

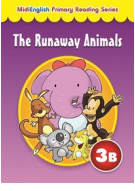
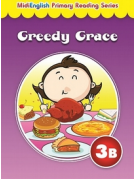






LESSON GUIDE

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LEVEL 3B UNIT 6: IN THE GARDEN
LESSON 1.1

| | | |
|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Learn to pronounce and spell vocabulary words | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Look under the rock (2x) What can you see? Creepy crawlies all around Lizards, spiders and ants (Eeks!) | Look into the pond (2x) What can you see? Swimming creatures in the water Fish, tadpoles and a frog (Splash!) | Look among the flowers (2x) What can you see? A buzzing bee (2x) A bee that just stung me (Ouch!) |
| (2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>Who is he?</i> <i>Can you name the creatures you see in the book? (list them down on the classroom's whiteboard)</i> | <ul style="list-style-type: none"> <i>Why do you think the boy is hunting these creatures? What do you think he is going to do with them?</i> <i>If you were a hunter, what would you like to hunt?</i> | Step 2: Storytelling 1 Step 4: Group Echo Reading (optional) |
| (3) ACTIVITY 1: Words: In the Garden 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: Feed the Frog Divide students into 2 groups. Each group takes turns to identify a word. Record their scores and the group with the higher score wins. | |
| (5) CLASSROOM PRACTICE: Workbook p3-4 | (6) HOME PRACTICE (REMINDER): Assessment Book 1-3 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional) |

LESSON 1.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → IN THE GARDEN | | |
| 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 It (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 3B UNIT 6: IN THE GARDEN
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn to identify different sizes

MATERIALS:

Workbook
Assessment Book

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

Look under the rock (2x)

What can you see?

Creepy crawlies all around

Lizards, spiders and ants (Eeks!)

Look into the pond (2x)

What can you see?

Swimming creatures in the water

Fish, tadpoles and a frog (Splash!)

Look among the flowers (2x)

What can you see?

A buzzing bee (2x)

A bee that just stung me (Ouch!)

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What does a hunter do?*
- *What does Jim take with him whenever he goes hunting?*
- *What kinds of animals does Jim hunt?*
- *Why do you think Jim only hunts tiny animals?*
- *What kinds of animals/ creatures can one find in a garden?*
- *Why do you think Jim releases the animals after he has caught them?*

Can you share what you know about these animals? (frog, lizard, ant, spider, fish, bat, bee)

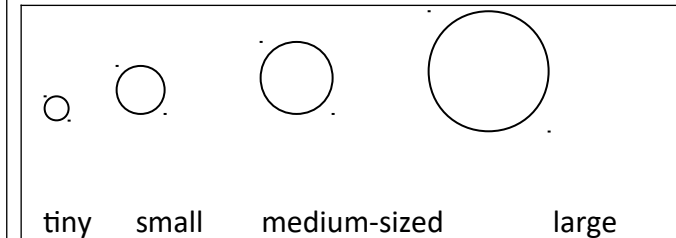
- *What have you learned in the story?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Let's Pack

Pre-activity: Draw circles of these different sizes on the classroom's whiteboard:



Invite students to name the different sizes as teacher points to the circles in random.

Activity: Match the pictures with the correct sizes.

(5) CLASSROOM PRACTICE:

Workbook p5-7


(6) HOME PRACTICE (REMINDER):

Assessment Book 4-7

(7) CLOSING:

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

LESSON 1.2 (EXTENSION)

| | | | |
|-----------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 6 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 6: IN THE GARDEN
LESSON 2.1

OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn how to shorten words with 'not' (contractions)

MATERIALS:

Workbook
Assessment Book

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

Look under the rock (2x)
What can you see?
Creepy crawlies all around
Lizards, spiders and ants (Eeks!)

Look into the pond (2x)
What can you see?
Swimming creatures in the water
Fish, tadpoles and a frog (Splash!)

Look among the flowers (2x)
What can you see?
A buzzing bee (2x)
A bee that just stung me (Ouch!)

Activity Song:

Look under the * (2x)
What can you see?
Creepy crawlies all around
1. Lizards, spiders and ants
2. Crickets, beetles and worms
Eeks!

Look into the * (2x)
What can you see?
Swimming creatures in the water
1. Fish, tadpoles and a frog
2. Weeds, goldfish and a toad
(Splash!)

Look among the * (2x)
What can you see?
A buzzing * (2x)
A * that just stung me (Ouch!)

(2) READING:

Step 2: Storytelling 1 (optional)
Step 3: Storytelling 2

- *Who were the people/ characters in the story?*
- *Where did the story take place?*
- *What was/ were the problem(s)?*
- *How was/ were the problem(s) solved?*

Step 5: Group Shadow Reading

(3) REVISION: Vocabulary Words & Sizes

(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 3: Buzz and the Blooms

Divide students into 2 groups. Each group takes turns to find the original form of a contraction. Record their scores and the group with the higher score wins.

(6) ACTIVITY 2: Contractions

Pre-activity: Say: "I do not like to jump. I don't like to jump." Write the words on the whiteboard:

I do not like to jump.

I don't like to jump.

Tell students both sentences mean the same thing, 'don't' is the shortened version of 'do not'. Turn to Workbook p8-10. Read sentences with 'don't'.
Activity: Learn more words that can be combined with 'not' and shortened into contractions.

(77) CLASSROOM PRACTICE:

Workbook p8-12

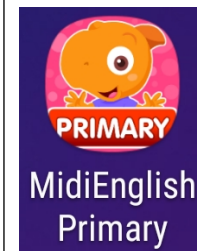
(8) HOME PRACTICE (REMINDER):

Assessment Book 8-10

(9) CLOSING:

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


LESSON 2.1 (EXTENSION)

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

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Share information about an animal | <ul style="list-style-type: none"> Write information reports and charts Learn to pronounce words that start with these blends or digraphs: /sk/, /ph/, /squ/, /thr/ | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing the song Look under the rock (2x) What can you see? Creepy crawlies all around Lizards, spiders and ants (Eeks!) | Look into the pond (2x) What can you see? Swimming creatures in the water Fish, tadpoles and a frog (Splash!) | Look among the flowers (2x) What can you see? A buzzing bee (2x) A bee that just stung me (Ouch!) |
| Activity Song: Look under the * (2x) What can you see? Creepy crawlies all around <u>1. Lizards, spiders and ants</u> <u>2. Crickets, beetles and worms</u> | Eeks! Look into the * (2x) What can you see? Swimming creatures in the water <u>1. Fish, tadpoles and a frog</u> <u>2. Weeds, goldfish and a toad</u> | (Splash!) Look among the * (2x) What can you see? A buzzing * (2x) A * that just stung me (Ouch!) |
| (2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Words, Sizes, Contractions | |
| | (4) ACTIVITY 1: Listening 1: Listen and Number Turn to Workbook p13. Listen to the sentences and number the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: In the Garden Turn to Workbook p14. Listen to the sentences and tick the correct pictures. Click ‘See Answers’ on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: Show and Tell Pre-activity: Listen to the descriptions of the animals. Activity: Invite students to choose an animal and share information they know about its: diet, behavior, movement, habitat, appearance and/or life cycle | (7) ACTIVITY 4: Writing: Information Reports Pre-activity: Learn what is an information report. Read the information report on ‘Kangaroos’ and complete the information chart. Activity: Turn to Workbook p17-20. Complete the information charts on kangaroos and lions. Turn to p21-22. Complete the information report on dolphins. | (8) ACTIVITY 5: Blends & Digraphs Introduce one blend/ digraph sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary. |
| (9) CLASSROOM PRACTICE: Workbook p23-24 (Blends & Digraphs) | (10) HOME PRACTICE (REMINDER): Workbook p15-16 (Speaking Practice) Assessment Book p11-14 (Blends & Digraphs) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook) |


LESSON 2.2 (EXTENSION)

