl/ woman it: refers to an animal/ a thing/ a place (3<sup>rd</sup> person)</td></tr></table>	Revision			Father buys the robot for * <u>me</u> . (point to yourself)	Father buys the robot for * <u>you</u> . (point to any student)	Father buys the robot for * <u>him</u> . (point to a male student)	* me: refers to the speaker (1 <sup>st</sup> person)	* you: refers to the person being spoken to (2 <sup>nd</sup> person)	* him: refers to a boy/ man her: refers to a girl/ woman it: refers to an animal/ a thing/ a place (3 <sup>rd</sup> person)
Father buys the robot for * <u>me</u> . (point to yourself)	Father buys the robot for * <u>you</u> . (point to a student)															
* me: refers to the speaker (1 <sup>st</sup> person)	* you: refers to the person being spoken to (2 <sup>nd</sup> person)															
Revision																
Father buys the robot for * <u>me</u> . (point to yourself)	Father buys the robot for * <u>you</u> . (point to any student)	Father buys the robot for * <u>him</u> . (point to a male student)														
* me: refers to the speaker (1 <sup>st</sup> person)	* you: refers to the person being spoken to (2 <sup>nd</sup> person)	* him: refers to a boy/ man her: refers to a girl/ woman it: refers to an animal/ a thing/ a place (3 <sup>rd</sup> person)														
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p1-4 (me, you) Grammar Book p5-7 (him, her, it)	Activity: Go through the lesson and attempt the exercise.		Activity: Go through the lesson and attempt the exercise.													
<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p1-2 (me, you) Grammar Book p5 (him, her, it)																
<b>(7) CLOSING:</b> Step 6: Paired Reading (with student's storybook)																

### LESSON 3.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>WHAT DOES LEONARDO DO?</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words - Action and Naming Words		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 3.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Individual reading</li><li>• Revise object pronouns: me, you, him, her, it</li><li>• Learn object pronouns: us, them</li></ul>		<b>MATERIAL:</b> <ul style="list-style-type: none"><li>*Grammar Book</li><li>* <i>For schools that have purchased the Grammar Book</i></li></ul>		
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things		
Activity Song: Leonardo was born in Italy He was a great man who could do many things	He was a * and a * He was an * and an *	Leonardo was born in Italy He was a great man who could do many things		
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> me, you, him, her, it Review the object pronouns.	<b>(4) ACTIVITY 2:</b> Object Pronouns: us, them Pre-activity: Write and say:		
<b>(5) ACTIVITY 3:</b> me, you, him, her, it, us, them Review the object pronouns.		<table><tr><td><i>Father buys the robot for</i> <b>*<u>us</u>.</b> <i>(point to yourself and someone else)</i>  * us: refers to the speaker (1<sup>st</sup> person) + another person/ people (2<sup>nd</sup> person)</td><td><i>Father buys the robot for</i> <b>*<u>them</u>.</b> <i>(point to 2 or more people)</i>  * them: refers to other people (3<sup>nd</sup> person)</td></tr></table>		<i>Father buys the robot for</i> <b>*<u>us</u>.</b> <i>(point to yourself and someone else)</i>  * us: refers to the speaker (1 <sup>st</sup> person) + another person/ people (2 <sup>nd</sup> person)
<i>Father buys the robot for</i> <b>*<u>us</u>.</b> <i>(point to yourself and someone else)</i>  * us: refers to the speaker (1 <sup>st</sup> person) + another person/ people (2 <sup>nd</sup> person)	<i>Father buys the robot for</i> <b>*<u>them</u>.</b> <i>(point to 2 or more people)</i>  * them: refers to other people (3 <sup>nd</sup> person)			
<b>(6) CLASSROOM PRACTICE:</b> Grammar Book p8-10 (us, them) Grammar Book p11-12 (Revision)	<b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p8 (us, them) Grammar Book p13 (summary)	<b>(8) CLOSING:</b> Step 6: Individual Reading (with student’s storybook)		

### LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 6 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 4.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Describe one's appearances and feelings</li> <li>Describe Mona Lisa's appearances and feelings</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things
Activity Song: Leonardo was born in Italy He was a great man who could do many things	He was a * and a * He was an * and an *	Leonardo was born in Italy He was a great man who could do many things
<b>(2) READING:</b> Start with group reading if necessary Record reading		
<b>(3) ACTIVITY 1:</b> My Face (Describing Myself) Pre-activity: Teacher describes himself/ herself. <i>Say: "I am a man/ woman. I have short/ long hair. I have ... eyes. ... (continue as appropriate)"</i> Activity: Listen and read the descriptions. Turn to Speaking & Writing Book p1. Review the dialogue and answer the following questions: <ul style="list-style-type: none"> <li><i>Describe the girl's face. ... eyes. ... nose. ... eyebrows. ...teeth. ... hair.</i>  <i>(Respond with: She has a round face. She has blue eyes. ... )</i></li> <li><i>Describe the boy's face. ... eyes. ... nose. ... eyebrows. ...teeth. ... hair.</i>  <i>(Respond with: He has an oval face. She has brown eyes. ... )</i></li> </ul>		<b>(4) ACTIVITY 2:</b> Role-play with Friends I Turn to p2. Learn the descriptive words and invite students to describe their appearances: <ul style="list-style-type: none"> <li>I am ... (descriptive word)</li> <li>I have ... (descriptive word)</li> </ul>
		<b>(5) ACTIVITY 3:</b> Role-play with Friends II Turn to p3. Learn the action and descriptive words. Invite students to describe how they feel: <ul style="list-style-type: none"> <li>I ... (action word)</li> <li>I feel ... (descriptive word)</li> </ul>
<b>(6) CLASSROOM PRACTICE:</b> Turn to Speaking & Writing Book p4-5. Describe Mona Lisa's appearance and imagine how she feels.	<b>(7) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking & Writing Book p1-3	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>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 2B → <b>WHAT DOES LEONARDO DO?</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>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 2B UNIT 6: WHAT DOES LEONARDO DO?

### Lesson 4.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Write sentences with subject &amp; object pronouns</li> <li>Form sentences with 'Who-Action-What' pattern</li> <li>Attempt Unit 6 Assessment</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Leonardo was born in Italy He was a great man who could do many things	He was a painter and a scientist He was an architect and an inventor	Leonardo was born in Italy He was a great man who could do many things
Activity Song: Leonardo was born in Italy He was a great man who could do many things	He was a * and a * He was an * and an *	Leonardo was born in Italy He was a great man who could do many thing
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> I or Me?; Read and Circle Pre-activity: Turn to Speaking & Writing Book p6-7. Review the correct ways to use subject and object pronouns. Activity: Turn to p8-9. Use subject and object pronouns correctly.	<b>(4) CLASSROOM PRACTICE 2:</b> Look and Read; Think and Write Pre-activity: Turn to p10. Read the sentences (who? + action + what?) Activity: Turn to p11. From sentences using the same pattern (who? + action + what?)
<b>(5) CLASS TEST: Unit 6 Assessment:</b> Assessment Book p12-21	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p10-11 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

