



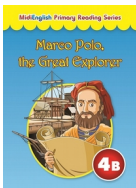


**LESSON GUIDE**

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**LEVEL 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**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:

Overcast gray skies  
Strong gusts of wind  
A flash of lightning  
A roar of thunder  
Stay indoors, be wise

Don't go for spins  
These are the warning signs of thunderstorms  
It's pouring, pouring  
Huge raindrops falling  
Flash floods occurring rapidly

It's pouring, pouring Branches are falling  
Cars begin stalling  
Look what flash floods bring!  
Pray the rain will stop!

**(2) READING:**

Step 1: Picture Walk

- *Can you tell what this book is about?*
- *Can you describe the picture? Is it safe to be out in the open when there is lightning? Why?*
- *What should we do when there is a thunderstorm? ... flood?*
- *Look at the pictures. Can you tell what is happening?*
- *What should we do in these weather conditions?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

**(3) ACTIVITY 1:** Words: Extreme Weather & Natural Disasters

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:** Let's Spell

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

**(5) CLASSROOM PRACTICE:**

Workbook p3-4

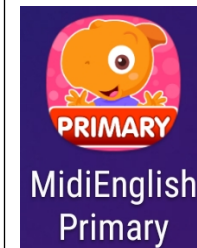
**(6) HOME PRACTICE (REMINDER):**

Assessment Book 1-4

**(7) CLOSING:**

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


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>EXTREME WEATHER AND NATURAL DISASTERS</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot The Word		
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 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn to pronounce and spell adjectives</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>What is extreme weather? What is a natural disaster?</i></li> <li>• <i>Describe a thunderstorm. (flash flood, tornado, tsunami, typhoon, heat wave, drought, snowstorm)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What should we do when we are in each situation?</i></li> <li>• <i>What are typhoons also called when they occur over different oceans?</i></li> <li>• <i>Why does extreme weather happen more often nowadays?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What should we do to stop global warming?</i></li> </ul> Step 4: Group Echo Reading
<b>(3) REVISION:</b> Vocabulary Words	<b>(4) ACTIVITY 1:</b> Words: Adjectives Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(5) ACTIVITY 2:</b> Let's Spell Divide students into 2 groups. Each group takes turns to spell the words correctly. Record their scores and the group with the higher score wins.
<b>(6) CLASSROOM PRACTICE:</b> Workbook p5-6	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p5-6	<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

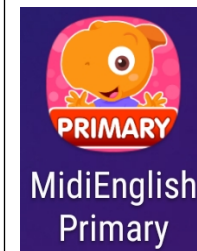
## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 4B – Unit 6 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Read and answer questions related to the story</li><li>• Shadow read the story</li><li>• Attempt the comprehension questions</li><li>• Learn adverbs of frequency</li></ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!
Activity Song: Overcast gray * Strong gusts of * A flash of * A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge * falling Flash floods occurring rapidly	It's pouring, pouring * are falling * begin stalling Look what flash floods bring! Pray the * will stop!
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for the questions) Step 5: Group Shadow Reading	<b>(3) REVISION:</b> Vocabulary Words	
	<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
<b>(5) ACTIVITY 2:</b> Adverbs of Frequency Pre-activity: Write on a whiteboard and say: <div>I <u>always</u> eat breakfast. I <u>never</u> eat breakfast.</div> <i>"Can you tell me the differences between these two sentences? (always- happens all the time; never- does not happen at all) We use words like 'always' and 'never' to show how often something happens."</i> Activity: Turn to Workbook p7-8, learn how to use adverbs of frequency.		
<b>(6) CLASSROOM PRACTICE:</b> Workbook p7-9	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book 7	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>EXTREME WEATHER AND NATURAL DISASTERS</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - What's The Answer		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Retell the story</li> <li>Echo or Shadow read with Variations</li> <li>Listen to instructions and act on them</li> </ul>	<ul style="list-style-type: none"> <li>Report news</li> <li>Write a news script</li> <li>Pronounce words with word families: /ail/, /ane/, /ead/, /oon/, /ass/, /ush/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!
Activity Song: Overcast gray * Strong gusts of * A flash of * A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge * falling Flash floods occurring rapidly	It's pouring, pouring * are falling * begin stalling Look what flash floods bring! Pray the * will stop!
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>Invite a student to retell the story in his/ her own words.</li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Adverbs of Frequency	
	<b>(4) ACTIVITY 1:</b> Listening 1: Extreme Weather & Related Conditions Turn to Workbook p10. Listen and identify the weather and its related conditions. Click 'See Answers' on the top right corner to reveal the answers.	
	<b>(5) ACTIVITY 2:</b> Listening 2: Causes of Extreme Weather Turn to Workbook p11. Listen to the passage and complete the sentences. Click 'See Answers' on the top right corner to reveal the answers.	
<b>(6) ACTIVITY 3:</b> Speaking: Reporting the News Pre-activity: Prepare and show a video clip of a piece of news that reports on an extreme weather condition/ a natural disaster. Invite students to pay close attention to what the newscaster is saying and doing. Ask: "How did he/ she speak? Where did he/ she look (eye contact)? Where did he/ she place or use his/ her hands (hand gestures)?" Activity: Turn to Workbook p12-13. Read the news scripts. Practice before making a broadcast to the class.	<b>(7) ACTIVITY 4:</b> Writing: Scripting the News Turn to Workbook p15-16. Write a news script for a TV station.	<b>(8) ACTIVITY 5:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(9) CLASSROOM PRACTICE:</b> Workbook p17-19 (Word families)	<b>(10) HOME PRACTICE (REMINDER):</b> Workbook p12-13 (Speaking Practice) Assessment Book p8-11 (Word Families)	<b>(11) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)




## LESSON 2.2 (EXTENSION)

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

**LEVEL 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Revise be-verbs and singular and plural verbs</li> <li>Learn subject-verb agreement</li> </ul>		<b>MATERIALS:</b> *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!
Activity Song: Overcast gray * Strong gusts of * A flash of * A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge * falling Flash floods occurring rapidly	It's pouring, pouring * are falling * begin stalling Look what flash floods bring! Pray the * will stop!
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Subject-Verb Agreement Review the rules of subject-verb agreement: <ul style="list-style-type: none"> <li>singular subject – singular verb</li> <li>plural subject – plural verb</li> <li>two singular subjects connected by 'and' - plural verb</li> <li>two singular subjects connected by 'or' – singular verb</li> </ul>	
<b>(5) ACTIVITY 3:</b> Verbs for Two Singular Subjects (joined by and/ or) Practice subject-verb agreements.	<b>(4) ACTIVITY 2:</b> Be Verbs for Singular/ Plural Subjects (is are); (has, have); (do, does); Action Words for Singular/ Plural Subjects Practice subject-verb agreements.	
<b>(6) CLASSROOM PRACTICE:</b> Grammar Book p3-4 (is, are) Grammar Book p5-6 (has, have) Grammar Book p7-8 (does, do) Grammar Book p9-10 (verbs)	<b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p1-2	<b>(8) CLOSING:</b> Step 6: Paired Reading (with student's storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>EXTREME WEATHER AND NATURAL DISASTERS</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Adverbs of Frequency - Fill in Adjectives		
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 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Revise uncountable nouns and always plural nouns</li> <li>Learn subject-verb agreement</li> </ul>		<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!
Activity Song: Overcast gray * Strong gusts of * A flash of * A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge * falling Flash floods occurring rapidly	It's pouring, pouring * are falling * begin stalling Look what flash floods bring! Pray the * will stop!
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading		
<b>(3) ACTIVITY 1:</b> Subject-Verb Agreement Review the rules of subject-verb agreement: <ul style="list-style-type: none"> <li>uncountable noun – singular verb</li> <li>always plural noun – plural verb</li> </ul>	<b>(4) ACTIVITY 2:</b> Verbs for Subjects that are Uncountable Practice subject-verb agreements.	<b>(5) ACTIVITY 3:</b> Verbs for Subjects that are Plural Nouns Practice subject-verb agreements.
<b>(6) CLASSROOM PRACTICE:</b> Grammar Book p11-12 Grammar Book p13-18 (revision)	<b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p11-12 Grammar Book p19 (summary)	<b>(8) CLOSING:</b> Step 6: Individual Reading (with student's storybook)