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

LEVEL 3B UNIT 6: IN THE GARDEN
LESSON 3.1

| | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------------|-------------------------------------|--------------------------------|----------------------------------|---------------------------------|-------------------------------------|------------------------------------|--|-------------------------|------------------------|---------------------------------------|--|--|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise verb 'to be' (is, are, am) and verb 'to have' (has, have) in simple present tenseLearn verb 'to be' (was, were) and verb 'to have' (had) in simple past tense | | MATERIALS: <ul style="list-style-type: none">*Grammar Book* <i>For schools that have purchased the Grammar Book</i> | | | | | | | | | | | | | | | | |
| (1) TUNING-IN: Sing-a-long: Look under the rock (2x) What can you see? Creepy crawlies all around Lizards, spiders and ants (Eeks!) | Look into the pond (2x) What can you see? Swimming creatures in the water Fish, tadpoles and a frog (Splash!) | Look among the flowers (2x) What can you see? A buzzing bee (2x) A bee that just stung me (Ouch!) | | | | | | | | | | | | | | | | |
| Activity Song: Look under the * (2x) What can you see? Creepy crawlies all around <u>1. Lizards, spiders and ants</u> <u>2. Crickets, beetles and worms</u> | Eeks! Look into the * (2x) What can you see? Swimming creatures in the water <u>1. Fish, tadpoles and a frog</u> <u>2. Weeds, goldfish and a toad</u> | (Splash!) Look among the * (2x) What can you see? A buzzing * (2x) A * that just stung me (Ouch!) | | | | | | | | | | | | | | | | |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (4) ACTIVITY 2: Verb 'to be' (was, were) Pre-activity: Write on a whiteboard: <table><tr><td><i>Past (yesterday)</i></td><td><i>Present (today)</i></td></tr><tr><td><i>I <u>was</u> sick yesterday.</i></td><td><i>I <u>am</u> sick today.</i></td></tr><tr><td><i>He <u>was</u> sick today.</i></td><td><i>He <u>is</u> sick today.</i></td></tr><tr><td><i>They <u>were</u> sick today.</i></td><td><i>They <u>are</u> sick today.</i></td></tr></table> | <i>Past (yesterday)</i> | <i>Present (today)</i> | <i>I <u>was</u> sick yesterday.</i> | <i>I <u>am</u> sick today.</i> | <i>He <u>was</u> sick today.</i> | <i>He <u>is</u> sick today.</i> | <i>They <u>were</u> sick today.</i> | <i>They <u>are</u> sick today.</i> | (5) ACTIVITY 4: Verb 'to have' (had) Pre-activity: Write on a whiteboard: <table><tr><td><i>Past (yesterday)</i></td><td><i>Present (today)</i></td></tr><tr><td><i>I <u>had</u> a cold yesterday.</i></td><td><i>I <u>have</u> a cold yesterday.</i></td></tr><tr><td><i>He <u>had</u> a cold yesterday.</i></td><td><i>He <u>has</u> a cold yesterday.</i></td></tr><tr><td><i>They <u>had</u> a cold yesterday.</i></td><td><i>They <u>have</u> a cold yesterday.</i></td></tr></table> | <i>Past (yesterday)</i> | <i>Present (today)</i> | <i>I <u>had</u> a cold yesterday.</i> | <i>I <u>have</u> a cold yesterday.</i> | <i>He <u>had</u> a cold yesterday.</i> | <i>He <u>has</u> a cold yesterday.</i> | <i>They <u>had</u> a cold yesterday.</i> | <i>They <u>have</u> a cold yesterday.</i> |
| <i>Past (yesterday)</i> | <i>Present (today)</i> | | | | | | | | | | | | | | | | | |
| <i>I <u>was</u> sick yesterday.</i> | <i>I <u>am</u> sick today.</i> | | | | | | | | | | | | | | | | | |
| <i>He <u>was</u> sick today.</i> | <i>He <u>is</u> sick today.</i> | | | | | | | | | | | | | | | | | |
| <i>They <u>were</u> sick today.</i> | <i>They <u>are</u> sick today.</i> | | | | | | | | | | | | | | | | | |
| <i>Past (yesterday)</i> | <i>Present (today)</i> | | | | | | | | | | | | | | | | | |
| <i>I <u>had</u> a cold yesterday.</i> | <i>I <u>have</u> a cold yesterday.</i> | | | | | | | | | | | | | | | | | |
| <i>He <u>had</u> a cold yesterday.</i> | <i>He <u>has</u> a cold yesterday.</i> | | | | | | | | | | | | | | | | | |
| <i>They <u>had</u> a cold yesterday.</i> | <i>They <u>have</u> a cold yesterday.</i> | | | | | | | | | | | | | | | | | |
| (3) ACTIVITY 1: Verb 'to be' (is, are, am) Review verbs 'to be' in simple present tense. | Activity: Learn verbs 'to be' in simple past tense and attempt the exercise. | Activity: Learn verbs 'to have' in simple past tense and attempt the exercise. | | | | | | | | | | | | | | | | |
| (6) ACTIVITY 3: Verb 'to have' (has, have) Review verb 'to have' in simple present tense. | | | | | | | | | | | | | | | | | | |
| (7) CLASSROOM PRACTICE: Grammar Book p1-6 (verb 'to be') Grammar Book p7-11 (verb 'to have') | (8) HOME PRACTICE (REMINDER): Review lessons Grammar Book p1-3 (verb 'to be') Grammar Book p7-9 (verb 'to have') | (9) CLOSING: Step 6: Paired Reading (with student's storybook) | | | | | | | | | | | | | | | | |

LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → IN THE GARDEN | | |
| 15 min | Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself') | | |
| 15 min | Go 'Play' section in the App → Do the following: - What's the Size - Constructions | | |
| 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 3B UNIT 6: IN THE GARDEN
LESSON 3.2

OBJECTIVES:

- Individual reading
- Revise regular verbs in simple past tense (-d, -ed, -ied)
- Learn irregular verbs in simple past tense

MATERIALS:

*Grammar Book
* *For schools that have purchased the Speaking and Writing Book*

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

Look under the rock (2x)
What can you see?
Creepy crawlies all around
Lizards, spiders and ants (Eeks!)

Look into the pond (2x)
What can you see?
Swimming creatures in the water
Fish, tadpoles and a frog (Splash!)

Look among the flowers (2x)
What can you see?
A buzzing bee (2x)
A bee that just stung me (Ouch!)

Activity Song:

Look under the * (2x)
What can you see?
Creepy crawlies all around
1. Lizards, spiders and ants
2. Crickets, beetles and worms

Eeks!
Look into the * (2x)
What can you see?
Swimming creatures in the water
1. Fish, tadpoles and a frog
2. Weeds, goldfish and a toad

(Splash!)
Look among the * (2x)
What can you see?
A buzzing * (2x)
A * that just stung me (Ouch!)

(2) READING:

Start with group reading if necessary
Step 6: Individual Reading

(3) ACTIVITY 1 Regular in Simple Past Tense
(-d, -ed, -ied)

Review regular verbs in simple past tense.

(4) ACTIVITY 2: Irregular verbs in Simple Past Tense

Pre-activity: Regular verbs in simple past tense follow a pattern. They end with -d, -ed or -ied. Irregular verbs in simple past tense do not follow any patterns. For example:

| | | |
|------|---|------|
| go | → | went |
| swim | | swam |
| eat | | ate |

Activity: Learn irregular verbs in simple past tense and attempt the exercises.

(5) CLASSROOM PRACTICE:

Grammar Book p12, 14-16 (regular verbs)
Grammar Book p13, 17-20 (irregular verbs)

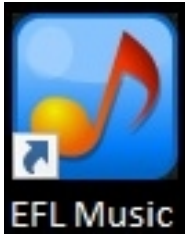
(6) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p12 (regular verbs)
Grammar Book p13, 17 (irregular verbs)
Grammar Book p21 (summary)

(7) CLOSING:

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

LESSON 3.2 (EXTENSION)

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

LEVEL 3B UNIT 6: IN THE GARDEN
LESSON 4.1

OBJECTIVES:

- Record reading
- Talk about places one can find in a school
- Talk about how these places may be used

MATERIALS:

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

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

Look under the rock (2x)
What can you see?
Creepy crawlies all around
Lizards, spiders and ants (Eeks!)

Look into the pond (2x)
What can you see?
Swimming creatures in the water
Fish, tadpoles and a frog (Splash!)

Look among the flowers (2x)
What can you see?
A buzzing bee (2x)
A bee that just stung me (Ouch!)

Activity Song:

Look under the * (2x)
What can you see?
Creepy crawlies all around
1. Lizards, spiders and ants
2. Crickets, beetles and worms

Eeks!
Look into the * (2x)
What can you see?
Swimming creatures in the water
1. Fish, tadpoles and a frog
2. Weeds, goldfish and a toad

(Splash!)
Look among the * (2x)
What can you see?
A buzzing * (2x)
A * that just stung me (Ouch!)

(2) READING:

Start with group reading if necessary
Record reading

(3) ACTIVITY 1: My School

Pre-activity: Invite students to name the different places they find in their school.
Activity: Learn to name the different rooms and places one can find in a school compound.

(4) ACTIVITY 2: Role-play with Friends I

Pair up the students. Turn to Speaking and Writing Book p3. Invite them to look at the picture and take turns to point out the places using the given language structure:

- *This is a ... or This is the ...*
(Example: *This is a/ the field.*)

(5) ACTIVITY 3: Role-play with Friends II

Turn to p4-5. Invite students to extend their learning from Activity 2. Talk about how these places may be used. *Example:*
This is a field.
The students run here.

(6) HOME PRACTICE (REMINDER): Review

statements
Speaking and Writing Book p1-2

(7) CLOSING:

Review reading if necessary (with student's storybook)

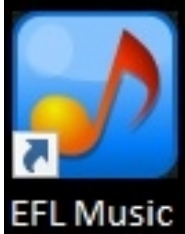
LESSON 4.1 (EXTENSION)

| | | |
|------------------|--|---|
| MATERIALS | <p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p> | <p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p> |
| <p>5 min</p> | <p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3B → IN THE GARDEN → Lesson 4 → Run the 'Songwriting' activity</p> | |
| <p>10 min</p> | <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) | |
| <p>10 min</p> | <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> | |
| <p>10 min</p> | <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment | |
| <p>10 min</p> | <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p> | |