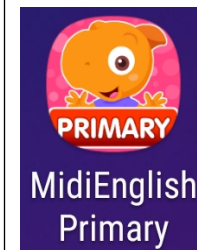
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 6 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 1.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Explore the pictures of the story and talk about them</li> <li>Listen to the story without interruption</li> <li>Echo read the story (optional)</li> <li>Learn to pronounce planet names and identify planets</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The solar system has eight planets That go round the sun like a merry-go-round (2x)	Mercury, Venus, Earth and Mars The first four planets among the stars  Jupiter and Saturn, but that's not all We need Uranus and Neptune to make the last four	The solar system has eight planets That go round the sun like a merry-go-round (2x)
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li><i>Can you name the planets in our solar system?</i></li> <li><i>Which planet do we live on?</i></li> <li><i>How can we travel to space?</i></li> <li><i>Can you describe the planets?</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: The Solar System Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Find the Planets Divide students into 2 groups. Each group takes turns to identify the planet. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p21-22	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book p22-24	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)

## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>THE SOLAR SYSTEM</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz) - Listen and Answer		
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 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 1.2

#### OBJECTIVES:

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

#### MATERIALS:

Workbook  
Assessment Book

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

The solar system has eight planets  
That go round the sun like a merry-go-round  
(2x)

Mercury, Venus, Earth and Mars  
The first four planets among the stars  
  
Jupiter and Saturn, but that's not all  
We need Uranus and Neptune to make the last four

The solar system has eight planets  
That go round the sun like a merry-go-round  
(2x)

#### (2) READING:

##### Step 2: Storytelling 1

##### Step 3: Storytelling 2

- Which planet do we live on?
- How many planets are there in our solar system? Can you name the planets? Can you name the planets in order?
- Which planet is the smallest in the solar system? ... the biggest ...?
- Which planet is closer to Earth? ... farther from Earth?
- Describe Earth.
- Compare the sun and the moon.

##### Step 4: Group Echo Reading

#### (3) REVISION: Vocabulary Words

#### (4) ACTIVITY: Compound Words

Pre-activity: Draw 3 columns on the whiteboard.  
Write 'space' in the left column and 'ship' in the middle column. Ask students what the words mean separately. Finally, write on the right column 'spaceship'. Say: "We make a new word by combining the 2 words together. What is the meaning now?"

space	+	ship	=	spaceship
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Activity: Learn more compound words

#### (5) CLASSROOM PRACTICE:

Workbook p23-24


#### (6) HOME PRACTICE (REMINDER):

Assessment Book p25

#### (7) CLOSING:

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

## LESSON 1.2 (EXTENSION)

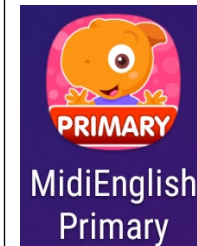
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 7 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 2.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Read and answer questions related to the story</li> <li>Shadow read the story</li> <li>Attempt the comprehension questions</li> <li>Learn comparison of adjectives</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The solar system has eight planets That go round the sun like a merry-go-round (2x)	Mercury, Venus, Earth and Mars The first four planets among the stars  Jupiter and Saturn, but that's not all We need Uranus and Neptune to make the last four	The solar system has eight planets That go round the sun like a merry-go-round (2x)
Activity Song: The solar system has eight planets That go round the * like a merry-go-round (2x)	*, *, * and * The first four planets among the stars  * and *, but that's not all We need * and * to make the last four	The solar system has eight planets That go round the * like a merry-go-round (2x)
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 Step 5: Group Shadow Reading	<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	<b>(5) ACTIVITY 2:</b> Comparison of Adjectives Pre-activity: Put 3 books in front of the teacher in different distances. Say: "Book A is <u>far</u> away from me. Book B is <u>farther</u> away from me than Book A. Book C is the <u>farthest</u> away from me of all the three books. We use 'far, farther, farthest' when we describe 1 item, compare 2 items and compare 3 items respectively." Activity: Learn more comparisons of adjectives.
<b>(3) REVISION:</b> Vocabulary Words, Compound Words		
<b>(6) CLASSROOM PRACTICE:</b> Workbook p25-28	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p26-29	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)

## LESSON 2.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>THE SOLAR SYSTEM</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Let's Compare		
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 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 2.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Retell the story</li> <li>Echo or Shadow read with Variations</li> <li>Listen to instructions and act on them</li> <li>Compare objects using comparison of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Compare planets and write using comparison of adjectives</li> <li>Learn to pronounce words with these word families: /ay/, /ace/, /ide/, /ime/, /ight/, /ook/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The solar system has eight planets That go round the sun like a merry-go-round (2x)	Mercury, Venus, Earth and Mars The first four planets among the stars Jupiter and Saturn, but that's not all We need Uranus and Neptune to make the last four	The solar system has eight planets That go round the sun like a merry-go-round (2x)
Activity Song: The solar system has eight planets That go round the * like a merry-go-round (2x)	*, *, * and * The first four planets among the stars * and *, but that's not all <i>We need * and * to make the last four</i>	The solar system has eight planets That go round the * like a merry-go-round (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Invite a student to retell the story in his own words.</i></li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(5) ACTIVITY 2:</b> Speaking: Let's Compare; Compare and Describe Pre-activity: Compare the planets and answer the questions. Activity: Compare the objects using the given language structure: <ul style="list-style-type: none"> <li><i>The.. (item 1) is.. (adjective) than the.. (item 2).</i></li> <li><i>The ... (item 3) is the ... (adjective).</i></li> <li>(for pictures of objects, refer to the slide 'Writing: Compare and Describe')</li> <li><i>Example: (picture 1)</i></li> <li><i>The basketball is <u>bigger than</u> the baseball.</i></li> <li><i>The beach ball is <u>the biggest</u>.</i></li> </ul>	<b>(6) ACTIVITY 3:</b> Writing: Compare and Write; Draw and Write Turn to Workbook p32-33. Add '... than' or 'the ...' to the adjectives. Turn to p34. Choose 3 planets in the solar system and make comparisons. Write using comparison of adjectives and illustrate.
<b>(3) REVISION:</b> Vocabulary Words, Compound Words, Comparison of Adjectives		<b>(7) ACTIVITY 5:</b> Word families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(4) ACTIVITY 1:</b> Listening: The Solar System Turn to Workbook p29. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.	<b>(9) HOME PRACTICE (REMINDER):</b> Workbook p30-33 (Speaking Practice) Assessment Book p30-31 (Word families)	<b>(10) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)
<b>(8) CLASSROOM PRACTICE:</b> Workbook p35-37 (Word families)		



## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 7 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 3.1

#### OBJECTIVES:

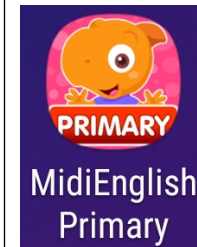
- Paired reading
- Learn verb 'to be' (is, are, am) with singular & plural nouns, subject pronouns and demonstrative pronouns