## LESSON 3.2 (EXTENSION)

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

**LEVEL 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn different ways to express weather conditions</li> </ul>		<b>MATERIALS:</b> *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!
Activity Song: Overcast gray * Strong gusts of * A flash of * A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge * falling Flash floods occurring rapidly	It's pouring, pouring * are falling * begin stalling Look what flash floods bring! Pray the * will stop!
<b>(2) READING:</b> Start with group reading if necessary. Record reading.		
<b>(3) ACTIVITY 1:</b> Weather Expressions Pre-activity: Ask: <i>"Can you describe the weather today. What do we need to do on such days?"</i> <ul style="list-style-type: none"> <li><i>It's ... today.</i></li> <li><i>We need to ...</i></li> </ul> Activity: <i>Listen and learn the weather expressions. Explain.</i>	<b>(4) ACTIVITY 2:</b> Read and Practice Listen and read the dialogue.	<b>(5) ACTIVITY 3:</b> Role-play with Friends Pair up the students. Turn to Speaking and Writing Book p3. Invite students to role-play the dialogue, making use of the weather expressions on p1.
<b>(6) CLASSROOM PRACTICE:</b> Think and Write Turn to p4-5. Think and use other words to express the weather conditions.	<b>(7) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p1-2	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 4B → <b>EXTREME WEATHER AND NATURAL DISASTERS</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul>	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul>	
<p>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 4B UNIT 6: EXTREME WEATHER AND NATURAL DISASTERS**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Record reading</li><li>Brainstorm vocabulary words</li><li>Compare and contrast weather conditions/ natural disasters</li><li>Attempt Unit</li><li>+6 Assessment</li></ul>		<b>MATERIALS:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>												
<b>(1) TUNING-IN:</b> Sing-a-long: Overcast gray skies Strong gusts of wind A flash of lightning A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge raindrops falling Flash floods occurring rapidly	It's pouring, pouring Branches are falling Cars begin stalling Look what flash floods bring! Pray the rain will stop!												
Activity Song: Overcast gray * Strong gusts of * A flash of * A roar of thunder Stay indoors, be wise	Don't go for spins These are the warning signs of thunderstorms It's pouring, pouring Huge * falling Flash floods occurring rapidly	It's pouring, pouring * are falling * begin stalling Look what flash floods bring! Pray the * will stop!												
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> Vocabulary Brainstorm Divide students into groups. Turn to Speaking and Writing Book 6-7. Refer to one photo at a time and brainstorm words related to the extreme weather condition or natural disaster. Share the words with the whole class.													
<b>(4) CLASSROOM PRACTICE 2:</b> Compare and Contrast Pre-activity: As a class, list down on a whiteboard the characteristics/ features of a drought and a flood. <table><tr><td>drought</td><td>flood</td></tr><tr><td>-dry</td><td>-rain</td></tr><tr><td>-no water</td><td>-thunderstorm</td></tr><tr><td>-plants die</td><td>-too much water</td></tr><tr><td>-injuries and death can occur</td><td>-injuries and death can occur</td></tr><tr><td>...</td><td>...</td></tr></table> Activity: Turn to p8-9. Write down the similarities and differences. Repeat the exercise for p10-11.			drought	flood	-dry	-rain	-no water	-thunderstorm	-plants die	-too much water	-injuries and death can occur	-injuries and death can occur	...	...
drought	flood													
-dry	-rain													
-no water	-thunderstorm													
-plants die	-too much water													
-injuries and death can occur	-injuries and death can occur													
...	...													
<b>(5) CLASS TEST: Unit 6 Assessment</b> Assessment Book p12-21	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p10-11 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)												



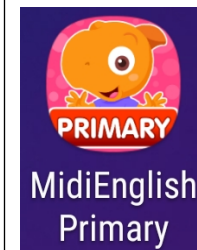
## LESSON 4.2 (EXTENSION)

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

**LEVEL 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 1.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Explore the pictures of the story and talk about them</li> <li>Listen to the story without interruption</li> <li>Echo read the story (optional)</li> <li>Learn to pronounce and spell vocabulary words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That's where the moonbugs live They travel to and fro night and day To say "Hello" to Earth
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li><i>Can you tell what this book is about?</i></li> <li><i>Why do you think the creature is crying?</i></li> <li><i>How do you think the boy is going to help?</i></li> <li><i>Describe the spaceship.</i></li> <li><i>What happened after the creature found the spaceship?</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: Sam and the Moonbug Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p23-24	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 22-25	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>SAM AND THE MOONBUG</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot The Word		
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 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn sound words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That's where the moonbugs live They travel to and fro night and day To say "Hello" to Earth
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>What was Sam doing in the garden? What did he hear?</i></li> <li>• <i>Was Sam scared when he saw Bobo? Would you be scared if you were in Sam's shoes?</i></li> <li>• <i>Describe Bobo, the Moonbug.</i></li> <li>• <i>How did Sam help Bobo get home?</i></li> <li>• <i>How did Bobo's family thank Sam for bringing Bobo home?</i> <i>What did they do at the party?</i></li> <li>• <i>What happened in the end?</i></li> <li>• <i>Describe Sam. What kind of person was he?</i></li> </ul> Step 4: Group Echo Reading		<b>(3) REVISION:</b> Vocabulary Words  <b>(4) ACTIVITY 1:</b> Words: Sound Words Listen to the sounds. Invite students to find associations with the sounds/ the words. <i>Example:</i> <i>bang - gun goes off; to hit something hard</i> <i>clang - keys; any metal things that knock together</i> <i>grunt - pig; person making a short, low sound</i> <i>swish - sword; whip; tail</i> <i>crackle - wood burning; crumbling paper</i>
<b>(5) CLASSROOM PRACTICE:</b> Workbook p25-26	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 26-28	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

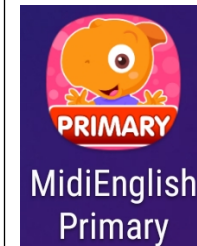
## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 4B – Unit 7 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Read and answer questions related to the story</li> <li>• Shadow read the story</li> <li>• Attempt the comprehension questions</li> <li>• Learn conjunctions (so, because)</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book					
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That's where the moonbugs live They travel to and fro night and day To say "Hello" to Earth					
Activity Song: Up in the universe far away There live some * They travel to and fro * and * To meet up with * friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green * Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool * (Sing the green *)	Up in the universe far away That's where the * live They travel to and fro * and * To say "Hello" to Earth					
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 ( <i>refer to.2 for the questions</i> ) Step 5: Group Shadow Reading  <b>(3) REVISION:</b> Vocabulary Words, Sound Words	<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.						
	<b>(5) ACTIVITY 2:</b> Conjunctions 'so, because' Pre-activity: Write on a whiteboard and say: <table border="1" data-bbox="853 1109 1727 1190"> <tr> <td><i>You are nice to me,</i></td> <td><u>so</u></td> <td><i>I like you.</i></td> </tr> <tr> <td><i>I like you</i></td> <td><u>because</u></td> <td><i>you are nice to me.</i></td> </tr> </table> Ask students if there are any differences between these 2 sentences. Read Workbook p27. Activity: Go through the lesson.		<i>You are nice to me,</i>	<u>so</u>	<i>I like you.</i>	<i>I like you</i>	<u>because</u>
<i>You are nice to me,</i>	<u>so</u>	<i>I like you.</i>					
<i>I like you</i>	<u>because</u>	<i>you are nice to me.</i>					
<b>(6) CLASSROOM PRACTICE:</b> Workbook p27-29	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p29	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)					