LEVEL 3B UNIT 6: IN THE GARDEN
LESSON 4.2

| | | | | | | |
|--|---|---|----------------------------------|--|--------------------|--------------------------------------|
| OBJECTIVES: <ul style="list-style-type: none">Record readingWrite sentences with given sentence structuresAttempt Unit 6 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book * For schools that have purchased the Speaking and Writing Book | | | | |
| (1) TUNING-IN: Sing-a-long: Look under the rock (2x) What can you see? Creepy crawlies all around Lizards, spiders and ants (Eeks!) | Look into the pond (2x) What can you see? Swimming creatures in the water Fish, tadpoles and a frog (Splash!) | Look among the flowers (2x) What can you see? A buzzing bee (2x) A bee that just stung me (Ouch!) | | | | |
| Activity Song: Look under the * (2x) What can you see? Creepy crawlies all around <u>1. Lizards, spiders and ants</u> <u>2. Crickets, beetles and worms</u> | Eeks! Look into the * (2x) What can you see? Swimming creatures in the water <u>1. Fish, tadpoles and a frog</u> <u>2. Weeds, goldfish and a toad</u> | (Splash!) Look among the * (2x) What can you see? A buzzing * (2x) A * that just stung me (Ouch!) | | | | |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Animal Facts Pre-activity: Write on a whiteboard: <table><tr><td>Ants have six legs.</td><td>Frogs like wet and shady places.</td></tr></table> Ants have six legs. Ask: “What are we talking about in the sentence?” (ants) “What do they have?” (six legs) Frogs like wet and shady places: Ask: “What are we talking about in the sentence? (frogs) “Where do they like to stay?” (wet and shady places). Tell students that when you asked them those questions, you are highlighting to them the different parts of the sentence: ‘what animal’, ‘what action’, ‘what they have’ and ‘where ‘they live’. Activity: Turn to Speaking and Writing Book p6-7. Match the words/ phrases from the 3 columns and write meaningful sentences. | Ants have six legs. | Frogs like wet and shady places. | (4) CLASSROOM PRACTICE 2: Match and Write Pre-activity: Write on a whiteboard: <table><tr><td>Bats fly at night.</td><td>Lizards move and climb on four legs.</td></tr></table> Bats fly at night. Ask: “What are we talking about in the sentence?” (bat) “What do they do?” (fly) “When do they normally fly?” (at night) Lizards move and climb on four legs. Ask: “What are we talking about in the sentence?” (lizards) “Where do they do?” (move and climb) “How do they move and climb?” (on four legs) Tell students that when you asked them those questions, you are highlighting to them the different parts of the sentence: ‘what animal’, ‘what action’, ‘when they do the action’ and ‘how they do it’. Activity: Turn to p8-9. Match the words/ phrases from the 3 columns and write meaningful sentences. | Bats fly at night. | Lizards move and climb on four legs. |
| Ants have six legs. | Frogs like wet and shady places. | | | | | |
| Bats fly at night. | Lizards move and climb on four legs. | | | | | |
| (5) CLASSROOM PRACTICE 3: Think and Write Pre-activity: Turn to p7 & 9. Review through the sentences. Activity: Turn to p10-11. Think of other animals and write facts about them in the given sentence structures. <i>Example: Birds have beaks. Birds lay eggs in a nest. Birds hunt in the day. Birds fly with their wings.</i> | | | | | | |
| (6) CLASS TEST: Unit 6 Assessment Assessment Book p15-24 | (7) HOME PRACTICE (REMINDER): Speaking & Writing Book p10-11 (if these are not completed in school) | (8) CLOSING: Review reading if necessary (with student’s storybook) | | | | |

LESSON 4.2 (EXTENSION)

| | | | |
|-----------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 6 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 7: EARTH IS SICK
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:

Earth is sick (2x)

What makes Earth this way? (Tell me quick!)

Earth is getting hotter (2x)

What makes Earth this way? (Tell me quick!)

Cars burn fuel

Trucks burn fuel

Harmful gases go into the air

Heat gets trapped

It stays inside

Can't go anywhere

We can do our part

We can show we care

Help Earth get well soon

It's the only home we share

(2) READING:

Step 1: Picture Walk

- Which planet do we live in?
- Show a world map/ globe. Can you find where we live on the map/ globe?
- Why do you think Earth looks this way on the cover of the book?
- What do factories and cars produce? Are these gases harmful to us? ... to our planet?
- Can you name the natural disasters you see here?
- Where else can we find energy?
- We share Earth with other people around the world. How do we take care of it?
- What have you learned from the story?

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: Earth is Sick

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

(5) CLASSROOM PRACTICE:

Workbook p27-28

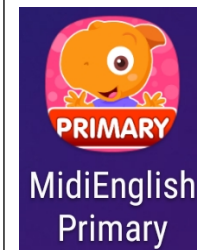
(6) HOME PRACTICE (REMINDER):

Assessment Book 26-29

(7) CLOSING:

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

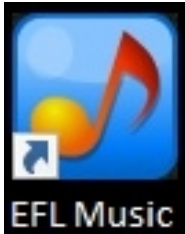
LESSON 1.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → EARTH IS SICK | | |
| 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 It (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 3B UNIT 7: EARTH IS SICK
LESSON 1.2

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn –ing words | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Earth is sick (2x) What makes Earth this way? (Tell me quick!) Earth is getting hotter (2x) What makes Earth this way? (Tell me quick!) | Cars burn fuel Trucks burn fuel Harmful gases go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help Earth get well soon It's the only home we share |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>What do you think people do that makes Earth sick?</i> • <i>What makes Earth a nice and warm place to live in?</i> • <i>What is burned when people drive their cars, trucks and planes?</i> | <ul style="list-style-type: none"> • <i>Earth is in trouble because there is too much of such gas in the air. Name the gas.</i> • <i>As Earth gets warmer, what happens to Earth? What natural disasters are due to global warming? Have you experienced any of these extreme weather or natural disasters?</i> | <ul style="list-style-type: none"> • <i>Name some of the ways energy can be produced.</i> • <i>What do you think we can do to help Earth get better?</i> • <i>What have you learned from the story?</i> Step 4: Group Echo Reading |
| (3) REVISION: Vocabulary Words | | |
| (4) ACTIVITY 1: -ing Words Pre-activity: -ing words show things that are happening right now. Tell students <i>"I am teaching."</i> Write teach and then add 'ing' on the classroom's whiteboard. Ask students what they are doing right now (<i>I am sitting. I am listening.</i>) Write down the words. Activity: Read the –ing words. | | |
| (5) ACTIVITY 2: Buzz and the –ing Words Take turns to spell –ing words. | | |
| (6) CLASSROOM PRACTICE: Workbook p29-30 | (7) HOME PRACTICE (REMINDER): Assessment Book 30-31 | (8) CLOSING: Step 4: Group Echo Reading (with student's storybook) |

LESSON 1.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 7 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 7: EARTH IS SICK
LESSON 2.1

OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn to join related words and sentences with ‘and’

MATERIALS:

Workbook
Assessment Book

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

Earth is sick (2x)

What makes Earth this way? (Tell me quick!)

Earth is getting hotter (2x)

What makes Earth this way? (Tell me quick!)

Cars burn fuel

Trucks burn fuel

Harmful gases go into the air

Heat gets trapped

It stays inside

Can't go anywhere

We can do our part

We can show we care

Help Earth get well soon

It's the only home we share

Activity Song:

* is * (2x)

What makes * this way? (Tell me quick!)

* is getting * (2x)

What makes * this way? (Tell me quick!)

* burn fuel

* burn fuel

Harmful * go into the air

Heat gets trapped

It stays inside

Can't go anywhere

We can do our part

We can show we care

Help * get well soon

It's the only home we share

(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, -ing 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: Conjunction ‘and’

Pre-activity: Put 2 objects in front of the class (example: a pencil, a ruler).

Identify them separately and say: “I have a pencil. I have a ruler.”

Now put them together and say: “I have a pencil **and** a ruler.”

Next, call out 2 students. Tell both of them to start jumping. Say: “Alan is jumping. Max is jumping.”

Then say it again: “Alan **and** Max are jumping.” Tell Alan to wave **and** Max to jump.

Then say: “Alan is waving **and** Max is jumping.” Tell students that we use ‘and’ to join related words or sentences together.

Activity: Study the examples.

(6) CLASSROOM PRACTICE:


Workbook p31-34

(7) HOME PRACTICE (REMINDER):

(8) CLOSING:

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


LESSON 2.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → EARTH IS SICK | | |
| 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 3B UNIT 7: EARTH IS SICK
LESSON 2.2

| | | |
|--|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them | <ul style="list-style-type: none"> Learn to say commands Make a poster “Earth is sick. Do your part.” Learn to pronounce words in these word families: /ap/, /ow/, /ace/, /ing/, /ink/, /ease/ | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Earth is sick (2x) What makes Earth this way? (Tell me quick!) Earth is getting hotter (2x) What makes Earth this way? (Tell me quick!) | Cars burn fuel Trucks burn fuel Harmful gases go into the air Heat gets trapped It stays inside | Can’t go anywhere We can do our part We can show we care Help Earth get well soon It’s the only home we share |
| Activity Song: * is * (2x) What makes * this way? (Tell me quick!) * is getting * (2x) What makes * this way? (Tell me quick!) | * burn fuel * burn fuel Harmful * go into the air Heat gets trapped It stays inside | Can’t go anywhere We can do our part We can show we care Help * get well soon It’s the only home we share |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 • <i>Invite a student to retell the story in his own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Words, -ing Words, Conjunction ‘and’ | |
| | (4) ACTIVITY 1: Listening 1: Listen and Number Turn to Workbook p35. Listen to the sentences and number the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: Earth is Sick Turn to Workbook p36. Listen to the sentences and tick the correct pictures. Click ‘See Answers’ on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: Commands Pre-activity: Ask students what would they say to people in order to help save Earth (give time for response). Activity: Tell students that they are going to learn to make commands that encourage behavior that would help save Earth. Read and say the commands. Then look at the pictures at the bottom. Invite students to use an appropriate command for each picture. | (7) ACTIVITY 4: Writing: A Letter from Earth; Make a poster Pre-activity: Listen to a letter from Mr Earth. <i>Ask: “What ideas can we get from the letter to help save Earth?”</i> Activity: Turn to Workbook p40-41. Pair up the students. Tell them to discuss among themselves and make their own ‘Do Your Part’ posters. They can get ideas from p37 on the commands to use. Do a ‘Show and Tell’ about the posters created. | (8) ACTIVITY 5: Word families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary. |
| (9) CLASSROOM PRACTICE: Workbook p42-44 (Word Families) | (10) HOME PRACTICE (REMINDER): Workbook p37-38 (Speaking Practice) Assessment Book p34-37 (Word Families) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook) |


LESSON 2.2 (EXTENSION)

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

LEVEL 3B UNIT 7: EARTH IS SICK
LESSON 3.1

| | | |
|--|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise simple present tense and simple past tense Learn about subject-verb agreement in simple present and past tenses | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Earth is sick (2x) What makes Earth this way? (Tell me quick!) Earth is getting hotter (2x) What makes Earth this way? (Tell me quick!) | Cars burn fuel Trucks burn fuel Harmful gases go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help Earth get well soon It's the only home we share |
| Activity Song: * is * (2x) What makes * this way? (Tell me quick!) * is getting * (2x) What makes * this way? (Tell me quick!) | * burn fuel * burn fuel Harmful * go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help * get well soon It's the only home we share |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (3) ACTIVITY 1: Verbs in Simple Present Tense; Using Simple Present Tense Pre-activity: Review the simple present tense. Activity: Turn to Grammar Book p23. Learn the subject-verb agreement for simple present tense. | (4) ACTIVITY 2: Verbs in Simple Past Tense; Using Simple Past Tense Review the simple past tense. Activity: Turn to Grammar Book p24. Learn the subject-verb agreement for simple past tense. |
| (5) CLASSROOM PRACTICE: Grammar Book p22-26 | (6) HOME PRACTICE (REMINDER): Review lesson Grammar Book p22-24 | (7) CLOSING: Step 6: Paired Reading (with student's storybook) |