#### MATERIALS:

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

<p><b>(1) TUNING-IN:</b> Sing-a-long:</p> <p>The solar system has eight planets That go round the sun like a merry-go-round (2x)</p>	<p>Mercury, Venus, Earth and Mars The first four planets among the stars Jupiter and Saturn, but that’s not all We need Uranus and Neptune to make the last four</p>	<p>The solar system has eight planets That go round the sun like a merry-go-round (2x)</p>					
<p>Activity Song:</p> <p>The solar system has eight planets That go round the * like a merry-go-round (2x)</p>	<p>*, *, * and *</p> <p>The first four planets among the stars * and *, but that’s not all <i>We need * and * to make the last four</i></p>	<p>The solar system has eight planets That go round the * like a merry-go-round (2x)</p>					
<p><b>(2) READING:</b></p> <p>Start with group reading if necessary Step 6: Paired Reading</p>	<p><b>(4) ACTIVITY 2:</b> ‘is, are, am’ with Subject Pronouns (Review: A singular pronoun takes the place of a singular noun. A plural pronoun takes the place of a plural noun.) Pre-activity: Write on a whiteboard and say:</p> <table><tr><td><u>I am</u> happy.</td><td><u>He is</u> happy. <u>She is</u> happy. <u>It is</u> happy.</td><td><u>You are</u> happy. <u>We are</u> happy. <u>They are</u> happy</td></tr></table> <p>Say: “‘is’ refers to singular pronouns (one person) and ‘are’ refers to plural pronouns (more than one erson). Exceptions are ‘I am’ and ‘You are’(‘you’ can refer to one or more than one person).” Activity: Go through the lesson and attempt the exercise.</p>	<u>I am</u> happy.	<u>He is</u> happy. <u>She is</u> happy. <u>It is</u> happy.	<u>You are</u> happy. <u>We are</u> happy. <u>They are</u> happy	<p><b>(5) ACTIVITY 3:</b> ‘is, are, am’ with Demonstrative Pronouns Pre-activity: Write on a whiteboard and say:</p> <table><tr><td><u>This is</u> tall <u>That is</u> short.</td><td><u>These are</u> tall <u>Those are</u> short.</td></tr></table> <p>Say: “‘this and that’ refer to singular nouns and ‘these and those’ refer to plural nouns.” Activity: Go through the lesson and attempt the exercise.</p>	<u>This is</u> tall <u>That is</u> short.	<u>These are</u> tall <u>Those are</u> short.
<u>I am</u> happy.	<u>He is</u> happy. <u>She is</u> happy. <u>It is</u> happy.	<u>You are</u> happy. <u>We are</u> happy. <u>They are</u> happy					
<u>This is</u> tall <u>That is</u> short.	<u>These are</u> tall <u>Those are</u> short.						
<p><b>(3) ACTIVITY 1:</b> ‘is, are’ with Singular and Plural Nouns Pre-activity: Write on a whiteboard:</p> <table><tr><td><u>The tree is</u> tall. (one tree)</td><td><u>The trees are</u> tall. (many trees)</td></tr></table> <p>Say: “‘is’ refers to singular nouns (one tree) and ‘are’ refers to plural nouns (more than one tree).” Activity: Go through the lesson and attempt the exercise.</p>	<u>The tree is</u> tall. (one tree)	<u>The trees are</u> tall. (many trees)					
<u>The tree is</u> tall. (one tree)	<u>The trees are</u> tall. (many trees)						
<p><b>(6) CLASSROOM PRACTICE:</b></p> <p>Grammar Book p14-16 (verb ‘to be’ with nouns) Grammar Book p17-22 (verb ‘to be’ with subject pronouns) Grammar Book p23-26 (verb ‘to be’ with demonstrative nouns) Grammar Book p27-28 (Revision)</p>	<p><b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p14 (verb ‘to be’ with nouns) Grammar Book p17-19 (verb ‘to be’ with subject pronouns) Grammar Book p23 (verb ‘to be’ with demonstrative nouns)</p>	<p><b>(8) CLOSING:</b></p> <p>Step 6: Paired Reading (with student’s storybook)</p>					

### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>THE SOLAR SYSTEM</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Compound Words - Listening Quiz - 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 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 3.2

#### OBJECTIVES:


- Individual reading
- Learn verb 'to have' (has, have) with singular & plural nouns and subject pronouns

#### MATERIAL:

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

<p><b>(1) TUNING-IN:</b> Sing-a-long: The solar system has eight planets That go round the sun like a merry-go-round (2x)</p>	<p>Mercury, Venus, Earth and Mars The first four planets among the stars Jupiter and Saturn, but that’s not all We need Uranus and Neptune to make the last four</p>	<p>The solar system has eight planets That go round the sun like a merry-go-round (2x)</p>			
<p>Activity Song: The solar system has eight planets That go round the * like a merry-go-round (2x)</p>	<p>*, *, * and * The first four planets among the stars * and *, but that’s not all <i>We need * and * to make the last four</i></p>	<p>The solar system has eight planets That go round the * like a merry-go-round (2x)</p>			
<p><b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading</p>	<p><b>(4) ACTIVITY 2:</b> ‘has, have’ with Subject Pronouns (Review: A singular pronoun takes the place of a singular noun. A plural pronoun takes the place of a plural noun.) Pre-activity: Write on a whiteboard and say:</p> <table><tr><td><i><u>It has</u> long legs.</i></td><td><i><u>He has</u> long legs. <u>She has</u> long legs.</i></td><td><i><u>I have</u> long legs. <u>You have</u> long legs. <u>We have</u> long legs. <u>They have</u> long legs.</i></td></tr></table>	<i><u>It has</u> long legs.</i>	<i><u>He has</u> long legs. <u>She has</u> long legs.</i>	<i><u>I have</u> long legs. <u>You have</u> long legs. <u>We have</u> long legs. <u>They have</u> long legs.</i>	<p><i>Say: “‘has’ refers to singular pronouns (one person) and ‘have’ refers to plural pronouns (more than one person). Exceptions are ‘I have’ and ‘You have’(even if ‘I’ or ‘You’ refers to only one person)”</i> Activity: Go through the lesson and attempt the exercise.</p>
<i><u>It has</u> long legs.</i>		<i><u>He has</u> long legs. <u>She has</u> long legs.</i>	<i><u>I have</u> long legs. <u>You have</u> long legs. <u>We have</u> long legs. <u>They have</u> long legs.</i>		
<p><b>(3) ACTIVITY 1:</b> ‘has, have’ with Singular and Plural Nouns Pre-activity: Write on a whiteboard:</p> <table><tr><td><i>The tree <u>has</u> fruits. (one tree)</i></td><td><i>The trees <u>have</u> fruits. (many trees)</i></td></tr></table> <p><i>Say: “‘has’ refers to singular nouns (one tree) and ‘have’ refers to plural nouns (more than one tree).”</i> Activity: Go through the lesson and attempt the exercise.</p>	<i>The tree <u>has</u> fruits. (one tree)</i>	<i>The trees <u>have</u> fruits. (many trees)</i>			
<i>The tree <u>has</u> fruits. (one tree)</i>	<i>The trees <u>have</u> fruits. (many trees)</i>				
<p><b>(5) CLASSROOM PRACTICE:</b> Grammar Book p29-31 (verb ‘to have’ with nouns) Grammar Book p32-35 (verb ‘to have’ with subject pronouns) Grammar Book p36-37 (revision)</p>	<p><b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p29 (verb ‘to have’ with nouns) Grammar Book p32 (verb ‘to have’ with subject pronouns) Grammar Book p38 (summary)</p>	<p><b>(7) CLOSING:</b> Step 6: Individual Reading (with student’s storybook)</p>			

## LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 7 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 4.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn about a fictional conversation with an alien</li> <li>Share facts about the different planets</li> <li>Create names of aliens</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book <i>* For schools that have purchased the Speaking &amp; Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The solar system has eight planets That go round the sun like a merry-go-round (2x)	Mercury, Venus, Earth and Mars The first four planets among the stars Jupiter and Saturn, but that's not all We need Uranus and Neptune to make the last four	The solar system has eight planets That go round the sun like a merry-go-round (2x)
Activity Song: The solar system has eight planets That go round the * like a merry-go-round (2x)	*, *, * and * The first four planets among the stars * and *, but that's not all <i>We need * and * to make the last four</i>	The solar system has eight planets That go round the * like a merry-go-round (2x)
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> Hello, Alien Pre-activity: Ask: <i>"What would you say if you went into outerspace and saw an alien?"</i> Activity: Listen and read the conversation between an astronaut and an alien. Turn to Speaking & Writing Book p1. Review the dialogue and answer the following questions: <ul style="list-style-type: none"> <li><i>Which planet did the astronaut go to? (Jupiter)</i></li> <li><i>Describe Jupiter. (colder than Earth, biggest planet in the solar system)</i></li> <li><i>What did the alien offer to do? (show the astronaut around Jupiter)</i></li> </ul>	
<b>(4) ACTIVITY 2:</b> Role-play with Friends Pair up the students. Turn to p14-15. Read the facts about the planets and role-play the dialogue on p13.		
<b>(5) CLASSROOM PRACTICE:</b> Turn to p16-17. Imagine there are aliens living on the other planets and make up names for those aliens.	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p12	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>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 2B → <b>THE SOLAR SYSTEM</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>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 2B UNIT 7: THE SOLAR SYSTEM

### Lesson 4.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Complete passages and an interview with verb 'to be' and verb 'to have'</li> <li>Attempt Unit 7 Assessment</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The solar system has eight planets That go round the sun like a merry-go-round (2x)	Mercury, Venus, Earth and Mars The first four planets among the stars Jupiter and Saturn, but that's not all We need Uranus and Neptune to make the last four	The solar system has eight planets That go round the sun like a merry-go-round (2x)
Activity Song: The solar system has eight planets That go round the * like a merry-go-round (2x)	*, *, * and * The first four planets among the stars * and *, but that's not all <i>We need * and * to make the last four</i>	The solar system has eight planets That go round the * like a merry-go-round (2x)
<b>(2) READING:</b> Start with group reading if necessary Record reading		
<b>(3) CLASSROOM PRACTICE 1:</b> My Earth I Turn to Speaking & Writing Book p18-19. Complete a passage about "My Earth" using 'am, is or are'.	<b>(4) CLASSROOM PRACTICE 2:</b> My Earth II Turn to p20-21. Complete a passage about "My Earth" using 'has or have'.	<b>(5) CLASSROOM PRACTICE 3:</b> An Interview with Martians Turn to p22-23. Complete the interview with verbs 'to be' and verbs 'to have'.
<b>(6) CLASS TEST:</b> Unit 7 Assessment Assessment Book p32-41	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p22-23 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 7 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 8: THE STORY OF WATER

### 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 vocabulary words and identify pictures

#### MATERIALS:

Workbook  
Assessment Book

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

Water cycle, Oh water cycle  
It travels in different forms  
Liquid, solid, gas (2x)  
That's how it transforms

Water cycle, Oh water cycle  
It's journey goes round and round  
From the ground to the sky  
From the sky to the ground  
Its journey goes round and round

Water cycle, Oh water cycle  
It travels in different forms  
Liquid, solid, gas (2x)  
That's how it transforms

#### (2) READING:

Step 1: Picture Walk

- *What do you think this story is about?*
- *Do you know the story of water? Where does water come from?*
- *How do you think water moves from the ground to the sky, and back down to the ground again?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

#### (3) ACTIVITY 1: Words: The Story of Water

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 snap the correct picture of a given word. Record their scores and the group with the higher score wins.

#### (5) CLASSROOM PRACTICE:

Workbook p41-44

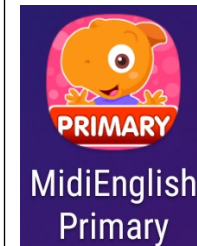
#### (6) HOME PRACTICE (REMINDER):

Assessment Book 42-46

#### (7) CLOSING:

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

## LESSON 1.1 (EXTENSION)


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

## LEVEL 2B UNIT 8: THE STORY OF WATER

### Lesson 1.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn to pronounce and identify action words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms	Water cycle, Oh water cycle It's journey goes round and round From the ground to the sky From the sky to the ground Its journey goes round and round	Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>What is the water cycle? How does it work?</i></li> <li>• <i>What are the different forms of water?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where can we find water on Earth?</i></li> <li>• <i>What happens when water is heated?</i></li> <li>• <i>What happens when clouds become heavy?</i></li> <li>• <i>What is the difference between rain and snow?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What happens when snow freezes on land?</i></li> <li>• <i>What happens when the Sun shines on ice?</i></li> </ul> Step 4: Group Echo Reading
<b>(3) REVISION:</b> Vocabulary Words	<b>(4) ACTIVITY 1:</b> 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. Act out the words.	<b>(5) ACTIVITY 2:</b> Action words Divide students into 2 groups. Each group takes turns to identify the word. Record their scores and the group with the higher score wins.
<b>(6) CLASSROOM PRACTICE:</b> Workbook p45-46	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book 47-49	<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 8 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 8: THE STORY OF WATER

### Lesson 2.1

#### OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn about words with opposite meanings
- Learn about comparison of adjectives

#### MATERIALS:

Workbook  
Assessment Book

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

Water cycle, Oh water cycle  
It travels in different forms  
Liquid, solid, gas (2x)  
That's how it transforms

Water cycle, Oh water cycle  
It's journey goes round and round  
From the ground to the sky  
From the sky to the ground  
Its journey goes round and round

Water cycle, Oh water cycle  
It travels in different forms  
Liquid, solid, gas (2x)  
That's how it transforms

#### (2) READING:

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

#### (3) REVISION: Vocabulary Words & 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: Pair Up the Opposites

Pre-activity: Ask: "What are the opposites of these words?" and write on a whiteboard:

warm	→	cool
same		different
rise		fall
float		sink
light		heavy
freeze		melt
low		high

Activity: Attempt the exercise.

#### (6) ACTIVITY 3: Comparison of Adjectives

Pre-activity: Write on a whiteboard and say: "Book 1 is lighter than Book 2. Book 2 is heavier than Book 1."

light, lighter  
heavy, heavier

Activity: Learn more comparisons of adjectives.