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>SAM AND THE MOONBUG</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Retell the story</li> <li>• Echo or Shadow read with Variations</li> <li>• Listen to instructions and act on them</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions in an interview</li> <li>• Write a letter</li> <li>• Pronounce words with word families: /ay/, /ow/, /ame/, /eer/, /ent/, /ver/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That's where the moonbugs live They travel to and fro night and day To say "Hello" to Earth
Activity Song: Up in the universe far away There live some * They travel to and fro * and * To meet up with * friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green * Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool * (Sing the green *)	Up in the universe far away That's where the * live They travel to and fro * and * To say "Hello" to Earth
<b>(2) READING:</b> Start with group reading if necessary 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)	<b>(3) REVISION:</b> Vocabulary Words, Sounds Words, Conjunctions	
	<b>(4) ACTIVITY 1:</b> Listening 1: True or False Turn to Workbook p30. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
	<b>(5) ACTIVITY 2:</b> Listening 2: Draw an Alien Turn to Workbook p31. Listen to the instructions to draw an alien. Click 'Hide' the drawing. Click 'Show Me' to reveal the drawing.	
<b>(6) ACTIVITY 3:</b> Speaking: An Interview with an Alien Pre-activity: An interview is a meeting in which someone asks another person questions about themselves, or anything they find interesting. Invite students to ask questions using 'what, who, where and how' to interview their teacher. (Teacher answers the questions; switch roles if time permits.) Activity: Listen to the interview. Look at the picture and ask questions based on what you see.	<b>(7) ACTIVITY 4:</b> Writing: Write a Letter Pre-activity: Turn to Workbook p34. Read the letter. Activity: Turn to Workbook p35. Reply the letter and accept the invitation.	<b>(8) ACTIVITY 5:</b> Word families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(9) CLASSROOM PRACTICE:</b> Workbook p36-38 (Word Families)	<b>(10) HOME PRACTICE (REMINDER):</b> Workbook p32 (Speaking Practice) Assessment Book p30-33 (Word Families)	<b>(11) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)



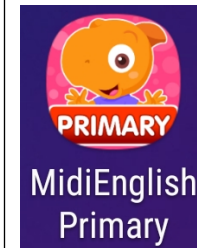
## LESSON 2.2 (EXTENSION)

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

**LEVEL 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Paired reading</li><li>Learn adverbs of manner</li><li>Learn adverbs of time</li></ul>		<b>MATERIALS:</b> <ul style="list-style-type: none"><li>Grammar Book</li><li><i>For schools that have purchased the Grammar Book</i></li></ul>
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That’s where the moonbugs live They travel to and fro night and day To say “Hello” to Earth
Activity Song: Up in the universe far away There live some * They travel to and fro * and * To meet up with * friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green * Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool * (Sing the green *)	Up in the universe far away That’s where the * live They travel to and fro * and * To say “Hello” to Earth
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Adverbs of Manner Pre-activity: We use adverbs of manner to tell us how something happens. Write on a whiteboard and ask: “Which sentence is correct?” <div><div><div>I cross the road <u>careful</u>.</div><div>I cross the road <u>carefully</u>.</div></div><div>An adverb of manner is formed by:<div><div>adjective + ly (eg. careful – carefully)</div><div>adjective - i + ly (eg. easy – easily)</div></div></div><div>Activity: Go through the lesson and attempt the exercises.</div></div>	<b>(4) ACTIVITY 2:</b> Adverbs of Time Pre-activity: We use adverbs of time to tell us when something happens. Write on a whiteboard and invite students to classify the adverbs of time into ‘past, present or future’. <div><div><div>yesterday</div><div>just now</div></div><div><div>today</div><div>now</div></div><div><div>tomorrow</div><div>soon</div></div><div><div>past</div><div>present</div><div>future</div></div></div> <div>Activity: Go through the lesson and attempt the exercises.</div>
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p20-27 (adverbs of manner) Grammar Book p28-30 (adverbs of time I) Grammar Book p31-33 (adverbs of time II) Grammar Book p34 (adverbs of time I & II)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p20-21 (adverbs of manner) Grammar Book p28 (adverbs of time I) Grammar Book p31 (adverbs of time II)	<b>(7) CLOSING:</b> Step 6: Paired Reading (with student’s storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>SAM AND THE MOONBUG</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Spot the Sound Words - What's The Answer - Type Conjunctions		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Individual reading</li><li>Learn question words: who, what, when, where</li></ul>		<b>MATERIALS:</b> <ul style="list-style-type: none"><li>*Grammar Book</li><li>* <i>For schools that have purchased the Grammar Book</i></li></ul>								
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That’s where the moonbugs live They travel to and fro night and day To say “Hello” to Earth								
Activity Song: Up in the universe far away There live some * They travel to and fro * and * To meet up with * friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green * Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool * (Sing the green *)	Up in the universe far away That’s where the * live They travel to and fro * and * To say “Hello” to Earth								
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual reading	<b>(3) ACTIVITY 1:</b> Question Words (who, what); Question Words (I) Pre-activity: Write on a whiteboard and ask: “What is the correct answer? Put a tick.” <table><tr><td><u>Who</u> is this?</td><td>This is Annie. ( ) This is a watch. ( )</td></tr><tr><td><u>What</u> is this?</td><td>This is Annie. ( ) This is a watch. ( )</td></tr></table> We use ‘who’ when asking about someone (a person); we use ‘what’ when asking about something (including animals). Activity: Go though the lesson and attempt the exercises.	<u>Who</u> is this?	This is Annie. ( ) This is a watch. ( )	<u>What</u> is this?	This is Annie. ( ) This is a watch. ( )	<b>(4) ACTIVITY 2:</b> Question Words (when, where); Question Words (II) Pre-activity: Write on a whiteboard and ask: “What is the correct answer? Put a tick.” <table><tr><td><u>When</u> does the concert start?</td><td>It starts at 7pm. ( ) It is at Marina Square. ( )</td></tr><tr><td><u>Where</u> is the concert?</td><td>It starts at 7pm. ( ) It is at Marina Square. ( )</td></tr></table> We use ‘when’ when asking about time; we use ‘where’ when asking about place/ position. Activity: Go though the lesson and attempt the exercises.	<u>When</u> does the concert start?	It starts at 7pm. ( ) It is at Marina Square. ( )	<u>Where</u> is the concert?	It starts at 7pm. ( ) It is at Marina Square. ( )
<u>Who</u> is this?	This is Annie. ( ) This is a watch. ( )									
<u>What</u> is this?	This is Annie. ( ) This is a watch. ( )									
<u>When</u> does the concert start?	It starts at 7pm. ( ) It is at Marina Square. ( )									
<u>Where</u> is the concert?	It starts at 7pm. ( ) It is at Marina Square. ( )									
<b>(5) ACTIVITY 3:</b> Question Words (III & IV) Practice the question words ‘who, what, when, where’.										
<b>(6) CLASSROOM PRACTICE:</b> Grammar Book p35-36 (who, what) Grammar Book p37-38 (when, where) Grammar Book p39-41 (revision)	<b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p35, p37 (question words) Grammar Book p42 (summary)	<b>(8) CLOSING:</b> Step 6: Individual reading (with student’s storybook)								

## LESSON 3.2 (EXTENSION)

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

**LEVEL 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Introduce and describe family members</li> </ul>		<b>MATERIALS:</b> Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That's where the moonbugs live They travel to and fro night and day To say "Hello" to Earth
Activity Song: Up in the universe far away There live some * They travel to and fro * and * To meet up with * friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green * Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool * (Sing the green *)	Up in the universe far away That's where the * live They travel to and fro * and * To say "Hello" to Earth
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> My Family Pre-activity: Ask: "If you are unwell, how would you feel? If you have been trying very hard to do something but you still can't do it, how would you feel? If you don't obey your mom, how would she feel?" Activity: Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <li>How many people are in the family?</li> <li>Describe each family member, starting with the father.</li> <li>What are the names of the sisters? Who is older?</li> <li>Who is the oldest child in the family?</li> <li>Who is the youngest?</li> </ul>	
<b>(4) ACTIVITY 2:</b> Role-play with friends; Talk About Family Members Pair up the students. Turn to Speaking and Writing Book p14-15. Invite students to role-play the dialogue (ask students to bring along a family photo prior to the activity). Use the descriptive words on p16 for help if needed.		
<b>(5) CLASSROOM PRACTICE:</b> Look and Describe Describe in complete sentences the 4 different families on p17. <i>Example: Mr Baboon's Family</i> <i>Mr Baboon is the oldest in the family. He is also the biggest. He has light colored hair. His children have darker colored hair. Everyone in the family is mischievous.</i>	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p12-13	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 4B → <b>SAM AND THE MOONBUG</b> → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul>	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul>	
<p>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 4B UNIT 7: SAM AND THE MOONBUG**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Answer questions related to the story</li> <li>Form sentences using adverbs of manner or time</li> <li>Attempt Unit 7 Assessment</li> </ul>		<b>MATERIALS:</b> Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Up in the universe far away There live some aliens They travel to and fro night and day To meet up with Earth friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green moonbugs Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool spaceships (Sing the green moonbugs)	Up in the universe far away That's where the moonbugs live They travel to and fro night and day To say "Hello" to Earth
Activity Song: Up in the universe far away There live some * They travel to and fro * and * To meet up with * friends	Zeep-a-dee, Zap-a-dee, Zoop-a-dee Sing the green * Zeep-a-dee, Zap-a-dee, Zoop-a-dee Fly their cool * (Sing the green *)	Up in the universe far away That's where the * live They travel to and fro * and * To say "Hello" to Earth
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> Question and Answer Turn to Speaking and Writing Book p18-19. Answer the questions related to the storybook "Sam and the Moonbug."	<b>(4) CLASSROOM PRACTICE 2:</b> Cinquain Poem Pre-activity: Review adverb of manner & time: An adverb of manner tells us how something happens. Bobo said <u>happily</u> . An adverb of time tells us when something happens. Bobo said <u>happily yesterday</u> . <i>Activity: Turn to p20-22 and complete the sentences</i>
<b>(5) CLASS TEST: Unit 7 Assessment</b> Assessment Book p34-43	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p21-22 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