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → EARTH IS SICK | | |
| 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) - Typing 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 3B UNIT 7: EARTH IS SICK
LESSON 3.2

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn to form sentences in present and past continuous tenses Learn to form questions in present and past continuous tenses | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Earth is sick (2x) What makes Earth this way? (Tell me quick!) Earth is getting hotter (2x) What makes Earth this way? (Tell me quick!) | Cars burn fuel Trucks burn fuel Harmful gases go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help Earth get well soon It's the only home we share |
| Activity Song: * is * (2x) What makes * this way? (Tell me quick!) * is getting * (2x) What makes * this way? (Tell me quick!) | * burn fuel * burn fuel Harmful * go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help * get well soon It's the only home we share |
| (2) READING: Step 2: Storytelling 1 (optional) Step 6: Individual reading | (3) ACTIVITY 1: Using Present Continuous Tense; Verbs in Present Continuous Tense Pre-activity: The present continuous tense is used to show an action that is happening right now. The verbs we use end with –ing. Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I am <u>standing</u>.</i> <i>I am <u>writing</u>.</i> <i>I am <u>talking</u>.</i> </div> Activity: Go through the lesson and attempt the exercises. | (4) ACTIVITY 2: Using Past Continuous Tense Pre-activity: The past continuous tense is used to show an action that was happening at a particular time in the past. The verbs we use end with –ing. Write on a whiteboard: <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 5px; margin: 5px 0;"> <div style="width: 45%;"> <i>I <u>was standing</u> just now.</i> <i>(past)</i> </div> <div style="width: 45%;"> <i>I <u>am sitting</u> now.</i> <i>(present)</i> </div> </div> Activity: Go through the lesson and attempt the exercises. |
| (5) CLASSROOM PRACTICE: Grammar Book p27-33 (present continuous tense) Grammar Book p34-39 (past continuous tense) Grammar Book p40-42 (forming questions) | (6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p27 (present continuous tense) Grammar Book p34 (past continuous tense) Grammar Book p40 (forming questions) Grammar Book p43 (summary) | (7) CLOSING: Step 6: Individual reading (with student's storybook) |

LESSON 3.2 (EXTENSION)

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

LEVEL 3B UNIT 7: EARTH IS SICK
LESSON 4.1

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Ask questions about learning in school | | MATERIALS: *Speaking & Writing Book * For schools that have purchased the Speaking and Writing Book |
| (1) TUNING-IN: Sing-a-long: Earth is sick (2x) What makes Earth this way? (Tell me quick!) Earth is getting hotter (2x) What makes Earth this way? (Tell me quick!) | Cars burn fuel Trucks burn fuel Harmful gases go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help Earth get well soon It's the only home we share |
| Activity Song: * is * (2x) What makes * this way? (Tell me quick!) * is getting * (2x) What makes * this way? (Tell me quick!) | * burn fuel * burn fuel Harmful * go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help * get well soon It's the only home we share |
| (2) READING: Start with group reading if necessary Record reading. | (3) ACTIVITY 1: Asking for information: School Pre activity: Ask students: <i>"Do you like school? What do you learn in school? What is your favorite subject? Who is your favorite teacher? Why do you like him/her?"</i> Activity: Listen and read the dialogue. Ask: <ul style="list-style-type: none"> <i>Does Jimmy like school? (yes)</i> <i>What does Jimmy learn in school? (English, Math, Science, Music and Art)</i> <i>What is his favorite subject? (Science)</i> <i>Who is his favorite teacher? What does she teach? (Miss Ruby, Music and Art)</i> <i>Why does Jimmy like Miss Ruby? (she is very kind and pretty)</i> | |
| (5) CLASSROOM PRACTICE 1: Ask and Write Pre-activity: Turn to p14-15. Students write down their favorite subject, favorite teacher and a reason why he/she likes the teacher. Activity: Each student asks 3 friends these questions and record them down: <ul style="list-style-type: none"> <i>What is your favorite subject?</i> <i>Who is your favorite teacher?</i> <i>Why do you like him/her?</i> | (4) ACTIVITY 2: Role-play with Friends Pair up the students. Invite them to take on the roles of Jimmy or the school principal. Read the dialogue on Speaking and Writing Book p12. Then, turn to p13 and take on the role of asking or answering. | |
| (6) CLASSROOM PRACTICE 2: Read and Write Turn to p16-17. Complete the dialogue. | (7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p12 | (8) CLOSING: Review reading if necessary (with student's storybook) |


LESSON 4.1 (EXTENSION)

| | | |
|------------------|--|---|
| MATERIALS | <p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p> | <p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p> |
| <p>5 min</p> | <p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3B → EARTH IS SICK → Lesson 4 → Run the 'Songwriting' activity</p> | |
| <p>10 min</p> | <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) | |
| <p>10 min</p> | <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> | |
| <p>10 min</p> | <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment | |
| <p>10 min</p> | <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p> | |

LEVEL 3B UNIT 7: EARTH IS SICK
LESSON 4.2

| | | | | | | |
|---|---|---|-------------------------------|------------------------------|---|-----------------|
| OBJECTIVES: <ul style="list-style-type: none">Record readingLearn about cause and effect in a sentenceComplete passages (give reasons)Attempt Unit 7 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book * For schools that have purchased the Speaking and Writing Book | | | | |
| (1) TUNING-IN: Sing-a-long: Earth is sick (2x) What makes Earth this way? (Tell me quick!) Earth is getting hotter (2x) What makes Earth this way? (Tell me quick!) | Cars burn fuel Trucks burn fuel Harmful gases go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help Earth get well soon It's the only home we share | | | | |
| Activity Song: * is * (2x) What makes * this way? (Tell me quick!) * is getting * (2x) What makes * this way? (Tell me quick!) | * burn fuel * burn fuel Harmful * go into the air Heat gets trapped It stays inside | Can't go anywhere We can do our part We can show we care Help * get well soon It's the only home we share | | | | |
| (2) READING: Start with group reading if necessary Record reading. | (3) CLASSROOM PRACTICE 1: Cause and Effect Pre-activity: Write on the whiteboard: <table><tr><td>Cause (why it happens)</td><td>Effect (what happens)</td></tr><tr><td><i>When the doctor gives the baby an injection,</i></td><td><i>he cries</i></td></tr></table> | | Cause (why it happens) | Effect (what happens) | <i>When the doctor gives the baby an injection,</i> | <i>he cries</i> |
| Cause (why it happens) | Effect (what happens) | | | | | |
| <i>When the doctor gives the baby an injection,</i> | <i>he cries</i> | | | | | |
| (5) CLASSROOM PRACTICE 3: Why Do We Need to Take Care of Earth? The storybook "Earth is Sick" tells us why we need to take care of Earth. Read it again and find out 3 reasons why we do so. Turn to Speaking & Writing Book p21. Write down the reasons and read the passage. | Do you know what's the cause and what's the effect? (Cause: the doctor gives the baby an injection Effect: the baby cries.) Sometimes, a sentence has a cause and an effect. Let's learn 'cause and effect' sentences in the story. Activity I: Turn to the story "Earth is Sick" and the Speaking & Writing Book p18. Read through all the causes on p18 and find out their corresponding 'Effects' from the storybook. Write down the answers. Next, read through all the 'Effects' on p18 and find out their corresponding 'Causes' from the storybook. Write down the answers. Activity II: Turn to Speaking & Writing Book p19, write in complete sentences the findings on p18. | | | | | |
| (6) CLASSROOM PRACTICE 4: I Like Dogs Turn to p22-23. Read the passage and write down 3 reasons why you like a particular animal. | (4) CLASSROOM PRACTICE 2: Why Is Earth Sick? The storybook "Earth is Sick" tells us why Earth is sick. Read it again and find out 3 reasons why Earth is sick. Turn to Speaking & Writing Book p20. Write down the reasons and read the passage. | | | | | |
| (7) CLASS TEST: Unit 7 Assessment Assessment Book p38-47 | (8) HOME PRACTICE (REMINDER): Speaking & Writing Book p22-23 (if these are not completed in school) | (9) CLOSING: Review reading if necessary (with student's storybook) | | | | |

LESSON 4.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 7 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 8: THE RUNAWAY ANIMALS
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:

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a train ride
Got to find myself a guide
I'm going to the fair
Got to play and win a teddy bear

I'm going to watch a concert
Got to wear this fancy shirt
I'm going to the park
Got to go before it gets dark – Hurry!

(2) READING:

Step 1: Picture Walk

- *Can you name the animals you see in the book?*
- *What other animals can we see at a zoo?*
- *Where do you think the animals went?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: The Runaway Animals (I)

Pre-activity: Act out these words:

bored, busy, sick, unhappy, lonely, surprised, worried, frightening, dangerous, noisy
and get students to guess the word.

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

(4) ACTIVITY 2: Help the Animals Escape

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

(5) CLASSROOM PRACTICE:

Workbook p47-48


(6) HOME PRACTICE (REMINDER):

Assessment Book 48-51

(7) CLOSING:

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

LESSON 1.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → THE RUNAWAY ANIMALS | | |
| 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 It (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 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 1.2

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a train ride
Got to find myself a guide
I'm going to the fair
Got to play and win a teddy bear

I'm going to watch a concert
Got to wear this fancy shirt
I'm going to the park
Got to go before it gets dark – Hurry!