#### (7) CLASSROOM PRACTICE:

Workbook p47 (opposites)  
Workbook p48-49 (comparison of adjectives)

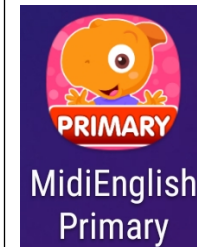
#### (8) HOME PRACTICE (REMINDER):

Assessment Book p50 (opposites)  
Assessment Book p51 (comparison of adjectives)

#### (9) CLOSING:

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

## LESSON 2.1 (EXTENSION)

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


## LEVEL 2B UNIT 8: THE STORY OF WATER

### Lesson 2.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Echo or Shadow read with Variations</li> <li>Listen to instructions and act on them</li> <li>Talk and write about the water cycle</li> <li>Learn to pronounce words with these word families: /am/, /ack/, /air/, /ice/, /ite/, /oat/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms	Water cycle, Oh water cycle It's journey goes round and round From the ground to the sky From the sky to the ground Its journey goes round and round	Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Invite a student to retell the story in his/ her own words.</i></li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Action Words, Opposites, Comparison of Adjectives	<b>(4) ACTIVITY 1:</b> Listening: The Story of Water Turn to Workbook p50. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.
<b>(5) ACTIVITY 2:</b> Speaking: What Happens to Walt? Ask students to imagine that they were Walt, the water droplet. Answer the questions and describe the journey of the water cycle. Turn to Workbook p51-52 to get help to form the answers.	<b>(6) ACTIVITY 3:</b> Writing: Order and Write (Walt's Water Cycle) Read and complete the water cycle story with the given helping words.	<b>(7) ACTIVITY 4:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(8) CLASSROOM PRACTICE:</b> Workbook p55-57 (Word families)	<b>(9) HOME PRACTICE (REMINDER):</b> Workbook p51-52 (Speaking Practice) Assessment Book p52-53 (Word families)	<b>(10) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)



## LESSON 2.2 (EXTENSION)

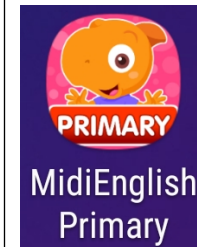
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 8 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 8: THE STORY OF WATER

### Lesson 3.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Learn the simple present tense (with subject-verb agreement)</li> </ul>		<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms	Water cycle, Oh water cycle It's journey goes round and round From the ground to the sky From the sky to the ground Its journey goes round and round	Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY:</b> Verbs in Simple Present Tense; Using Simple Present Tense Pre-activity: Review how to form verbs in simple present tense with –s, -es and –ies.  <i>Example:</i> <i>laugh – laugh<u>s</u></i> <i>beach - beach<u>es</u></i> <i>cry – crie<u>s</u></i> Activity: Learn the rules of subject-verb agreement in simple present tense. <i>Example:</i> <i>The <u>girl</u> laugh<u>s</u>.</i> <i>The <u>girls</u> laugh.</i>	
<b>(4) CLASSROOM PRACTICE:</b> Grammar Book p39-40 (subject-verb agreement) Grammar Book p41-42 (facts) Grammar Book p43-44 (habits or repeated actions) Grammar Book p45-46 (present time) Grammar Book p47-48 (revision)	<b>(5) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p39 (subject-verb agreement) Grammar Book p41 (facts) Grammar Book p43 (habits or repeated actions) Grammar Book p45 (present time)	<b>(6) CLOSING:</b> Step 6: Paired Reading (with student's storybook)

### LESSON 3.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>THE STORY OF WATER</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Opposite Words - Action Words		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

## LEVEL 2B UNIT 8: THE STORY OF WATER

### Lesson 3.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn the simple past tense (with subject-verb agreement)</li> </ul>		<b>MATERIAL:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms	Water cycle, Oh water cycle It's journey goes round and round From the ground to the sky From the sky to the ground Its journey goes round and round	Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading		
<b>(3) ACTIVITY 1:</b> Verbs in Simple Past Tense; Using Simple Past Tense Pre-activity: Review how to form verbs in simple past tense with –d, -ed and –ied. <i>Example:</i> love - <u>loved</u> laugh – <u>laughed</u> cry – <u>cried</u> Activity: Learn the rules of subject-verb agreement in simple past tense. Attempt the exercise. <i>Example:</i> The <u>girl laughed</u> . The <u>girls laughed</u> .		<b>(4) ACTIVITY 2:</b> Simple Present Tense and Simple Past Tense Read the sentences and select the verbs in the correct tenses.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p49-51 (subject-verb agreement) Grammar Book p52-53 (past actions) Grammar Book p54-55 (Revision)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p49-50 (subject-verb agreement) Grammar Book p56 (summary)	<b>(7) CLOSING:</b> Step 6: Individual Reading (with student's storybook)

### LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 8 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 8: THE STORY OF WATER

### Lesson 4.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Say and carry out a water experiment.</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms	Water cycle, Oh water cycle It's journey goes round and round From the ground to the sky From the sky to the ground Its journey goes round and round	Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> The Water Experiment Pre-activity: Listen to the experiment. Then ask: <i>"What is step 1? ... step 2? ... step 3? ... step 4? ... step 5?"</i> Activity: Prepare a kettle of water, a bowl and a plate. Carry out the experiment.	<b>(4) ACTIVITY 2:</b> Role-play with Friends Pair up the students. Turn to Speaking and Writing Book p26-27. Take turns to pretend to carry out the experiment by using actions.
<b>(5) CLASSROOM PRACTICE:</b> Turn to p28-29. Recall the steps of the experiment and write them down.	<b>(6) HOME PRACTICE (REMINDER):</b> Review experiment Speaking and Writing Book p24-25	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>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 2B → <b>THE STORY OF WATER</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>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 2B UNIT 8: THE STORY OF WATER

### Lesson 4.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Use the simple present tense to talk about facts</li> <li>Write facts about water or the water cycle</li> <li>Write instructions with the simple present tense</li> <li>Attempt Unit 8 Assessment</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms	Water cycle, Oh water cycle It's journey goes round and round From the ground to the sky From the sky to the ground Its journey goes round and round	Water cycle, Oh water cycle It travels in different forms Liquid, solid, gas (2x) That's how it transforms
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> Facts Turn to Speaking and Writing Book p30-31. Tick the facts that are written in simple present tense.	<b>(4) CLASSROOM PRACTICE 2:</b> Informational writing Turn to p32. Write facts about water or the water cycle and illustrate (refer to the storybook "The Story of Water" for information).
	<b>(5) CLASSROOM PRACTICE 3:</b> Turn to p33-34. Instructions always begin with an action word and written in the simple present tense. Tick the instructions that are written correctly.	<b>(6) CLASSROOM PRACTICE 4:</b> Turn to p35. Write down instructions of how to brush your teeth.
<b>(7) CLASS TEST: Unit 8 Assessment:</b> Assessment Book p54-63	<b>(8) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p35 (if this is not completed in school)	<b>(9) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 8 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY

### Lesson 1.1

#### OBJECTIVES:

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

#### MATERIALS:

Workbook  
Assessment Book

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

Mozart was a music prodigy  
I wish I could be like him  
He could play many instruments  
And performed for kings and queens

Stamp your feet  
Feel the beat  
Making music  
Do-re-mi-fa-so-la-ti-do

Mozart was a music prodigy  
I wish I could be like him  
He could play many instruments  
And performed for kings and queens

#### (2) READING:

Step 1: Picture Walk

- *Who is he?*
- *What is he doing?*
- *What music instruments can you see?*
- *What achievements do you think he had made?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

**(3) ACTIVITY 1:** Words: Mozart the Music Prodigy  
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 p61-62

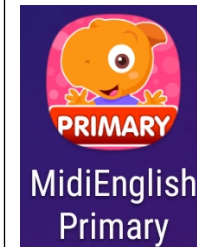
#### (6) HOME PRACTICE (REMINDER):