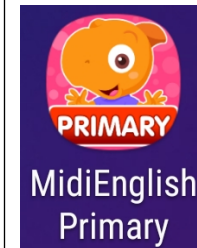
## LESSON 4.2 (EXTENSION)

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

**LEVEL 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 1.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Explore the pictures of the story and talk about them</li><li>• Listen to the story without interruption</li><li>• Echo read the story (optional)</li><li>• Learn to pronounce and spell vocabulary words</li></ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse’s hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"><li>• <i>What do you think the story is about?</i></li><li>• <i>Why do you think the boy is dressed up this way?</i></li><li>• <i>What do you think the boy wanted to be?</i></li><li>• <i>What did he use to dress himself up?</i></li><li>• <i>Why were the dogs frightened?</i></li><li>• <i>Why was the man holding on to his foot? What do you think happened?</i></li><li>• <i>Why do you think the boy fell to the floor?</i></li></ul> <i>What were the children doing?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: Dragon, Dragon, Come and Fight Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Let’s Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p41-42	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 44-47	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student’s storybook) (optional)


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>DRAGON, DRAGON, COME AND FIGHT</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot The Word		
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 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn action words (simple past tense)</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse's hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>Why did Simon want to be a knight?</i></li> <li>• <i>Why did the people laughed at him?</i></li> <li>• <i>What did Simon ask from his mom and dad? Did they give those things to Simon? Why?</i></li> <li>• <i>Describe how Simon dressed himself up?</i></li> <li>• <i>What was Uncle Tom doing? Why did he hurt his toes?</i></li> <li>• <i>Why did Simon decide to visit his neighbor, Ryan?</i></li> </ul> <i>What did Simon hear outside the playroom's door? How did he react?</i> <ul style="list-style-type: none"> <li>• <i>What were the children doing? What did they ask Simon to be?</i></li> </ul> Step 4: Group Echo Reading		<b>(3) REVISION:</b> Vocabulary Words  <b>(4) ACTIVITY:</b> Action Words Pre-activity: Review the simple past tense rule: to talk about things that happened in the past. Activity: Find the past tense of the given verb.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p43-44	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book p48-51	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

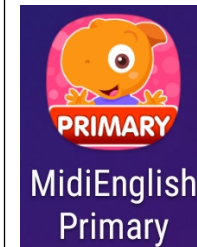
## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 4B – Unit 8 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Read and answer questions related to the story</li> <li>Shadow read the story</li> <li>Attempt the comprehension questions</li> <li>Learn prepositions (with, without, from, to)</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse's hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness
Activity Song: She sits all alone way up high in the * Waiting for her * to come and rescue her The * is guarded by beasts, dreadful * Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her * Faith is renewed as she plays the dainty *	The sound of the *'s hoofs Rising up from the distant Ring * to her ears La .... La la .... La ... The battle of light and darkness
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Who were the people/ characters in the story?</i></li> <li><i>Where did the story take place?</i></li> <li><i>What was/ were the problem(s)?</i></li> <li><i>How was/ were the problem(s) solved?</i></li> </ul> Step 5: Group Shadow Reading	<b>(3) REVISION:</b> Vocabulary Word, Action Words	
	<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
	<b>(5) ACTIVITY 2:</b> Prepositions (with, without, from, to) Pre-activity: Write on a whiteboard:	
	Simon was a little boy. He has big dreams.  He has no shiny armor and a mighty sword. How can he become a knight?	Simon was a little boy <u>with</u> big dreams.  <u>Without</u> shiny armor and a mighty sword, how can he become a knight?
<b>(6) CLASSROOM PRACTICE:</b> Workbook p45-46	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p52-53	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>DRAGON, DRAGON, COME AND FIGHT</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Retell the story</li> <li>Echo or Shadow read with Variations</li> <li>Listen to instructions and act on them</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer politely</li> <li>Read and comprehend a short passage</li> <li>Pronounce words with word families: /it/, /ield/, /ight/, /ord/, /ove/; /owl/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse's hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness
Activity Song: She sits all alone way up high in the * Waiting for her * to come and rescue her The * is guarded by beasts, dreadful * Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her * Faith is renewed as she plays the dainty *	The sound of the *'s hoofs Rising up from the distant Ring * to her ears La .... La la .... La ... The battle of light and darkness
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>Invite a student to retell the story in his/ her own words.</li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Word, Action Words, Prepositions	
	<b>(4) ACTIVITY 1:</b> Listening 1: Listen and Match Turn to Workbook p47. Listen to the sounds and match the sound words. Click 'Show Me' on the top right corner to reveal the answers.	
	<b>(5) ACTIVITY 2:</b> Listening 2: True or False Turn to Workbook p48. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
<b>(6) ACTIVITY 3:</b> Speaking: Asking and Answering Politely Invite students to ask and answer politely in the following language structure: <ul style="list-style-type: none"> <li>Would you like to ...?</li> <li>Yes, I would. Thank you. No, I wouldn't. Thank you.</li> </ul>	<b>(7) ACTIVITY 4:</b> Writing: Knights (Comprehension) Turn to Workbook p51-52. Read the passage and answer the questions.	<b>(8) ACTIVITY 5:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(9) CLASSROOM PRACTICE:</b> Workbook p53-55 (Word Families)	<b>(10) HOME PRACTICE (REMINDER):</b> Workbook p49-50 (Speaking Practice) Assessment Book p54-57 (Word Families)	<b>(11) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)




## LESSON 2.2 (EXTENSION)

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

**LEVEL 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Paired reading</li><li>Revise present and past continuous tense (rule 1)</li><li>Learn new rule: present continuous tense (rule 2)</li></ul>		<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>		
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse’s hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness		
Activity Song: She sits all alone way up high in the * Waiting for her * to come and rescue her The * is guarded by beasts, dreadful * Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her * Faith is renewed as she plays the dainty *	The sound of the *’s hoofs Rising up from the distant Ring * to her ears La .... La la .... La ... The battle of light and darkness		
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Using Present Continuous Tense; Using Past Continuous Tense Pre-activity: Write on a whiteboard: <div><i>Fill in the blanks with ‘is’ and ‘was’.</i><ul style="list-style-type: none"><li>Max _____ soccer now. (play)</li><li>Max _____ just now. (study)</li></ul><i>Answers:</i><ul style="list-style-type: none"><li>Max <u>is playing</u> soccer now.</li><li>Max <u>was studying</u> just now.</li></ul></div> We use the present continuous tense to show an action that is happening right now. We use the past continuous tense to show an action that was happening at a particular time in the past. Activity: Review the lessons and attempt the exercises.	<b>(4) ACTIVITY 2:</b> Using Present Continuous Tense (Part 2) Pre-activity: Review the rule of using the present continuous tense (rule 1) and learn a new rule (rule 2) of using the same tense. The present continuous tense is used to show: <table><tr><td><i>Rule 1:</i> an action that is happening right now.  <i>Example:</i> Dad is washing his car <u>now</u>.</td><td><i>Rule 2:</i> a planned future action  <i>Example:</i> Dad is washing his car <u>later</u>.</td></tr></table> Activity: Go through the lesson and attempt the exercises.	<i>Rule 1:</i> an action that is happening right now.  <i>Example:</i> Dad is washing his car <u>now</u> .	<i>Rule 2:</i> a planned future action  <i>Example:</i> Dad is washing his car <u>later</u> .
<i>Rule 1:</i> an action that is happening right now.  <i>Example:</i> Dad is washing his car <u>now</u> .	<i>Rule 2:</i> a planned future action  <i>Example:</i> Dad is washing his car <u>later</u> .			
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p44-49 (present and past continuous tense- rule 1 (revision)) Grammar Book p50-51 (present continuous tense- rule 2)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p44, 50	<b>(7) CLOSING:</b> Step 6: Paired Reading (with student’s storybook)		