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *Why did the animals decide to run away?*
- *Where was Edna (Charlie, Kenny and Kara) going?*
- *How did they escape?*
- *Describe the experiences of the different animals. What happened to them when they were outside?*
- *How did the animals feel after they went through their adventures?*
- *What have you learned from the story?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Words: The Runaway Animals (II)

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

(5) ACTIVITY 2: Café Terror

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

(6) CLASSROOM PRACTICE:

Workbook p49-51


(7) HOME PRACTICE (REMINDER):

Assessment Book 52-55

(8) CLOSING:

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


LESSON 1.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 8 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 2.1

| | | |
|--|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn how to use more than one adjective to describe a noun (rule: number-size-shape-color) | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: We are the runaway animals (2x) We are free! Hip-hip-hurray We are free! Yay! | I'm going on a train ride Got to find myself a guide I'm going to the fair Got to play and win a teddy bear | I'm going to watch a concert Got to wear this fancy shirt I'm going to the park Got to go before it gets dark – Hurry! |
| Activity Song: We are the runaway animals (2x) We are free! Hip-hip-hurray We are free! Yay! | I'm going on a * ride Got to find myself a guide I'm going to the * Got to play and win a * | I'm going to watch a * Got to wear this fancy * I'm going to the * Got to go before it gets * – Hurry! |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Who were the people/ characters in the story?</i> • <i>Where did the story take place?</i> • <i>What was/ were the problem(s)?</i> • <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading | (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | |
| | (5) ACTIVITY 2: Order of Adjectives Pre-activity: Show students an object (example: a ball). Get students to describe the ball according to these categories: number-size-shape-color. Write down the adjectives (example: one, big, round, yellow). Tell them that when we describe an item with more than one adjective, there is a rule to follow and that is according to this order of adjectives: number-size-shape-color. So, we'll say: <i>"I have <u>one big round yellow</u> ball."</i> Activity: Learn about more examples. | |
| | (6) ACTIVITY 3: Arrange the Adjectives Divide students into 2 groups. Each group takes turns to order the adjectives. Record their scores and the group with the higher score wins. | |
| (7) CLASSROOM PRACTICE: Workbook p52-53 | (8) HOME PRACTICE (REMINDER): Assessment Book p56-57 | (9) CLOSING: Step 4: Group Shadow Reading (with student's storybook) |

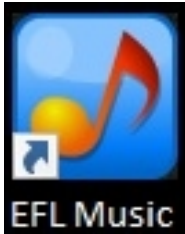
LESSON 2.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → THE RUNAWAY ANIMALS | | |
| 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 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 2.2

| | | |
|---|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> Echo or Shadow read with Variations Learn to listen to instructions and act on them Share how you feel when you are in certain situations | <ul style="list-style-type: none"> Write an escape story Learn to pronounce words in these word families: /ack/, /ain/, /ash/, /ee/, /eep/, /um/ | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: We are the runaway animals (2x) We are free! Hip-hip-hurray We are free! Yay! | I'm going on a train ride Got to find myself a guide I'm going to the fair Got to play and win a teddy bear | I'm going to watch a concert Got to wear this fancy shirt I'm going to the park Got to go before it gets dark – Hurry! |
| Activity Song: We are the runaway animals (2x) We are free! Hip-hip-hurray We are free! Yay! | I'm going on a * ride Got to find myself a guide I'm going to the * Got to play and win a * | I'm going to watch a * Got to wear this fancy * I'm going to the * Got to go before it gets * – Hurry! |
| (2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his/ her own words</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Words I & II, Order of Adjectives | |
| | (4) ACTIVITY 1: Listening 1: Listen and Draw Pre-activity: Prepare green, yellow, red, blue and purple coloring pencils for each child. Activity: Turn to Workbook p54. Listen, draw and color pictures as instructed. Give ample time for students to complete each picture. Click 'Show Me' on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: The Runaway Animals Turn to p55. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: How Would You Feel? Pre-activity: Turn to p56. Read and say how you would feel in the given situations. Activity: Invite students to say how they would feel if what is described happens to them. Use this language structure: <ul style="list-style-type: none"> <i>I feel .../I am ...</i> <i>It is ...</i> | (7) ACTIVITY 4: Writing: My Escape Story Pre-activity: Turn to p58-59. Explain to students that before they write a story, they should plan how and what to write. The questions on the Workbook pages are there to guide them. Read through the outlines and questions to have an idea of what is required. Activity: Read through the questions and possible answers. Students can select their preferred answers and complete the escape story, or they can write in their own words. Start with: <ul style="list-style-type: none"> <i>Why escape? Where did you go? What did you do? How did you feel? Did you go back?</i> | (8) ACTIVITY 5: Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary. |
| (9) CLASSROOM PRACTICE: Workbook p60-62 (Word Families) | (10) HOME PRACTICE (REMINDER): Workbook p56-57 (Speaking Practice) Assessment Book p58-61 (Word Families) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |

LESSON 2.2 (EXTENSION)

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

LEVEL 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 3.1

OBJECTIVES:

- Paired reading
- Revise adjectives
- Brainstorm words that describe

MATERIALS:

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

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

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a train ride
Got to find myself a guide
I'm going to the fair
Got to play and win a teddy bear

I'm going to watch a concert
Got to wear this fancy shirt
I'm going to the park
Got to go before it gets dark – Hurry!

Activity Song:

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a * ride
Got to find myself a guide
I'm going to the *
Got to play and win a *

I'm going to watch a *
Got to wear this fancy *
I'm going to the *
Got to go before it gets * – Hurry!

(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY: Adjectives

Pre-activity: Write on a whiteboard:

The fierce dog barks at the playful and noisy children.

An adjective is a descriptive word that gives us more information about a noun. Refer to the sentence above and invite students to identify the adjectives (fierce, playful, noisy).

Activity: Review the lesson and attempt the exercises.

(4) CLASSROOM PRACTICE:

Grammar Book p44-55


(5) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p44-45

(6) CLOSING:

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

LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → THE RUNAWAY ANIMALS | | |
| 15 min | Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself') | | |
| 15 min | Go 'Play' section in the App → Do the following: - What's the Word - Describing Words - 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 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 3.2

OBJECTIVES:

- Individual reading
- Learn comparison of adjectives when comparing two or more nouns

MATERIALS:

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

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

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a train ride
Got to find myself a guide
I'm going to the fair
Got to play and win a teddy bear

I'm going to watch a concert
Got to wear this fancy shirt
I'm going to the park
Got to go before it gets dark – Hurry!

Activity Song:

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a * ride
Got to find myself a guide
I'm going to the *
Got to play and win a *

I'm going to watch a *
Got to wear this fancy *
I'm going to the *
Got to go before it gets * – Hurry!

(2) READING:

Start with group reading if necessary
Step 6: Individual Reading

(3) ACTIVITY: Comparison of adjectives

Pre-activity: Write on a whiteboard:

comparing two dogs

Whose dog is fiercer, your dog or my dog?

Whose dog is more intelligent, your dog or my dog?

comparing three dogs

Whose dog is the fiercest, his dog, your dog or my dog?

Whose dog is the most intelligent, his dog, your dog or my dog?

Adjectives can be used to compare two or more objects.

Activity: Review the lesson and attempt the exercises.

(4) CLASSROOM PRACTICE:

Grammar Book p56-64


(5) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p56 (comparison of adjectives)
Grammar Book 57, 59, 61, 63 (word lists)
Grammar Book p65 (summary)

(6) CLOSING:

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

LESSON 3.2 (EXTENSION)

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

LEVEL 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 4.1

OBJECTIVES:

- Record reading
- Use adjectives to describe animals

MATERIALS:

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

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

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a train ride
Got to find myself a guide
I'm going to the fair
Got to play and win a teddy bear

I'm going to watch a concert
Got to wear this fancy shirt
I'm going to the park
Got to go before it gets dark – Hurry!

Activity Song:

We are the runaway animals (2x)
We are free!
Hip-hip-hurray
We are free! Yay!

I'm going on a * ride
Got to find myself a guide
I'm going to the *
Got to play and win a *

I'm going to watch a *
Got to wear this fancy *
I'm going to the *
Got to go before it gets * – Hurry!

(2) READING:

Start with group reading if necessary
Record reading

(3) ACTIVITY 1: Describe Animals

Pre-activity: Show the animal page. Ask: "Where can you find these animals? What sound does a ___ make? Can you describe it?"
Activity: Answer the questions. Click the 'teacher' icon to reveal the answers. Turn to Speaking & Writing Book p24-25 to practice.

(4) ACTIVITY 2: Role-play with Friends I

Pair up the students. Turn to Speaking and Writing Book p26. Invite them to take turns to ask questions and use the given language structure to form answers.

(5) ACTIVITY 3: Role-play with Friends II

Pair up the students. Turn to p27. Invite students to extend their learning from Activity 2. Use comparison of adjectives to compare two or more animals.

(6) CLASSROOM PRACTICE: Draw and Write

Turn to Speaking and Writing Book p28-29. Invite students to draw and write about an animal of their choice.