Assessment Book p64-67

#### (7) CLOSING:

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

## LESSON 1.1 (EXTENSION)


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

## LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY

### Lesson 1.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Learn to pronounce and spell the action words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens	Stamp your feet Feel the beat Making music Do-re-mi-fa-so-la-ti-do	Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>What other musicians do you know?</i></li> <li>• <i>What are the talents of Mozart?</i></li> <li>• <i>Who else in Mozart's family played music?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What languages could Mozart speak?</i></li> <li>• <i>What is the story of the "The Magic Flute" about?</i></li> <li>• <i>Would you like to be as talented as Mozart when you grow up?</i></li> <li>• <i>What would you like to do?</i></li> <li>• <i>What can you learn from Mozart?</i></li> </ul> Step 4: Group Echo Reading	
<b>(3) REVISION:</b> Vocabulary Words	<b>(4) ACTIVITY:</b> 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. Act out the words	
<b>(5) CLASSROOM PRACTICE:</b> Workbook p63-64	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book p68-70	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

## LESSON 1.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 9 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY

### Lesson 2.1

#### OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Form –ing words from action words

#### MATERIALS:

Workbook  
Assessment Book

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

Mozart was a music prodigy  
I wish I could be like him  
He could play many instruments  
And performed for kings and queens

Stamp your feet  
Feel the beat  
Making music  
Do-re-mi-fa-so-la-ti-do

Mozart was a music prodigy  
I wish I could be like him  
He could play many instruments  
And performed for kings and queens

#### (2) READING:

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

#### (3) REVISION: Vocabulary Words & 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: Forming –ing Words from Action Words

Pre-activity: Write on the whiteboard and say:

*I am writing.*

Jump and say: *"I am jumping."*

Explain that action words that end in –ing tell us that the actions are happening right now.

Activity: Learn ways to form –ing words.

#### (6) CLASSROOM PRACTICE:

Workbook p65-66

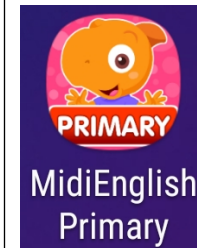
#### (7) HOME PRACTICE (REMINDER):

Assessment Book p71-73

#### (8) CLOSING:

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

## LESSON 2.1 (EXTENSION)

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


## LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY

### Lesson 2.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Echo or Shadow read with Variations</li> <li>Learn to listen to instructions and act on them</li> <li>Learn greetings in different languages</li> <li>Write about a favorite piece of music or song</li> <li>Learn to pronounce words in these word families: /ame/, /eak/, /old/, /ore/, /ort/, /ouse/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens	Stamp your feet Feel the beat Making music Do-re-mi-fa-so-la-ti-do	Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Invite a student to retell the story in his/her own words.</i></li> <li>Step 4 &amp; 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)</li> </ul>	<b>(3) REVISION:</b> Vocabulary Words, Action Words, -ing Words	<b>(4) ACTIVITY 1:</b> Listening: Mozart the Music Prodigy Turn to Workbook p67. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.
<b>(5) ACTIVITY 2:</b> Speaking: I Can Speak Many Languages Learn the French, German, Spanish, Mandarin & Japanese ways of saying hello, goodbye and thank you.	<b>(6) ACTIVITY 3:</b> Writing Turn to Workbook p71. Invite students to write about their favorite piece of music or song and give a reason why it is their favorite.	<b>(7) ACTIVITY 4:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(8) CLASSROOM PRACTICE:</b> Workbook p72-74 (Word families)	<b>(9) HOME PRACTICE (REMINDER):</b> Workbook p68-70 (Speaking Practice) Assessment Book p74-75 (Word families)	<b>(10) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)



## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 9 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY

### Lesson 3.1

#### OBJECTIVES:

- Paired reading
- Use adjectives to describe nouns

#### MATERIALS:

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

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

Mozart was a music prodigy  
I wish I could be like him  
He could play many instruments  
And performed for kings and queens

Stamp your feet  
Feel the beat  
Making music  
Do-re-mi-fa-so-la-ti-do

Mozart was a music prodigy  
I wish I could be like him  
He could play many instruments  
And performed for kings and queens

#### (2) READING:

Start with group reading if necessary  
Step 6: Paired Reading

#### (3) ACTIVITY: Adjectives (I) & (II)

Pre-activity: An adjective is a descriptive word that gives us more information about a person, an animal, a thing or a place. Show an item e.g. a picture of a flower. Invite students to describe the flower and write them down.

*Example:*

*This is a pretty flower. This flower is pretty.*

(adjectives can be placed before or after a noun).

Activity: Go through the lesson and attempt the exercise.

#### (4) CLASSROOM PRACTICE:

Grammar Book p57-63

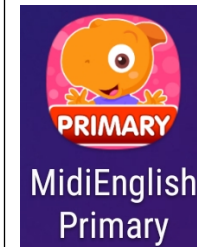
#### (5) HOME PRACTICE (REMINDER): Review lesson

Grammar Book p57-58

#### (6) CLOSING:

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


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>MOZART THE MUSIC PRODIGY</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action and Naming Words - Action Words		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY**  
**Lesson 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Individual reading</li> <li>• Learn prepositions of place</li> </ul>		<b>MATERIAL:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens	Stamp your feet Feel the beat Making music Do-re-mi-fa-so-la-ti-do	Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY:</b> Prepositions of Place (I) and (II) Pre-activity: A preposition of place tells us about the position of things. It answers the question “Where?” <i>Ask: “Where are the chairs? (They are behind the desks) Where are the books? (They are on the teacher’s table. Where is the fan? It is above our heads.”</i> Look around the classroom and ask questions that require the use of prepositions of place when answering. Activity: Go through the lesson and attempt the exercise.	
<b>(4) CLASSROOM PRACTICE:</b> Grammar Book p64-69	<b>(5) HOME PRACTICE (REMINDER):</b> Grammar Book p64 Grammar Book p70 (summary)	<b>(6) CLOSING:</b> Step 6: Individual Reading (with student’s storybook)

## LESSON 3.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 9 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 2B UNIT 9: MOZART THE MUSIC PRODIGY**  
**Lesson 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn to ask questions with “Where ...?”</li> <li>Complete sentences with prepositions</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens	Stamp your feet Feel the beat Making music Do-re-mi-fa-so-la-ti-do	Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> Where? Pre-activity: Listen and read the dialogue. Activity: Turn to Speaking & Writing Book p37. Extend learning by adding prepositions to indicate position.	<b>(4) ACTIVITY 2:</b> Role-play with Friends Pre-activity: Turn to p38. Review the prepositions and invite students to make sentences with each one of them. Activity: Pair up the students. Turn to p39 and take turns to role-play the dialogue.
<b>(5) CLASSROOM PRACTICE:</b> Turn to Speaking and Writing Book p40-41. Look at the pictures and write down their positions.	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p36-37	<b>(7) CLOSING:</b> Review reading if necessary (with student’s storybook)

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>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 2B → <b>MOZART THE MUSIC PRODIGY</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>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 2B UNIT 9: MOZART THE MUSIC PRODIGY