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>DRAGON, DRAGON, COME AND FIGHT</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Fill in Prepositions - Spell the Words (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 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Individual reading</li><li>Learn new rule: past continuous tense (rule 2)</li><li>Learn simple future tense: be going to</li></ul>		<b>MATERIALS:</b> *Grammar Book * For schools that have purchased the Grammar Book							
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse’s hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness							
Activity Song: She sits all alone way up high in the * Waiting for her * to come and rescue her The * is guarded by beasts, dreadful * Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her * Faith is renewed as she plays the dainty *	The sound of the *’s hoofs Rising up from the distant Ring * to her ears La .... La la .... La ... The battle of light and darkness							
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Using Past Continuous Tense (Part 2) Pre-activity: Review the rule of using the past continuous tense (rule 2) and learn a new rule (rule 2) of using the same tense. The past continuous tense is used to show: <table><tr><td><i>Rule 1:</i> <i>an action that was happening at a particular time in the past</i>  <i>Example:</i> <i>Dad was washing his car <u>just now</u>.</i></td><td><i>Rule 2:</i> <i>an action that was going on when something else happened</i>  <i>Example:</i> <i>Dad was washing his car <u>when an accident happened</u>.</i></td></tr></table> Activity: Go through the lesson and attempt the exercises.		<i>Rule 1:</i> <i>an action that was happening at a particular time in the past</i>  <i>Example:</i> <i>Dad was washing his car <u>just now</u>.</i>	<i>Rule 2:</i> <i>an action that was going on when something else happened</i>  <i>Example:</i> <i>Dad was washing his car <u>when an accident happened</u>.</i>	<b>(4) ACTIVITY 2:</b> Simple Future Tense (be going to) Pre-activity: The simple future tense is used to show an action that one intends to do in the future. It shows a planned future action, just like the present continuous tense (rule 2). <table><tr><td>Present Continuous Tense</td><td>Simple Future Tense</td></tr><tr><td><i>Mom <u>is cooking</u> later.</i></td><td><i>Mom <u>is going to cook</u> later.</i></td></tr></table> Activity: Go through the lesson and attempt the exercises	Present Continuous Tense	Simple Future Tense	<i>Mom <u>is cooking</u> later.</i>	<i>Mom <u>is going to cook</u> later.</i>
<i>Rule 1:</i> <i>an action that was happening at a particular time in the past</i>  <i>Example:</i> <i>Dad was washing his car <u>just now</u>.</i>	<i>Rule 2:</i> <i>an action that was going on when something else happened</i>  <i>Example:</i> <i>Dad was washing his car <u>when an accident happened</u>.</i>								
Present Continuous Tense	Simple Future Tense								
<i>Mom <u>is cooking</u> later.</i>	<i>Mom <u>is going to cook</u> later.</i>								
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p52-54 (past continuous tense- rule 2) Grammar Book p55-57 (present and past continuous tense) Grammar Book p58-61 (simple future tense) Grammar Book p62 (revision)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p52 (Past Continuous Tense- rule 2) Grammar Book p58 (Simple Future Tense) Grammar Book p63 (summary)		<b>(7) CLOSING:</b> Step 6: Individual reading (with student’s storybook)						

## LESSON 3.2 (EXTENSION)

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

**LEVEL 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Use positive expressions to encourage, reassure or praise someone</li> </ul>		<b>MATERIALS:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse's hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness
Activity Song: She sits all alone way up high in the * Waiting for her * to come and rescue her The * is guarded by beasts, dreadful * Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her * Faith is renewed as she plays the dainty *	The sound of the *'s hoofs Rising up from the distant Ring * to her ears La .... La la .... La ... The battle of light and darkness
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> Positive Expressions Pre-activity: Invite students to respond if someone said: <ul style="list-style-type: none"> <li><i>"I'm not sure if I can do this."</i> (respond with a word of encouragement)</li> <li><i>"I'm anxious. I can't take it anymore."</i> (respond with a word of reassurance)</li> <li><i>"Hurray, I did it!"</i> (respond with a word of praise)</li> </ul> Activity: Listen and read more about positive expressions.	
<b>(4) ACTIVITY 2:</b> Role-Play with Friends Turn to p26. Read each statement and give an appropriate response.		
<b>(5) ACTIVITY 3:</b> What Would You Say? Turn to p28-29. Read and respond appropriately.		
<b>(6) CLASSROOM PRACTICE:</b> Think and Write Turn to p27. Invite students to write down other words that encourage, reassure and praise.	<b>(7) HOME PRACTICE (REMINDER):</b> Review positive expressions Speaking and Writing Book p24-25	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 4B → <b>DRAGON, DRAGON, COME AND FIGHT</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul>	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul>	
<p>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 4B UNIT 8: DRAGON, DRAGON, COME AND FIGHT**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Write using the simple past, simple present and the future tense.</li> <li>Create dialogue for a class play</li> <li>Attempt Unit 8 Assessment</li> </ul>		<b>MATERIALS:</b> *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: She sits all alone way up high in the tower Waiting for her knight to come and rescue her The castle is guarded by beasts, dreadful dragons Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her heart Faith is renewed as she plays the dainty harp	The sound of the horse's hoofs Rising up from the distant Ring music to her ears La .... La la .... La ... The battle of light and darkness
<b>Activity Song:</b> She sits all alone way up high in the * Waiting for her * to come and rescue her The * is guarded by beasts, dreadful * Sent by the evil one	La .... La la .... La ... The battle of light and darkness The dawn of a new day brings new hope to her * Faith is renewed as she plays the dainty *	The sound of the *'s hoofs Rising up from the distant Ring * to her ears La .... La la .... La ... The battle of light and darkness
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> Looking into the Future Turn to Speaking and Writing Book p30. Write about oneself in the past, present and future using the appropriate tenses.  Turn to p31. Review the simple future tense (be going to) (to show an action that one intends to do in the future). Write 4 statements using the simple future tense.	<b>(4) CLASSROOM PRACTICE 2:</b> My Class Play Turn to p32-33. Create speaking lines for the characters in the class play: <ul style="list-style-type: none"> <li>dragon</li> <li>princess</li> <li>maid</li> <li>knight</li> </ul>
<b>(5) CLASS TEST: Unit 8 Assessment</b> Assessment Book p58-67	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p32-33 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



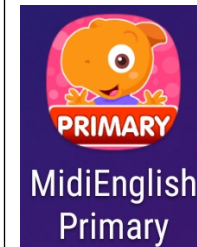
## LESSON 4.2 (EXTENSION)

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

**LEVEL 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 1.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Explore the pictures of the story and talk about them</li> <li>Listen to the story without interruption</li> <li>Echo read the story (optional)</li> <li>Learn to pronounce and spell the vocabulary words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li><i>What do you think the story is about?</i></li> <li><i>This is Mr Richie. Can you describe him? What do you think he is busy doing?</i></li> <li><i>Describe the places that he went to live. Do you think he like each one of them? Why?</i></li> <li><i>What do you think Mr Ant told Mr Richie?</i></li> <li><i>What do you think happened in the end?</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)		
<b>(3) ACTIVITY 1:</b> Words: Mr Richie's New House Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		<b>(4) ACTIVITY 2:</b> Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p59-60	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 68-71	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)

## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>MR RICHIE'S NEW HOUSE</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot The Word		
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 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 1.2**

**OBJECTIVES:**

- Listen to the story without interruption
- Read and answer questions related to the story
- Search for rhyming words in the storybook

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:  
If you are granted three wishes  
What would you ask for? (2x)  
Think carefully  
(Yes, think carefully)  
Would you buy a big house?  
Would you ask for lots of money?  
Be very rich

Would you want to be pretty?  
Want to be handsome?  
Ask for good looks (Yes, ask for good looks)  
Would you rather be tops  
In all that you do and  
Be clever and successful  
If you are granted three wishes  
What would you ask for? (2x)

Think carefully  
What are the three most important things in your life?  
To be happy  
Surrounded by the love of family  
To be healthy and laugh heartily  
Everyone living in peace and harmony

**(2) READING:**

Step 2: Storytelling 1  
Step 3: Storytelling 2

- *Describe Mr Richie.*
- *What did Mr Richie decide to do on his birthday?*
- *What kind of builder was he looking for?*
- *Describe each house and explain why it didn't work for Mr Richie.*
- *What did Mr Richie learn about the secret of making a house a home?*
- *Do you agree with it? Why?*

Step 4: Group Echo Reading

**(3) REVISION:** Vocabulary Words

**(4) ACTIVITY:** Rhyming Words

Pre-activity: Turn to Workbook p61. Refer to the page numbers and search for rhyming words in the storybook.  
Activity: Pair up the rhyming words.