(7) HOME PRACTICE (REMINDER): Review

sentences
Speaking and Writing Book p24-25

(8) CLOSING:

Review reading if necessary (with student's storybook)

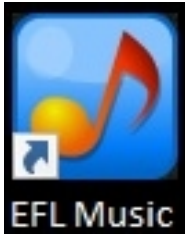
LESSON 4.1 (EXTENSION)

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| MATERIALS | <p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p> | <p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p> |
| <p>5 min</p> | <p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3B → THE RUNAWAY ANIMALS → Lesson 4 → Run the 'Songwriting' activity</p> | |
| <p>10 min</p> | <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) | |
| <p>10 min</p> | <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> | |
| <p>10 min</p> | <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment | |
| <p>10 min</p> | <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p> | |

LEVEL 3B UNIT 8: THE RUNAWAY ANIMALS
LESSON 4.2

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|--|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Use adjectives to describe animals Attempt Unit 8 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: We are the runaway animals (2x) We are free! Hip-hip-hurray We are free! Yay! | I'm going on a train ride Got to find myself a guide I'm going to the fair Got to play and win a teddy bear | I'm going to watch a concert Got to wear this fancy shirt I'm going to the park Got to go before it gets dark – Hurry! |
| Activity Song: We are the runaway animals (2x) We are free! Hip-hip-hurray We are free! Yay! | I'm going on a * ride Got to find myself a guide I'm going to the * Got to play and win a * | I'm going to watch a * Got to wear this fancy * I'm going to the * Got to go before it gets * – Hurry! |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE: Description: The Runaway Animals; What do you know about ...? Pre-activity: Turn to Speaking & Writing Book p30. Read the adjectives. Read the storybook “The Runaway Animals”. Pay special attention to each animal’s characteristics. Ask how each character looks, how each character acts and/or how each character feels in its specific situation. They can use the descriptive words on p30 to help them answer the questions. Activity: Turn to p31-35 and write down the descriptions of each character. In addition, write one thing the student likes or dislikes about each character. p31- Max o32- Edna p33- Charlie p34- Kenny p35- Kara | |
| (4) CLASS TEST: Unit 8 Assessment Assessment Book p62-71 | (5) HOME PRACTICE (REMINDER): Speaking & Writing Book p31-35 (if these are not completed in school) | (6) CLOSING: Review reading if necessary (with student’s storybook) |

LESSON 4.2 (EXTENSION)

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|--|---|----------------------------|---|
| <p>WHAT IS 'EFL MUSIC'?</p> | <p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p> | | |
| <p>MATERIALS</p> | <p>'EFL Music' Software installed on teacher PC</p>  | <p>LESSON GUIDE</p> | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 8 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 9: GREEDY GRACE
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:

We eat food to keep us strong
In the right portion we won't go wrong
Milk and cereal, hot cakes with honey
Add a piece of fruit, it's so yummy
Steamed fish and rice, salad and grilled chicken

Not burgers and chips, with fats and oil hidden
Then we exercise, to keep ourselves fit
Do it every day, and do not quiet
We will swim and run
We will dance and play
We will ride our bikes

We will work out every day
Eat right and exercise
Be fit and healthy
Take care of your body
That's the way to be healthy

(2) READING:

Step 1: Picture Walk

- *What kind of food can you see?*
- *What does greedy mean?*
- *Identify the different kinds of food seen throughout the book.*
- *Talk about Grace's face expressions. What do they mean?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: Greedy Grace

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: Grace Goes Shopping

Divide students into 2 groups. Read through the shopping list. Each group takes turns to grab the correct food from the shopping list. Record their scores and the group with the higher score wins.

(5) CLASSROOM PRACTICE:

Workbook p65-66


(6) HOME PRACTICE (REMINDER):

Assessment Book 72-73

(7) CLOSING:

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


LESSON 1.1 (EXTENSION)

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|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → GREEDY GRACE | | |
| 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 It (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 3B UNIT 9: GREEDY GRACE
LESSON 1.2

| | | |
|---|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Echo read the story • Identify rhyming words | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Grace had a problem. What was it?</i> • <i>Being greedy is a bad habit.. What other kinds of bad habits can you think of?</i> • <i>Do you think Grace cared if she was fat or not? Why?</i> • <i>What were the problems Grace faced when she was fat?</i> • <i>Why did Grace decide to slim down one day?</i> • <i>How did her friend, Kim, help her to slim down?</i> • <i>Would you like to have a friend just like Kim? Why?</i> • <i>What have you learned from the story?</i> Step 4: Group Echo Reading | (3) REVISION: Vocabulary Words | |
| | (4) ACTIVITY 1: Rhyming Words Pre-activity: Divide the class into 2 groups. Each group takes turn to read a page of the storybook and identify the rhyming words in the story. Write them down. Read through all the rhyming words. Activity: Listen to the passage and identify the rhyming words. | |
| | (5) ACTIVITY 2: What Rhymes? Identify the pictures all around the screen. Divide students into 2 groups. Each group takes turns to read the two words in the middle and identify a rhyming word. Record their scores and the group with the higher score wins. | |
| (6) CLASSROOM PRACTICE: Workbook p67-68 | (7) HOME PRACTICE (REMINDER): Assessment Book p74-75 | (8) CLOSING: Step 4: Group Echo Reading (with student's storybook) |


LESSON 1.2 (EXTENSION)

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|-----------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 9 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 9: GREEDY GRACE
LESSON 2.1

| OBJECTIVES: <ul style="list-style-type: none">Read and answer questions related to the story.Shadow read the storyAttempt the comprehension questionsLearn how about irregular verbs in the past tense | | MATERIALS: Workbook Assessment Book | | | | | | |
|--|--|--|----------------------------|--|-------------|---------|-------------|---------|
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy | | | | | | |
| Activity Song: We eat * to keep us * In the right portion we won't go wrong * and *, * with * Add a piece of *, it's so yummy Steamed * and *, salad and grilled * | Not * and *, with fats and oil hidden Then we *, to keep ourselves fit Do it every day, and do not quiet We will * and * We will * and play | We will ride our * We will work out every day Eat right and * Be fit and healthy Take care of your body That's the way to be healthy | | | | | | |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none">Who were the people/ characters in the story?Where did the story take place?What was/ were the problem(s)? How was/ were the problem(s) solved? Step 5: Group Shadow Reading | (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | (5) ACTIVITY 2: Irregular Verbs Pre-activity: Write on a whiteboard: <table><tr><th colspan="2">present tense – past tense</th></tr><tr><td>walk-walked</td><td>eat-ate</td></tr><tr><td>play-played</td><td>run-ran</td></tr></table> Invite students to differentiate the words on the left with the words on the right (the past tense of the verbs in the left column follow a pattern, while those on the right do not). Turn to Workbook p69-70 and learn more examples of irregular verbs. Activity: Divide students into 2 groups. Each group takes turns to find the irregular verb in the past tense. Record their scores and the group with the higher score wins. | present tense – past tense | | walk-walked | eat-ate | play-played | run-ran |
| present tense – past tense | | | | | | | | |
| walk-walked | eat-ate | | | | | | | |
| play-played | run-ran | | | | | | | |
| (3) REVISION: Vocabulary Words, Rhyming Words | (6) ACTIVITY 3: Adverbs of Sequence Pre-activity: Pretend to prepare to brush your teeth and say: “First, I take my toothbrush. Next, I squeeze some toothpaste onto my toothbrush. Finally, I brush my teeth.” Tell students the use of ‘first, next and finally’ tells us the sequence or order of an action. Activity: Learn more examples from the book. | | | | | | | |
| (7) CLASSROOM PRACTICE: Workbook p69-72 (Irregular Verbs) Workbook p73-74 (Adverbs of Sequence) | (8) HOME PRACTICE (REMINDER): Assessment Book p76-77 (Irregular Verbs) Assessment Book p78-79 (Adverbs of Sequence) | (9) CLOSING: Step 4: Group Shadow Reading (with student’s storybook) | | | | | | |


LESSON 2.1 (EXTENSION)

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|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → GREEDY GRACE | | |
| 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 3B UNIT 9: GREEDY GRACE
LESSON 2.2

| | | |
|---|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them | <ul style="list-style-type: none"> Share if one has any bad habits Complete a poem Learn to pronounce words in these word families: /ew/, /im/, /op/, /eam/, /ick/, /ied/ | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy |
| Activity Song: We eat * to keep us * In the right portion we won't go wrong * and *, * with * Add a piece of *, it's so yummy Steamed * and *, salad and grilled * | Not * and *, with fats and oil hidden Then we *, to keep ourselves fit Do it every day, and do not quiet We will * and * We will * and play | We will ride our * We will work out every day Eat right and * Be fit and healthy Take care of your body That's the way to be healthy |
| (2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students). | (3) REVISION: Vocabulary Words, Rhyming Words, Irregular Verbs | |
| | (4) ACTIVITY 1: Listening 1: Listen and Draw Turn to Workbook p75. Listen and draw pictures as instructed. Give ample time for students to complete each picture. Click 'Show Me' to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: Greedy Grace Turn to Workbook p76. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: Bad Habits Pre-activity: Learn about Kim's bad habits. Ask: <i>"What are Kim's bad habits?"</i> Next, listen to the other examples of bad habits. Activity: Invite students to share if they have bad habits. Use this language structure: <ul style="list-style-type: none"> <i>I have a bad habit ...</i> <i>I ...</i> | (7) ACTIVITY 4: Writing: Rhyming Poem Rearrange the phrases to make rhyming poems. Write down the completed poems on Workbook p79-80. | (8) ACTIVITY 5: Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary. |
| (9) CLASSROOM PRACTICE: Workbook p81-83 (Word Families) | (10) HOME PRACTICE (REMINDER): Workbook p77-78 (Speaking Practice) Assessment Book p80-83 (Word Families) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |


LESSON 2.2 (EXTENSION)

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

LEVEL 3B UNIT 9: GREEDY GRACE
LESSON 3.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise prepositions of place (position of things) Learn prepositions of direction | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy |
| Activity Song: We eat * to keep us * In the right portion we won't go wrong * and *, * with * Add a piece of *, it's so yummy Steamed * and *, salad and grilled * | Not * and *, with fats and oil hidden Then we *, to keep ourselves fit Do it every day, and do not quiet We will * and * We will * and play | We will ride our * We will work out every day Eat right and * Be fit and healthy Take care of your body That's the way to be healthy |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (3) ACTIVITY 1: Prepositions of place Review prepositions of place | (4) ACTIVITY 2: Prepositions of directions Introduce prepositions of directions |
| (5) CLASSROOM PRACTICE: Grammar Book p66-73 | (6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p66-69 | (7) CLOSING: Step 6: Paired Reading (with student's storybook) |