### Lesson 4.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Use adjectives to describe Mozart</li> <li>Write sentences with adjectives and prepositions</li> <li>Attempt Unit 9 Assessment</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens	Stamp your feet Feel the beat Making music Do-re-mi-fa-so-la-ti-do	Mozart was a music prodigy I wish I could be like him He could play many instruments And performed for kings and queens
<b>(2) READING:</b> Start with group reading if necessary Record reading		
<b>(3) CLASSROOM PRACTICE 1:</b> Descriptive Words Turn to Speaking & Writing Book p42-43. Read the short passages and select a suitable adjective to describe Mozart.	<b>(4) CLASSROOM PRACTICE 2:</b> At the Pond (Think and Write) Turn to p44-45. Describe the characters using suitable adjectives and complete the sentences.	<b>(5) CLASSROOM PRACTICE 3:</b> Draw and Write Turn to p46-47. Make up characters and add to the pond picture. Write 4 sentences about the pond with adjectives and prepositions.
<b>(6) CLASS TEST: Unit 9 Assessment</b> Assessment Book p76-85	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p46-47 (if these are not completed in school)	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 9 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 10: LET'S GO GREEN

### Lesson 1.1

#### OBJECTIVES:

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

#### MATERIALS:

Workbook  
Assessment Book

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

Our precious Earth is in danger  
We must do something before it's too late

We can save Earth's resources  
These three special steps are all it takes

Reduce, reuse, recycle (2x)  
We can become heroes of the Earth  
When we reduce, reuse, recycle  
(2x)

#### (2) READING:

Step 1: Picture Walk

- *What do you think this story is about?*
- *What's the meaning of going green?*
- *What do you think the superhero is able to do?*
- *What is happening to Earth?*
- *What can we do for Earth?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

#### (3) ACTIVITY 1: Words: Let's Go Green

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 form and spell a word. Record their scores and the group with the higher score wins.

#### (5) CLASSROOM PRACTICE:

Workbook p77-78

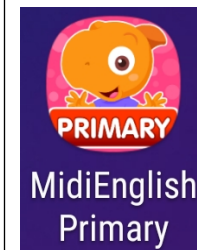
#### (6) HOME PRACTICE (REMINDER):

Assessment Book p86-89

#### (7) CLOSING:

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

## LESSON 1.1 (EXTENSION)

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

## LEVEL 2B UNIT 10: LET'S GO GREEN

### Lesson 1.2

#### OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Form new words by adding the prefix re-

#### MATERIALS:

Workbook  
Assessment Book

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

Our precious Earth is in danger  
We must do something before it's too late

We can save Earth's resources  
These three special steps are all it takes

Reduce, reuse, recycle (2x)  
We can become heroes of the Earth  
When we reduce, reuse, recycle  
(2x)

#### (2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What does pollution mean?*
- *In what ways is pollution harming Earth?*
- *What are the three special steps we can take to save Earth?*

- *Give examples of how we can reduce what we use.*
- *Give examples of how we can reuse things.*
- *Give examples of how we can recycle things.*
- *What are the things that we can recycle?*
- *How can Earth benefit when we reduce, reuse and recycle things?*

Step 4: Group Echo Reading

#### (3) REVISION: Vocabulary Words

#### (4) ACTIVITY: Prefix re-

Pre-activity: Write the word 'use' on the whiteboard. Ask what the word means. Next, use a different color marker and write 're' in front of it. Ask what it means now. ('re' means 'again') Repeat with these other examples: cycle, do, write, paint

use	→	<u>re</u> use
cycle		<u>re</u> cycle
do		<u>re</u> do
write		<u>re</u> write
paint		<u>re</u> paint

Activity: Learn more words with the prefix re-.

#### (5) CLASSROOM PRACTICE:

Workbook p79-81


#### (6) HOME PRACTICE (REMINDER):

Assessment Book p90-91

#### (7) CLOSING:

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

## LESSON 1.2 (EXTENSION)

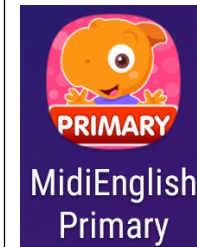
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 10 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 10: LET'S GO GREEN

### Lesson 2.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Read and answer questions related to the story</li><li>• Shadow read the story</li><li>• Attempt the comprehension questions</li><li>• Learn modals ‘can’ and ‘must’</li></ul>		<b>MATERIALS:</b> Workbook Assessment Book		
<b>(1) TUNING-IN:</b> Sing-a-long: Our precious Earth is in danger We must do something before it’s too late	We can save Earth’s resources These three special steps are al it takes	Reduce, reuse, recycle (2x) We can become heroes of the Earth When we reduce, reuse, recycle (2x)		
Activity Song: Our precious * is in danger We must do something before it’s too late	We can save *’s resources These three special steps are al it takes	*, *, * (2x) We can become * of the * When we *, *, * (2x)		
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for the questions) Step 5: Group Shadow Reading		<b>(3) REVISION:</b> Vocabulary Words, Prefix re-		
<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	<b>(5) ACTIVITY 2:</b> Modals: can, must Pre-activity: Write on the whiteboard ‘can’. Say: “I can help save Earth.” Ask students what does it mean? Next, write ‘must’ and say: “I must help save Earth.” What does it mean this time? Turn to Workbook p82. Learn more about ‘can’ and ‘must’.	<table><tr><td>I <u>can</u> help save Earth.</td><td>I <u>must</u> help save Earth.</td></tr></table> Activity: Pair up the students. Turn to p83. Take turns to use ‘can’ and ‘must’ to say the sentences.	I <u>can</u> help save Earth.	I <u>must</u> help save Earth.
I <u>can</u> help save Earth.	I <u>must</u> help save Earth.			
<b>(6) CLASSROOM PRACTICE:</b> Workbook p82-83	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p92-83	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student’s storybook)		

## LESSON 2.1 (EXTENSION)

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


## LEVEL 2B UNIT 10: LET'S GO GREEN

### Lesson 2.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Retell the story</li> <li>• Echo or Shadow read with Variations</li> <li>• Learn to listen to instructions and act on them</li> <li>• Share what one can do to reduce, reuse and recycle using the modals 'can' or 'must'</li> <li>• Write about a 'reduce, reuse, recycle' project</li> <li>• Learn to pronounce words in these word families: /ate/, /ave/, /eed/, /ill/, /oom/, /ust/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Our precious Earth is in danger We must do something before it's too late	We can save Earth's resources These three special steps are all it takes	Reduce, reuse, recycle (2x) We can become heroes of the Earth When we reduce, reuse, recycle (2x)
Activity Song: Our precious * is in danger We must do something before it's too late	We can save *'s resources These three special steps are all it takes	*, *, * (2x) We can become * of the * When we *, *, * (2x)
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>Invite a student to retell the story in his own words.</i></li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Prefix re-, Modals	<b>(4) ACTIVITY 1:</b> Listening: Let's Go Green Turn to Workbook p84. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.
<b>(5) ACTIVITY 2:</b> Speaking: We Can and We Must Invite students to share ways to go green/ save Earth using the given language structure: <ul style="list-style-type: none"> <li>• <i>What can/ must we do to ...?</i></li> <li>• <i>We can/ must ...</i></li> </ul>	<b>(6) ACTIVITY 3:</b> Writing: Draw and Write Turn to Workbook p87-88. Write about what one can do reduce, reuse or recycle things. Illustrate.	<b>(7) ACTIVITY 4:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(8) CLASSROOM PRACTICE:</b> Workbook p89-91 (Word families)	<b>(9) HOME PRACTICE (REMINDER):</b> Workbook p85-86 (Speaking Practice) Assessment Book p94-95 (Word families)	<b>(10) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)