**(5) CLASSROOM PRACTICE:**

Workbook p61


**(6) HOME PRACTICE (REMINDER):**

Assessment Book p72

**(7) CLOSING:**

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

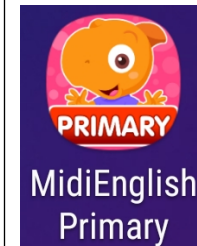
## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 4B – Unit 9 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Read and answer questions related to the story.</li><li>Shadow read the story</li><li>Attempt the comprehension questions</li><li>Learn the conjunction ‘while’</li></ul>		<b>MATERIALS:</b> Workbook Assessment Book	
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony	
Activity Song: If you are granted three wishes What would you ask for? (2x) * carefully (Yes, * carefully) Would you buy a big *? Would you ask for lots of *? Be very *	Would you want to be *? Want to be *? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	* carefully What are the three most important things in your life? To be * Surrounded by the ** of * To be * and * heartily Everyone living in peace and harmony	
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"><li>Who were the people/ characters in the story?</li><li>Where did the story take place?</li><li>What was/ were the problem(s)?</li></ul> How was/ were the problem(s) solved? Step 5: Group Shadow Reading	<b>(3) REVISION:</b> Vocabulary Words, Suffix -y	<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
	<b>(5) ACTIVITY 2:</b> Suffix -y Pre-activity: Say “I have a lot of <u>wealth</u> . I am very <u>wealthy</u> .” Write down on a whiteboard: <table><tr><td><u>wealth</u></td><td><u>wealthy</u></td></tr></table> (adding the suffix –y turns the noun ‘wealth’ into an adjective ‘wealthy’) Turn to Workbook p62 and learn more words with suffix –y. Activity: Go through the lesson.	<u>wealth</u>	<u>wealthy</u>
<u>wealth</u>	<u>wealthy</u>		
<b>(7) CLASSROOM PRACTICE:</b> Workbook p62-64 (suffix –y) Workbook p65-66 (while)	<b>(8) HOME PRACTICE (REMINDER):</b> Assessment Book p73-74 (suffix –y) Assessment Book p75-76 (while)	<b>(9) CLOSING:</b> Step 4: Group Shadow Reading (with student’s storybook)	

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>MR RICHIE'S NEW HOUSE</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Retell the story</li> <li>Echo or Shadow read with Variations</li> <li>Learn to listen to instructions and act on them</li> </ul>	<ul style="list-style-type: none"> <li>Talk and write about where one likes to live</li> <li>Pronounce words with word families: /ey/, /ip/, /og/, /ade/, /est/, /ind/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony
Activity Song: If you are granted three wishes What would you ask for? (2x) * carefully (Yes, * carefully) Would you buy a big *? Would you ask for lots of *? Be very *	Would you want to be *? Want to be *? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	* carefully What are the three most important things in your life? To be * Surrounded by the ** of * To be * and * heartily Everyone living in peace and harmony
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Invite a student to retell the story in his/ her own words.</i></li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Suffix –y, Conjunctions	
	<b>(4) ACTIVITY 1:</b> Listening 1: Listen and Match Turn to Workbook p67. Listen and fill each blank with a word related to what is heard. Click ‘See Answers’ on the top right corner to reveal the answers.	
	<b>(5) ACTIVITY 2:</b> Listening 2: True or False Turn to Workbook p68. Listen to the sentences and circle True or False. Click ‘See Answers’ on the top right corner to reveal the answers.	
<b>(6) ACTIVITY 3:</b> Speaking: Where Would You Like to Live? Look at the 2 sets of photographs (city and countryside). Invite students to compare these 2 places and choose where would they like to live and why?	<b>(7) ACTIVITY 4:</b> Writing: An Ideal Place to Live Pre-activity: Read the poem. Ask: <ul style="list-style-type: none"> <li>Where does the author live? Describe it.</li> <li>Where would the author like to live? Why?</li> </ul> Activity: Turn to Workbook p71. Refer to the previous speaking activity for some ideas to complete the writing.	<b>(8) ACTIVITY 5:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(9) CLASSROOM PRACTICE:</b> Workbook p72-74 (Word Families)	<b>(10) HOME PRACTICE (REMINDER):</b> Workbook p69-70 (Speaking Practice) Assessment Book p77-80 (Word Families)	<b>(11) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)



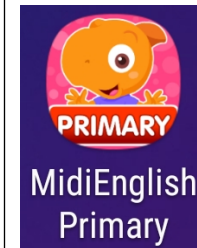
## LESSON 2.2 (EXTENSION)

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

**LEVEL 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Revise prepositions of place and direction</li> <li>Learn prepositions of time and location</li> </ul>		<b>MATERIALS:</b> *Grammar Book * For schools that have purchased the Grammar Book
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony
Activity Song: If you are granted three wishes What would you ask for? (2x) * carefully (Yes, * carefully) Would you buy a big *? Would you ask for lots of *? Be very *	Would you want to be *? Want to be *? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	* carefully What are the three most important things in your life? To be * Surrounded by the ** of * To be * and * heartily Everyone living in peace and harmony
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(4) ACTIVITY 2:</b> Preposition of Time (in, on, at) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Sharon's birthday is <u>on Monday</u>. Her brother wakes her up very early <u>in the morning at 7am</u>. He wishes her "Happy Birthday!"</i> </div>	<b>(5) ACTIVITY 3:</b> Preposition of Location (in, on, at) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Sharon lives <u>in Canada</u>. She lives <u>on Oxford Lane</u>. She lives <u>at 20 Oxford Lane</u>.</i> </div>
<b>(3) ACTIVITY 1:</b> Prepositions of Place and Direction Review the lessons and attempt the exercises.	Ask the following questions: <ul style="list-style-type: none"> <li><i>When is Sharon's birthday? (... on Monday)</i></li> <li><i>When does her brother wake her up? (... in the morning)</i></li> <li><i>What time does he wake her up? (... at 7am)</i></li> </ul> Activity: Learn more about prepositions of time and attempt the exercises.	Invite students to figure out how 'in, on, at' are used for specifying locations. (in – country; on – road/ street; at – exact address) Activity: Learn more about prepositions of location and attempt the exercises.
<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p64-65 (prepositions of place & direction) Grammar Book p69 (prepositions of time) Grammar Book p72 (prepositions of location)	<b>(7) CLASSROOM PRACTICE:</b> Grammar Book p64-68 (prepositions of place and direction) Grammar Book p69-71 (prepositions of time) Grammar Book p72-74 (prepositions of location) Grammar Book p75 (prepositions of time and location) Grammar Book p76-77 (revision)	<b>(8) CLOSING:</b> Step 6: Paired Reading (with student's storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>MR RICHIE'S NEW HOUSE</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Complete The Sentence - Change Noun to Adjective		
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 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Individual reading</li><li>Revise modal verbs (can, may, must, should)</li><li>Learn modal verbs (will, shall)</li></ul>		<b>MATERIALS:</b> <ul style="list-style-type: none"><li>*Grammar Book</li><li>* <i>For schools that have purchased the Grammar Book</i></li></ul>		
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony		
Activity Song: If you are granted three wishes What would you ask for? (2x) * carefully (Yes, * carefully) Would you buy a big *? Would you ask for lots of *? Be very *	Would you want to be *? Want to be *? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	* carefully What are the three most important things in your life? To be * Surrounded by the ** of * To be * and * heartily Everyone living in peace and harmony		
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Modal Verbs (can, may, must, should) Pre-activity: Write on a whiteboard: <div><div>You <u>can</u> read the book.</div><div>You <u>may</u> read the book.</div><div>You <u>must</u> read the book.</div><div>You <u>should</u> read the book.</div></div> Invite students to discuss the differences of the above sentences. Activity: Review the lessons and attempt the exercises.	<b>(4) ACTIVITY 2:</b> Modal Verbs (will, shall) Pre-activity: Write on a whiteboard: <table><tr><td>will</td><td>shall</td></tr></table> Introduce the modal verbs and say: “Everyone <u>will</u> do what I say. <u>Shall</u> I repeat again?” Activity: Go through the lesson and attempt the exercises.	will	shall
will	shall			
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p81-83 (can, may, must, should) Grammar Book p84-86 (will, shall) Grammar Book p87 (revision)	<b>(6) HOME PRACTICE (REMINDER):</b> Grammar Book p78-80 (can, may, must, should) Grammar Book p84 (will, shall) Grammar Book p88-89 (summary)	<b>(7) CLOSING:</b> Step 6: Individual reading (with student’s storybook)		