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → GREEDY GRACE | | |
| 15 min | Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself') | | |
| 15 min | Go 'Play' section in the App → Do the following: - What's The Answer - Type the Past Tense | | |
| 10 min | Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance | | |

LEVEL 3B UNIT 9: GREEDY GRACE
LESSON 3.2

| | | |
|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Revise modal verbs (can, may) • Learn modal verbs (must, should) | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy |
| Activity Song: We eat * to keep us * In the right portion we won't go wrong * and *, * with * Add a piece of *, it's so yummy Steamed * and *, salad and grilled * | Not * and *, with fats and oil hidden Then we *, to keep ourselves fit Do it every day, and do not quiet We will * and * We will * and play | We will ride our * We will work out every day Eat right and * Be fit and healthy Take care of your body That's the way to be healthy |
| (2) READING: Start with group reading if necessary Step 6: Individual Reading | (3) ACTIVITY 1: Modal verbs: can, may Review modal verbs 'can', 'cannot', 'may' and 'may not' | (4) ACTIVITY 2: Modal verbs: must, should Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> You <u>must</u> eat healthy food. You <u>should</u> eat healthy food. </div> 'must' and 'should' are used to tell people what to do. However, 'must' is a stronger viewpoint than 'should'. Activity: Go through the lesson and attempt the exercise. |
| (5) CLASSROOM PRACTICE: Grammar Book p74-78 (can, may) Grammar Book p79-83 (must, should) | (6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p74-75 (can, may) Grammar Book p79 (must, should) Grammar Book p84 (summary) | (7) CLOSING: Step 6: Individual reading (with student's storybook) |


LESSON 3.2 (EXTENSION)

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

LEVEL 3B UNIT 9: GREEDY GRACE
LESSON 4.1

| | | |
|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Ask questions about favorite snacks, drinks and fruits Make descriptions about fruits | | MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy |
| Activity Song: We eat * to keep us * In the right portion we won't go wrong * and *, * with * Add a piece of *, it's so yummy Steamed * and *, salad and grilled * | Not * and *, with fats and oil hidden Then we *, to keep ourselves fit Do it every day, and do not quiet We will * and * We will * and play | We will ride our * We will work out every day Eat right and * Be fit and healthy Take care of your body That's the way to be healthy |
| (2) READING: Start with group reading if necessary Record reading | (3) ACTIVITY 1: Asking for Information: Snack Time Pre-activity: <i>Ask students: "What is your favorite snack? What is your favorite drink? What is your favorite fruit?"</i> Invite students to respond to the questions. Activity: Listen and read the dialogue. | (5) ACTIVITY 3: Role-play with Friends II Pre-activity: Turn to p39. Ask students what kinds of fruits they like. Brainstorm words to describe those fruits. Activity: Pair up the students. Turn to p38 and invite them to share their favorite fruit and describe it (dialogue continued from p37): <ul style="list-style-type: none"> <i>I also like They are ... and ... Can you tell me about your favorite fruit?</i> <i>My favorite fruit is ... They are ...</i> |
| | (4) ACTIVITY 2: Role-play with Friends I Pair up the students. Turn to Speaking and Writing Book p37. Invite students to take turns to role-play the dialogue. | |
| (6) CLASSROOM PRACTICE: Ask and Write Pre-activity: Turn to p40-41. Students write down their favorite snack, drink and fruit, and make descriptions about their favorite fruit. Activity: Each student asks 3 friends these questions and record them down: <ul style="list-style-type: none"> <i>What is your favorite snack?</i> <i>What is your favorite drink?</i> <i>What is your favorite fruit?</i> <i>Describe your favorite fruit.</i> | | (7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p36 |
| | | (8) CLOSING: Review reading if necessary (with student's storybook) |


LESSON 4.1 (EXTENSION)

| | | |
|------------------|--|---|
| MATERIALS | <p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>  | <p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p> |
| <p>5 min</p> | <p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3B → GREEDY GRACE → Lesson 4 → Run the 'Songwriting' activity</p> | |
| <p>10 min</p> | <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) | |
| <p>10 min</p> | <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> | |
| <p>10 min</p> | <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment | |
| <p>10 min</p> | <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p> | |

LEVEL 3B UNIT 9: GREEDY GRACE
LESSON 4.2

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading List rhyming words Create rhyming poems Attempt Unit 9 Assessment | | MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: We eat food to keep us strong In the right portion we won't go wrong Milk and cereal, hot cakes with honey Add a piece of fruit, it's so yummy Steamed fish and rice, salad and grilled chicken | Not burgers and chips, with fats and oil hidden Then we exercise, to keep ourselves fit Do it every day, and do not quiet We will swim and run We will dance and play We will ride our bikes | We will work out every day Eat right and exercise Be fit and healthy Take care of your body That's the way to be healthy |
| Activity Song: We eat * to keep us * In the right portion we won't go wrong * and *, * with * Add a piece of *, it's so yummy Steamed * and *, salad and grilled * | Not * and *, with fats and oil hidden Then we *, to keep ourselves fit Do it every day, and do not quiet We will * and * We will * and play | We will ride our * We will work out every day Eat right and * Be fit and healthy Take care of your body That's the way to be healthy |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Rhyming Words Turn to storybook "Greedy Grace". Turn to Speaking & Writing Book p42-43. List down rhyming words from each page. | |
| | (4) CLASSROOM PRACTICE 2: Rhyming Poems Turn to p44-45. Use the given rhyming words to complete the 2-line poems. | |
| | (5) CLASSROOM PRACTICE 3: Think and Write Turn to p46-47 and create your own rhyming poems. | |
| (6) CLASS TEST: Unit 9 Assessment: Assessment Book p84-93 | (7) HOME PRACTICE (REMINDER): Speaking and Writing Book p46-47 (if these are not completed in school) | (8) CLOSING: Review reading if necessary (with student's storybook) |

LESSON 4.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 9 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 10: THE SEA CAVE
LESSON 1.1

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

Long and thin shell
Let me hold you near
Can you tell me your story?
Softly in my ear (Shhh)

Shiny and round shell
Come on, do not fear
Can you open up for me?
(Wow) It's a pearl so dear

Small and smooth shell
Take a dive with me
Can we go on an adventure
Under the deep blue sea (Splash)

(2) READING:

Step 1: Picture Walk

- *Describe what you see.*
- *Why do you think the boy is collecting seashells?*
- *Where can we find seashells?*
- *Describe the different types of seashells in the book.*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: The Sea Cave

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 listen and unscramble a word. Record their scores and the group with the higher score wins.

(5) CLASSROOM PRACTICE:

Workbook p87-88

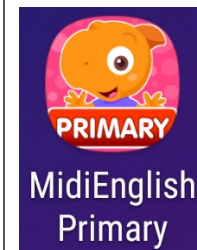
(6) HOME PRACTICE (REMINDER):

Assessment Book 94-97

(7) CLOSING:

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

LESSON 1.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → THE SEA CAVE | | |
| 10 min | Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me') | | |
| 10 min | Go 'Play' section in the App → Do the following: - Name It (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 3B UNIT 10: THE SEA CAVE
LESSON 1.2

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

Long and thin shell
Let me hold you near
Can you tell me your story?
Softly in my ear (Shhh)

Shiny and round shell
Come on, do not fear
Can you open up for me?
(Wow) It's a pearl so dear

Small and smooth shell
Take a dive with me
Can we go on an adventure
Under the deep blue sea (Splash)

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What was the class project about?*
- *What did Nicky collect for his class project?*
- *What did Andy collect for his class project?*
- *Why was Nicky sad?*
- *Who brought Nicky to look for beautiful seashells?*
- *Where did he go?*

What kinds of seashells do you like? Why?

Is it right or wrong to take seashells from the sea? Why?

- *Who brought Nicky into the cave, and who brought Nicky out of the cave?*
- *What have you learned from the story?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Descriptions

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

(5) ACTIVITY 2: Can You Spot Them?

Divide students into 2 groups. Each group takes turns to find the item that is described. Record their score and the group with the higher score wins.

(6) CLASSROOM PRACTICE:

Workbook p89-90


(7) HOME PRACTICE (REMINDER):

Assessment Book p98

(8) CLOSING:

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


LESSON 1.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|--|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 10 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 3B UNIT 10: THE SEA CAVE
LESSON 2.1

| | | | | |
|---|--|--|---|--|
| OBJECTIVES: <ul style="list-style-type: none">• Read and answer questions related to the story• Shadow read the story• Attempt the comprehension questions• Learn about using commas and ‘and’ to join related sentences• Learn to use comparison of adjectives: more and most | | MATERIALS: Workbook Assessment Book | | |
| (1) TUNING-IN: Sing-a-long: Long and thin shell Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | Shiny and round shell Come on, do not fear Can you open up for me? (Wow) It’s a pearl so dear | Small and smooth shell Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) | | |
| Activity Song: 1. <u>Long and thin shell</u> 2. <u>Big spotted shell</u> Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | 1. <u>Shiny and round shell</u> 2. <u>Pearly white shell</u> Come on, do not fear Can you open up for me? (Wow) It’s a pearl so dear | 1. <u>Small and smooth shell</u> 2. <u>Spider-like shell</u> Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) | | |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none">• Who were the people/ characters in the story?• Where did the story take place?• What was/ were the problem(s)?• How was/ were the problem(s) solved? Step 5: Group Shadow Reading | (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | (5) ACTIVITY 2: Using the Comma for a Sequence of Events Pre-activity: Write on a whiteboard: <table><tr><td><i>I have a pen. I have a ruler. I have a book.</i></td><td><i>I have a pen, a ruler and a book.</i></td></tr></table> Tell students we can combine related short sentences into one long sentence by using the comma & ‘and’. Activity: Learn more examples. | <i>I have a pen. I have a ruler. I have a book.</i> | <i>I have a pen, a ruler and a book.</i> |
| | <i>I have a pen. I have a ruler. I have a book.</i> | <i>I have a pen, a ruler and a book.</i> | | |
| (6) ACTIVITY 3: Comparison of Adjectives Pre-activity: Invite 3 students. Give them a book each. <i>Say: “Alan’s book is interesting. Betty’s book is more interesting than Alan’s. Colin’s book is the most interesting book of all.”</i> Activity: Learn more examples of using comparison of adjectives. | | | | |
| (3) REVISION: Vocabulary Words, Descriptions | | | | |
| (7) CLASSROOM PRACTICE: Workbook p91-92 (Comma) Workbook p93-94 (Comparison of Adjectives) | (8) HOME PRACTICE (REMINDER): Assessment Book p99 (Comma) Assessment Book p100-101 (Comparison of Adjectives) | (9) CLOSING: Step 4: Group Shadow Reading (with student’s storybook) | | |