## LESSON 2.2 (EXTENSION)

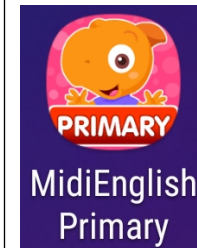
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 10 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 10: LET'S GO GREEN

### Lesson 3.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Learn conjunctions 'and' and 'but'</li> </ul>		<b>MATERIALS:</b> <ul style="list-style-type: none"> <li>*Grammar Book</li> <li>* <i>For schools that have purchased the Grammar Book</i></li> </ul>
<b>(1) TUNING-IN:</b> Sing-a-long: Our precious Earth is in danger We must do something before it's too late	We can save Earth's resources These three special steps are all it takes	Reduce, reuse, recycle (2x) We can become heroes of the Earth When we reduce, reuse, recycle (2x)
Activity Song: Our precious * is in danger We must do something before it's too late	We can save *'s resources These three special steps are all it takes	*, *, * (2x) We can become * of the * When we *, *, * (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Conjunction 'and' Pre-activity: Write on the whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>The flowers are pretty.</i>  <i>The flowers are colorful.</i> </div> Invite students to use 'and' to join the sentences: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>The flowers are pretty.</i> → <i>The flowers are pretty <b>and</b> colorful.</i> </div> Activity: Go through the lesson and attempt the exercise.	<b>(4) ACTIVITY 2:</b> Conjunction 'but' Pre-activity: Write on the whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>The flowers are ugly.</i>  <i>The flowers are colorful.</i> </div> Invite students to use 'but' to join the sentences. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>The flowers are ugly.</i> → <i>The flowers are ugly <b>but</b> colorful.</i> </div> Activity: Go through the lesson and attempt the exercise.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p71-74 (and) Grammar Book p75-77 (but) Grammar Book p78-79 (Revision)	<b>(6) HOME PRACTICE (REMINDER):</b> Grammar Book p71-72 (and, but) Grammar Book p75 (but)	<b>(7) CLOSING:</b> Step 6: Paired Reading (with student's storybook)

### LESSON 3.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 2B → <b>LET'S GO GREEN</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - True or False (Quiz) - Type with Prefix		
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 2B UNIT 10: LET'S GO GREEN

### Lesson 3.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn modal verbs 'can', 'cannot', 'may' and 'may not'</li> </ul>		<b>MATERIAL:</b> *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Our precious Earth is in danger We must do something before it's too late	We can save Earth's resources These three special steps are all it takes	Reduce, reuse, recycle (2x) We can become heroes of the Earth When we reduce, reuse, recycle (2x)
Activity Song: Our precious * is in danger We must do something before it's too late	We can save *'s resources These three special steps are all it takes	*, *, * (2x) We can become * of the * When we *, *, * (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1</b> Modal Verbs- can Pre-activity: Ask: "What does 'can' mean? Form a sentence with 'can'." Example: We <u>can</u> walk. Ask: "What does 'cannot' mean? Form a sentence with 'cannot'." Example: We <u>cannot</u> fly. Activity: Go through the lesson and attempt the exercise.	<b>(4) ACTIVITY 2:</b> Modal Verbs- may Pre-activity: Ask: "What does 'may' mean? Form a sentence with 'may'." Example: You <u>may</u> go to the toilet now. Ask: "What does 'may not' mean? Form a sentence with 'may not'." Example: You <u>may not</u> go to the toilet now. Activity: Go through the lesson and attempt the exercise.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p80-82 (can, cannot) Grammar Book p83-86 (may, may not)	<b>(6) HOME PRACTICE (REMINDER):</b> Grammar Book p80 (can, cannot) Grammar Book p83 (may, may not) Grammar Book 87 (summary)	<b>(7) CLOSING:</b> Step 6: Individual Reading (with student's storybook)

## LESSON 3.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 10 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

## LEVEL 2B UNIT 10: LET'S GO GREEN

### Lesson 4.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn to borrow things using “May I ...?”</li> <li>Learn to respond when one is asked to lend something</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Our precious Earth is in danger We must do something before it's too late	We can save Earth's resources These three special steps are all it takes	Reduce, reuse, recycle (2x) We can become heroes of the Earth When we reduce, reuse, recycle (2x)
Activity Song: Our precious * is in danger We must do something before it's too late	We can save *'s resources These three special steps are all it takes	*, *, * (2x) We can become * of the * When we *, *, * (2x)
<b>(2) READING:</b> Start with group reading if necessary Record reading		
<b>(3) ACTIVITY 1:</b> Asking for Permission- May I (I) Pre-activity: Go near a student and <i>ask: “May I borrow your pencil, please?”</i> Go to the next one and <i>ask: “May I borrow your ruler, please?”</i> Say: <i>“When I use ‘may I’, I am asking for your permission to borrow your things.”</i> Activity: Listen and read the dialogue.	<b>(4) ACTIVITY 2:</b> Role-play with Friends I Pair up the students. Turn to Speaking and Writing Book p49. Invite them to open up their pencil cases and take turns to borrow things from their classmates using the given language structure.	<b>(5) ACTIVITY 3:</b> Asking for Permission- May I (II); Role-play with Friends II Pre-activity: Listen and read the dialogue. Activity: Pair up the students. Turn to p51. Invite them to look at the pictures and take turns to pretend to borrow things from their classmates using the given language structure.
<b>(6) CLASSROOM PRACTICE:</b> Turn to p52-53. Read and reorder the dialogue.	<b>(7) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking & Writing Book p48, p50	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>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 2B → <b>LET'S GO GREEN</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>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 2B UNIT 10: LET'S GO GREEN

### Lesson 4.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn to write cause and effect sentences</li> <li>Attempt Unit 10 Assessment</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Our precious Earth is in danger We must do something before it's too late	We can save Earth's resources These three special steps are all it takes	Reduce, reuse, recycle (2x) We can become heroes of the Earth When we reduce, reuse, recycle (2x)
Activity Song: Our precious * is in danger We must do something before it's too late	We can save *'s resources These three special steps are all it takes	*, *, * (2x) We can become * of the * When we *, *, * (2x)
<b>(2) READING:</b> Start with group reading if necessary Record reading		
<b>(3) CLASSROOM PRACTICE 1:</b> Cause and Effect I (Look and Read) Pre-activity: Ask: "What happens when I'm happy? (eg. I smile, I laugh, I dance). Yes, when I'm happy (cause), I smile (effect)." Activity: Turn to Speaking and Writing Book p54-55. Read the sentences and point out the causes and effects.	<b>(4) CLASSROOM PRACTICE 2:</b> Cause and Effect II (Read and Write) Refer to the storybook "Let's Go Green" and write down the effects if we do the things that help save Earth on p56-57.	<b>(5) CLASSROOM PRACTICE 2:</b> Cause and Effect III (Read and Write) Turn to p58-59. Complete the cause-and-effect statements.
<b>(6) CLASS TEST:</b> Unit 10 Assessment Assessment Book p96-105	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p58-59 (if these are not completed in school)	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 2B – Unit 10 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>