## LESSON 3.2 (EXTENSION)

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

**LEVEL 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Invite someone to play</li> <li>Learn to cheer someone up</li> </ul>		<b>MATERIALS:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony
Activity Song: If you are granted three wishes What would you ask for? (2x) * carefully (Yes, * carefully) Would you buy a big *? Would you ask for lots of *? Be very *	Would you want to be *? Want to be *? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	* carefully What are the three most important things in your life? To be * Surrounded by the ** of * To be * and * heartily Everyone living in peace and harmony
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> Invitation to Play Pre-activity: Ask: <i>"What do you like to play in a playground? Why? What don't you like to play? Why?"</i> Activity: Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <li>Why is Jimmy sitting all alone?</li> <li>Why doesn't Jimmy want to go on the slide? ... the merry-go-round? ... the swing? ... build a sandcastle?</li> <li>Is it true that nobody wants to play with Jimmy?</li> </ul>	<b>(4) ACTIVITY 2:</b> Role-play with Friends Pair up the students. Turn to Speaking and Writing Book p36-37 and role-play the dialogue. Use the given helping words if needed.
<b>(5) CLASSROOM PRACTICE:</b> Think and Write Turn to p38-39. Write down words to say in order to cheer someone up.	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p34-35	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 4B → <b>MR RICHIE'S NEW HOUSE</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul>	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul>	
<p>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 4B UNIT 9: MR RICHIE'S NEW HOUSE**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Complete rhyming poems</li> <li>Write a poem "Where I Want to Live"</li> <li>Attempt Unit 9 Assessment</li> </ul>		<b>MATERIALS:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: If you are granted three wishes What would you ask for? (2x) Think carefully (Yes, think carefully) Would you buy a big house? Would you ask for lots of money? Be very rich	Would you want to be pretty? Want to be handsome? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	Think carefully What are the three most important things in your life? To be happy Surrounded by the love of family To be healthy and laugh heartily Everyone living in peace and harmony
Activity Song: If you are granted three wishes What would you ask for? (2x) * carefully (Yes, * carefully) Would you buy a big *? Would you ask for lots of *? Be very *	Would you want to be *? Want to be *? Ask for good looks (Yes, ask for good looks) Would you rather be tops In all that you do and Be clever and successful If you are granted three wishes What would you ask for? (2x)	* carefully What are the three most important things in your life? To be * Surrounded by the ** of * To be * and * heartily Everyone living in peace and harmony
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> Rhyming Poems Turn to Speaking & Writing Book p40-41. Complete the poem with the given rhyming words. Read the completed poems and invite students to share their feelings about the poems.	
	<b>(4) CLASSROOM PRACTICE 2:</b> Where I Want to Live Pre-activity: Turn to p42-43. Write down ideas for the poem. Activity: Turn to p44-45. Complete and illustrate the poem.	
<b>(5) CLASS TEST: Unit 9 Assessment:</b> Assessment Book p82-91	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p44-45 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



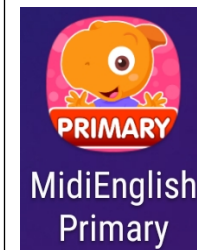
## LESSON 4.2 (EXTENSION)

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

**LEVEL 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 1.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Explore the pictures of the story and talk about them</li> <li>Listen to the story without interruption</li> <li>Echo read the story (optional)</li> <li>Learn to pronounce and spell vocabulary words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li><i>What do you think this story is about?</i></li> <li><i>If you could travel to see the world, where would you like to go?</i></li> <li><i>The man was Marco Polo. Where do you think he traveled to?</i></li> <li><i>Describe what he saw.</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: Marco Polo, the Great Explorer Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their score and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p77-78	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 92-95	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>MARCO POLO, THE GREAT EXPLORER</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot The Word		
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 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn actions words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• Venice was a well-known trading center. What did the merchants do there?</li> <li>• How old was Marco Polo when he first met his father?</li> <li>• What did Marco Polo's father do for a living?</li> <li>• Describe Marco Polo's journey to China. How long did it take him to reach China?</li> <li>• Describe King Khan's summer palace.</li> <li>• What did Marco Polo see in China?</li> <li>• On what condition did Kublai Khan allow Marco Polo, his father and his uncle to return to Venice?</li> <li>• Describe the journey to Persia.</li> <li>• How long had passed before Marco Polo returned to Venice?</li> <li>• What did Marco Polo do a few years after his return? What happened to him? What did he do in prison?</li> <li>• Some people did not believe what was written in his book. How did Marco Polo feel about it? How would you feel about it if you were Marco Polo?</li> </ul> Step 4: Group Echo Reading		<b>(3) REVISION:</b> Vocabulary Words
<b>(4) ACTIVITY 1:</b> Action Words Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary. (Learn the meaning by clicking the highlighted word)		<b>(5) ACTIVITY 2:</b> Action Words Divide students into 2 groups. Each group takes turns to fill the blank with the correct answer. Record their scores and the group with the higher score wins.
<b>(6) CLASSROOM PRACTICE:</b> Workbook p79-80	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p96-99	<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

## LESSON 1.2 (EXTENSION)

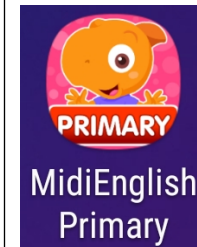
<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 4B – Unit 10 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

# LEVEL 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER

## LESSON 2.1

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Read and answer questions related to the story</li><li>Shadow read the story</li><li>Attempt the comprehension questions</li><li>Learn the active voice and the passive voice</li><li>Learn to form past participles of verbs</li></ul>		<b>MATERIALS:</b> Workbook Assessment Book		
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)		
Activity Song: The voices of the * Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the * Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	*, * Go, go, go Do not wallow in your sorrow No, no, no *, * Go, go, go Follow your own * (2x)		
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"><li>Who were the people/ characters in the story?</li><li>Where did the story take place?</li><li>What was/ were the problem(s)?</li><li>How was/ were the problem(s) solved?</li></ul> Step 5: Group Shadow Reading	<b>(4) ACTIVITY 2:</b> Passive Voice; Past Participles Pre-activity: Say and write down the following: <table><tr><td>A thief <u>stole</u> my computer. (active voice)</td><td>My computer <u>was stolen</u> by a thief. My computer was stolen. (passive voice)</td></tr></table> The active voice is a direct and clear way to express an idea. The passive voice is used when we want to make the object ('computer') more important or when we don't know the subject (who stole the computer). Activity: Go through the lesson and learn how to form the past participles of verbs.		A thief <u>stole</u> my computer. (active voice)	My computer <u>was stolen</u> by a thief. My computer was stolen. (passive voice)
A thief <u>stole</u> my computer. (active voice)	My computer <u>was stolen</u> by a thief. My computer was stolen. (passive voice)			
<b>(3) REVISION:</b> Vocabulary Words, Action Words	<b>(5) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	<b>(6) ACTIVITY 3:</b> Passive Voice & Past Participles Fill in the blank with the correct past participle.		
<b>(7) CLASSROOM PRACTICE:</b> Workbook p81-84	<b>(8) HOME PRACTICE (REMINDER):</b> Assessment Book p100-101	<b>(9) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)		

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>MARCO POLO, THE GREAT EXPLORER</b>		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Retell the story</li> <li>• Echo or Shadow read with Variations</li> <li>• Listen to instructions and act on them</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions regarding Marco Polo</li> <li>• Write a summary</li> <li>• Pronounce words with word families: /ect/, /ish/, /oal/, /ook/, /ture/, /vel/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
Activity Song: The voices of the * Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the * Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	*, * Go, go, go Do not wallow in your sorrow No, no, no *, * Go, go, go Follow your own * (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• Invite a student to retell the story in his/ her own words.</li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Action Words, Passive Voice, Past Participles	
	<b>(4) ACTIVITY 1:</b> Listening 1: True or False Turn to Workbook p85. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
	<b>(5) ACTIVITY 2:</b> Listening 2: Listen and Match Turn to Workbook p86. Listen and write down the correct answers from the given options. Click 'See Answers' on the top right corner to reveal the answers.	
<b>(7) ACTIVITY 4:</b> Writing: Summary Pre-activity: Learn the steps of writing a summary. Activity: Write a summary of the storybook on p89. Use the given questions to guide you.	<b>(6) ACTIVITY 3:</b> Speaking: An Interview with Marco Polo Divide students into 2 groups. One group to role-play as Marco Polo and the other as the interviewer. Ask and answer the questions regarding Marco Polo's: <ul style="list-style-type: none"> <li>• background</li> <li>• adventures</li> <li>• future</li> </ul> (for students who take on the role of Marco Polo, refer to the storybook for help if needed)	
<b>(8) ACTIVITY 5:</b> Word Families Introduce one word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.	<b>(10) HOME PRACTICE (REMINDER):</b> Assessment Book p102-105 (Word Families)	
<b>(9) CLASSROOM PRACTICE:</b> Workbook p90-92 (Word Families)	<b>(11) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)	



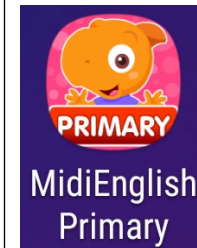
## LESSON 2.2 (EXTENSION)

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

**LEVEL 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Revise conjunctions (and, but, or, because, as)</li> <li>Learn conjunctions that show contrasting ideas (but, however, although)</li> </ul>		<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
Activity Song: The voices of the * Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the * Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	*, * Go, go, go Do not wallow in your sorrow No, no, no *, * Go, go, go Follow your own * (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Conjunctions (and, but, or, because, as) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; width: fit-content;">           and            but            or            because            as         </div> Invite students to make sentences with them. Activity: Review the lessons and attempt the exercises.	<b>(4) ACTIVITY 2:</b> Conjunctions (but, however, although) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <i>Ian is hungry. He can't eat.</i> <ul style="list-style-type: none"> <li><i>Ian is hungry, <u>but</u> he can't eat.</i></li> <li><i>Ian is hungry. <u>However</u>, he can't eat.</i></li> <li><i><u>Although</u> Ian is hungry, he can't eat.</i></li> </ul> </div> The conjunctions 'but, however, although' are used to show contrasting ideas. 'Contrasting' also means 'opposite'. The sentences that are joined together have contrasting ideas. Activity: Go through the lesson and attempt the exercise.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p90-94 (and, but, because, as) Grammar Book p95-97 (but, however, although)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p90-91 (and, but, because, as) Grammar Book p95 (but, however, although)	<b>(7) CLOSING:</b> Step 6: Paired Reading (with student's storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 4B → <b>MARCO POLO, THE GREAT EXPLORER</b>		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - What's The Answer - Fill in the Verb - What's the Past Participle		
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 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 3.2**

<b>OBJECTIVES:</b>		<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn conjunctions that show addition (and, as well as, too)</li> <li>Learn conjunctions that show reason (because, as, for)</li> </ul>		*Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long:		
The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
Activity Song:		
The voices of the * Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the * Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	*, * Go, go, go Do not wallow in your sorrow No, no, no *, * Go, go, go Follow your own * (2x)
<b>(2) READING:</b>	<b>(3) ACTIVITY 1:</b> Conjunctions (and, as well as, too)	<b>(4) ACTIVITY 2:</b> Conjunctions (because, as, for)
Start with group reading if necessary Step 6: Individual Reading	Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>Ian is hungry. Sarah is hungry.</i> <ul style="list-style-type: none"> <li><i>Ian <u>and</u> Sarah are hungry.</i></li> <li><i>Ian, <u>as well as</u>, Sarah, is hungry.</i></li> <li><i>Ian is hungry. Sarah is hungry <u>too</u>.</i></li> </ul> </div> The conjunctions 'and, as well as, too' are used to show addition (of subjects). The sentences are similar but joined in different ways. Activity: Go through the lesson and attempt the exercise.	Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>Ian is hungry. He didn't have breakfast.</i> <ul style="list-style-type: none"> <li><i>Ian is hungry <u>because</u> he didn't have breakfast.</i></li> <li><i>Ian is hungry <u>as</u> he didn't have breakfast.</i></li> <li><i>Ian is hungry <u>for</u> he didn't have breakfast.</i></li> </ul> </div> The conjunctions 'because, as, for' are used to show reason. It gives the reason why the first statement is made. Activity: Go through the lesson and attempt the exercise.
<b>(5) CLASSROOM PRACTICE:</b>	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons	<b>(7) CLOSING:</b>
Grammar Book p98-100 (and, as well as, too) Grammar Book p101-103 (because, as, for) Grammar Book p104-106 (revision)	Grammar Book p98 (and, as well as, too) Grammar Book p101 (because, as, for) Grammar Book p107 (summary)	Step 6: Individual reading (with student's storybook)

## LESSON 3.2 (EXTENSION)

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

**LEVEL 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Talk about a holiday</li> <li>Recommend places of interest</li> </ul>		<b>MATERIALS:</b> *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
<b>Activity Song:</b> The voices of the * Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the * Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	*, * Go, go, go Do not wallow in your sorrow No, no, no *, * Go, go, go Follow your own * (2x)
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> My Holiday Destination Pre-activity: Invite students to talk about their recent holiday destinations. Activity: Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <li>Why does the girl go to the countryside?</li> <li>How does she travel to the countryside?</li> <li>What does she do there?</li> </ul>	<b>(4) ACTIVITY 2:</b> Role-play with Friends Pre-activity: Turn to Speaking and Writing Book p48. Study the holiday destinations and make up one of your own. Activity: Pair up the students. Role-play the dialogue on p49 using the information on p48.
<b>(5) CLASSROOM PRACTICE:</b> Imagine and Write Turn to p50-51. Recommend and write down places of interest	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p46-47	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 4B → <b>MARCO POLO, THE GREAT EXPLORER</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul>	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul>	
<p>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 4B UNIT 10: MARCO POLO, THE GREAT EXPLORER**  
**LESSON 4.2**

<b>OBJECTIVES:</b>		<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>Record reading</li> <li>Write postcards</li> <li>Attempt Unit 10 Assessment</li> </ul>		*Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The voices of the desert Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the desert Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	Marco Polo, Marco Polo Go, go, go Do not wallow in your sorrow No, no, no Marco Polo, Marco Polo Go, go, go Follow your own rainbow (2x)
<b>Activity Song:</b> The voices of the * Whisper softly, gently Gently calling, gently coaxing Cooing, cooing Be alert, be aware Don't dream, don't dream Stay awake, stay afresh Don't get swayed	The vastness of the * Moans so sadly Lightly calling, lightly coaxing Wooing, wooing Be alert, be aware Don't dream, Don't dream Stay awake, stay afresh, Don't get swayed	*, * Go, go, go Do not wallow in your sorrow No, no, no *, * Go, go, go Follow your own * (2x)
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(X) CLASSROOM PRACTICE:</b> Writing Postcards Turn to Speaking & Writing Book p52-57. Write 3 postcards describing Marco Polo's: <ul style="list-style-type: none"> <li>hardships of travel</li> <li>observations in China</li> <li>final assignment</li> </ul>	
<b>(X) CLASS TEST: Unit 10 Assessment</b> Assessment Book p106-115	<b>(X) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p53, 55, 57 (if these are not completed in school)	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

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