LESSON 2.1 (EXTENSION)


| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → THE SEA CAVE | | |
| 10 min | Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me') | | |
| 10 min | Go 'Play' section in the App → Do the following: - 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 3B UNIT 10: THE SEA CAVE

LESSON 2.2

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them | <ul style="list-style-type: none"> Learn to tell others if what they do is right or wrong Complete a story Learn to pronounce words in these word families: /ab/, /in/, /ot/, /ank/, /ass/, /ell/ | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Long and thin shell Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | Shiny and round shell Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | Small and smooth shell Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| Activity Song: 1. <u>Long and thin shell</u> 2. <u>Big spotted shell</u> Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | 1. <u>Small and smooth shell</u> 2. <u>Spider-like shell</u> Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | 1. <u>Small and smooth shell</u> 2. <u>Spider-like shell</u> Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) (3) REVISION: Vocabulary Words, Descriptions, Comma, Comparison of Adjectives | (4) ACTIVITY 1: Listening 1: Listen and Draw Turn to Workbook p95. Listen and draw pictures as instructed. Give ample time for students to complete each picture. Click 'Show Me' to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: The Sea Cave Turn to Workbook p96. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers. | |
| | (6) ACTIVITY 3: Speaking: Right or Wrong? Pre-activity: Turn to Workbook p97-98. Read the sentences and say if it's the right or wrong thing to say, using the given language structure. Activity: Go through the different situations. Invite students to say if what they see is right or wrong. Use this language structure: <i>It is right to ... / It is wrong to ...</i> | |
| (7) ACTIVITY 4: Writing: Writing Suggestions Pre-activity: Turn to Workbook p101-102. Explain to students that before they write a story, they should plan how and what to write. The questions on the Workbook pages are there to guide them. Read through the outlines and questions to have an idea of what is required. Activity: Read through the questions and possible answers. Students can select their preferred answers and complete the story. <i>How did Nicky's teacher and classmates show that they liked his collection the most?</i> <i>What did Nicky tell Mark about how he got the seashells?</i> <i>How did Mark react?</i> | (8) ACTIVITY 5: Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary. | |
| (9) CLASSROOM PRACTICE: Workbook p103-105 (Word Families) | (10) HOME PRACTICE (REMINDER): Workbook p97-100 (Speaking Practice) Assessment Book p102-105 (Word Families) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |

LESSON 2.2 (EXTENSION)

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

LEVEL 3B UNIT 10: THE SEA CAVE
LESSON 3.1

OBJECTIVES:

- Paired reading
- Revise conjunctions (and, but)
- Learn conjunction (or)

MATERIALS:

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

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

Long and thin shell
Let me hold you near
Can you tell me your story?
Softly in my ear (Shhh)

Shiny and round shell
Come on, do not fear
Can you open up for me?
(Wow) It's a pearl so dear

Small and smooth shell
Take a dive with me
Can we go on an adventure
Under the deep blue sea (Splash)

Activity Song:

1. Long and thin shell
2. Big spotted shell

Let me hold you near
Can you tell me your story?
Softly in my ear (Shhh)

1. Shiny and round shell
2. Pearly white shell

Come on, do not fear
Can you open up for me?
(Wow) It's a pearl so dear

1. Small and smooth shell
2. Spider-like shell

Take a dive with me
Can we go on an adventure
Under the deep blue sea (Splash)

(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY 1: Conjunctions: and, but
Pre-activity: Write on a whiteboard:

I am big and strong.
I am big but weak.

Invite students to discuss why 'big-strong' is joined by 'and' and 'big-weak' is joined by 'but' ('and' joins similar ideas, 'but' joins contrasting ideas).

Activity: Review the lessons.

(4) ACTIVITY 2: Conjunctions: or
Pre-activity: Write on a whiteboard:

Is he big and small?
Is he big but small?
Is he big or small?

Invite students to identify the sentence that makes sense. 'or' is used to show choices when they are two or more things to choose from.

Activity: Review the lessons and attempt the exercises.

(5) CLASSROOM PRACTICE:

Grammar Book p85-89 (and, but)
Grammar Book p90-95 (or)


(6) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p85-86 (and, but)
Grammar Book p90 (or)

(7) CLOSING:

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


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 3B → THE SEA CAVE | | |
| 15 min | Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself') | | |
| 15 min | Go 'Play' section in the App → Do the following: - Describing Words - More or Most - 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 3B UNIT 10: THE SEA CAVE
LESSON 3.2

| | | |
|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn conjunction (because, as) | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Long and thin shell Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | Shiny and round shell Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | Small and smooth shell Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| Activity Song: 1. <u>Long and thin shell</u> 2. <u>Big spotted shell</u> Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | 1. <u>Shiny and round shell</u> 2. <u>Pearly white shell</u> Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | 1. <u>Small and smooth shell</u> 2. <u>Spider-like shell</u> Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| (2) READING: Start with group reading if necessary Step 6: Individual Reading | (3) ACTIVITY: Conjunctions: because, as Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I cry <u>because</u> I am sad.</i> <i>I cry <u>as</u> I am sad.</i> </div> 'because' and 'as' are used to show reason (why something happens or why something is true). Activity: Review the lessons and attempt the exercises. | |
| (4) CLASSROOM PRACTICE: Grammar Book p96-102 (because, as) | (5) HOME PRACTICE (REMINDER): Review lessons Grammar Book p90-91, 96 (or, because, as) Grammar Book p103 (summary) | (6) CLOSING: Step 6: Individual reading (with student's storybook) |

LESSON 3.2 (EXTENSION)

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

LEVEL 3B UNIT 10: THE SEA CAVE
LESSON 4.1

| | | |
|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Talk about dreams in the past continuous tense Perform a shadow puppet show | | MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Long and thin shell Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | Shiny and round shell Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | Small and smooth shell Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| Activity Song: 1. <u>Long and thin shell</u> 2. <u>Big spotted shell</u> Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | 1. <u>Shiny and round shell</u> 2. <u>Pearly white shell</u> Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | 1. <u>Small and smooth shell</u> 2. <u>Spider-like shell</u> Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| (2) READING: Start with group reading if necessary Record reading | (3) ACTIVITY 1: Sea Creatures/ What Were You Dreaming Of? Listen and read the dialogue. Ask these questions: <ul style="list-style-type: none"> <i>What was Mackerel dreaming of? (yummy seafood)</i> <i>What was he eating in his dream? (a shark)</i> <i>What kinds of meals Crab told Mackerel to stick to? (smaller meals like shrimps and mussels) Why?</i> | (4) ACTIVITY 2: Role-play with friends Pre-activity: Cut out the sea creature shadow puppets on Speaking and Writing Book p51. Attach a craft stick to each of them. Use them for a shadow puppet show. Activity: Turn off the classroom lights. Switch on and project an overhead projector onto an empty white wall. Use the puppets to form shadows and act out the script on Speaking and Writing Book p50. |
| (5) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p48-49 | | |
| (6) CLOSING: Review reading if necessary (with student's storybook) | | |

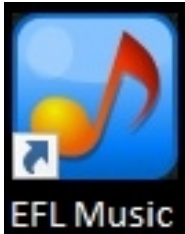
LESSON 4.1 (EXTENSION)

| | | |
|------------------|--|---|
| MATERIALS | <p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p> | <p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p> |
| <p>5 min</p> | <p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3B → THE SEA CAVE → Lesson 4 → Run the 'Songwriting' activity</p> | |
| <p>10 min</p> | <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) | |
| <p>10 min</p> | <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> | |
| <p>10 min</p> | <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment | |
| <p>10 min</p> | <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p> | |

LEVEL 3B UNIT 10: THE SEA CAVE
LESSON 4.2

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| OBJECTIVES: <ul style="list-style-type: none"> Record reading Join sentences using conjunctions Write cinquain poems Attempt Unit 10 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Long and thin shell Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | Shiny and round shell Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | Small and smooth shell Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| Activity Song: 1. <u>Long and thin shell</u> 2. <u>Big spotted shell</u> Let me hold you near Can you tell me your story? Softly in my ear (Shhh) | 1. <u>Shiny and round shell</u> 2. <u>Pearly white shell</u> Come on, do not fear Can you open up for me? (Wow) It's a pearl so dear | 1. <u>Small and smooth shell</u> 2. <u>Spider-like shell</u> Take a dive with me Can we go on an adventure Under the deep blue sea (Splash) |
| (2) READING: Review reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Two Become One Turn to Speaking & Writing Book p54-55. Use conjunctions 'and', 'but', 'or', 'because' or 'as' to complete the sentences. | (4) CLASSROOM PRACTICE 2: Cinquain Poem Pre-activity: Turn to Speaking & Writing Book p56-57. Read the poems. Highlight the parts of the poems, line by line. Activity: Turn to p58. Refer to the storybook "The Sea Cave" and find a subject to be used as the subject of the cinquain poem. Turn to p59. Write a cinquain poem about any subject. |
| (5) CLASS TEST: Unit 10 Assessment Assessment Book p106-115 | (6) HOME PRACTICE (REMINDER): Speaking & Writing Book p59 (if this is not completed in school) | (7) CLOSING: Review reading if necessary (with student's storybook) |

LESSON 4.2 (EXTENSION)

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| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 3B – Unit 10 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |