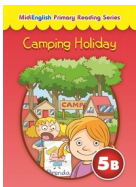

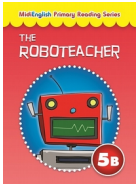






| LESSON GUIDE | | | |
|---|---|----------|---------|
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| | | LESSON 2 | Page 6 |
| | | LESSON 3 | Page 10 |
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|  | UNIT 7 FRANKIE'S FATHER | LESSON 1 | Page 18 |
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| | | LESSON 4 | Page 30 |
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|  | UNIT 9 ANIMALS IN DANGER | LESSON 1 | Page 50 |
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|  | UNIT 10 DEEP SEA ADVENTURE | LESSON 1 | Page 66 |
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LEVEL 5B UNIT 6: CAMPING HOLIDAY
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:

Let's get together and be merry
We're going to have some fun tonight
Stand to our feet and let's get ready
Sing out loud by the campfire's light

Clap your hands and circle right
Round and round and round we go
Clap your hands and circle left
Round and round and then we stop

4-3-2-1
Switch places now and find a new friend
(Switch places now and find another friend)
Hello!

(2) READING:

Step 1: Picture Walk

- *What do you think this story is about?*
- *This girl was Peggy. Why do you think she looked worried? What would the mother say to her?*
- *Who do you think Peggy was talking to on the phone? What was it about?*
- *What happened? Why was her friend hurt?*
- *Describe the scene at the canteen.*
- *Why did Peggy cry?*
- *Why was Brenda angry?*
- *What did Peggy do at the camp? Do you think she enjoyed herself? Why?*
- *Brenda was bitten by a snake. How did Peggy help?*
- *What do you think the children thought of Peggy?*
- *Do you think Peggy enjoyed the camp in the end?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: Camping Holiday

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

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

Repeat listening and saying the words when necessary.

(4) ACTIVITY 2: What's the Word?

Pre-activity: Work on Workbook p4-5 first (use a dictionary to find out the meaning of the words).

Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.

(5) CLASSROOM PRACTICE:

Workbook p3-5


(6) HOME PRACTICE (REMINDER):

Assessment Book 1-4

(7) CLOSING:

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

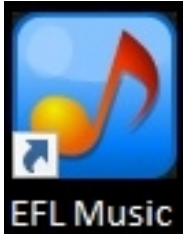
LESSON 1.1 (EXTENSION)

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

LEVEL 5B UNIT 6: CAMPING HOLIDAY
LESSON 1.2

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn verbs | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • How long was the camp going to be? • What was Peggy worried about? Would you be so worried like Peggy? Why? • Why was Kate unable to go to the camp? • Describe the campsite. • Why didn't Peggy try to make friends at the camp? | <ul style="list-style-type: none"> • What activities did Peggy sign up at the camp? Did she like them? • Why couldn't Peggy sleep well that night? • Describe what happened in the painting class. • What did Peggy write to her parents? Why do you think she pretended to be fine? • What happened when Peggy tried fishing? ... gardening? ... pottery? | <ul style="list-style-type: none"> • What happened to Brenda? • What did the adults do? What did Peggy do? • Do you think Peggy enjoyed the camp in the end? Why? Do you like camping holidays? Why? Step 4: Group Echo Reading |
| (3) REVISION: Vocabulary Words | (3) ACTIVITY 1: Verbs Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> • Pay attention to the pronunciation of words. • Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary. | |
| (4) ACTIVITY 2: Action Words Read the sentence and replace the highlighted words with the correct action word (use the correct tense). | | |
| (5) CLASSROOM PRACTICE: Workbook p6-7 | (6) HOME PRACTICE (REMINDER): Assessment Book 5-8 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) |

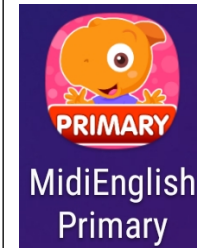
LESSON 1.2 (EXTENSION)

| | | | |
|-----------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 6 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 6: CAMPING HOLIDAY
LESSON 2.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn figures of speech that express anxiety | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| Activity Song: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle right Round and round and round we go <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle left | Round and round and then we stop 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (<i>refer to.2 for the questions</i>) Step 5: Group Shadow Reading | (3) REVISION: Vocabulary Words, Verbs | (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. |
| (5) ACTIVITY 2: Figure of Speech <i>Pre-activity: Write these expressions on a whiteboard:</i> <ul style="list-style-type: none"> • <i>get the jitters</i> • <i>butterflies in one's stomach</i> • <i>bundle of nerves</i> • <i>shake like a leaf</i> • <i>break out in cold sweat</i> | Ask students what they think these expressions show (give options: joy, anger, anxiety (worry), sadness). These expressions show anxiety. Anxiety is a feeling of worry or fear over something with an uncertain outcome. Activity: Go through the lesson. | |
| (6) CLASSROOM PRACTICE: Workbook p8-10 | (7) HOME PRACTICE (REMINDER): Assessment Book p9-10 | (8) CLOSING: Step 4: Group Shadow Reading (with student's storybook) |


LESSON 2.1 (EXTENSION)

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

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them | <ul style="list-style-type: none"> • Talk about one's favorite pastime • Write a postcard • Learn homophones: die-dye, week-week, pair-pare, there-they're, read-reed | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| Activity Song: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle right Round and round and round we go <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle left | Round and round and then we stop 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| (2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Words, Verbs, Figure of Speech | |
| | (4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p11. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: Identify the Events Turn to Workbook p12. Listen and identify the events that happened in the story. Click 'See Answers' on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: My Favorite Pastime Pre-activity: Ask: "What is a pastime? (A pastime is a hobby.) Do you have a favorite pastime?" Read the favorite pastimes of Peggy and her friends. Activity: Invite students to share their favorite pastimes/ hobbies using the "what, why, how and who" questions. | (7) ACTIVITY 4: Writing: Write a Postcard Pre-activity: Learn the parts of a postcard. Activity: Turn to Workbook p16. Write a postcard about a recent holiday. | (8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word. |
| (9) CLASSROOM PRACTICE: Workbook p17-19 (Homophones) | (10) HOME PRACTICE (REMINDER): Workbook p13-14 (Speaking Practice) Assessment Book p11-14 (Homophones) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |


LESSON 2.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 6 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 6: CAMPING HOLIDAY
LESSON 3.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn gerunds | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| Activity Song: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle right Round and round and round we go <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle left | Round and round and then we stop 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (3) ACTIVITY: Gerunds Pre-activity: Write on a whiteboard: <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <i>I am <u>skating</u>.</i> <i>I like <u>skating</u>.</i> </div> Compare the two sentences. Explain that for the left column "I am skating.", we are saying that the 'skating' action is happening right now. However, for the right column "I like skating", the word 'skating' here is the name of a sport. 'skating' is used as a noun (and we call it a gerund). (Remember, nouns are naming words.) Activity: Go through the lesson and attempt the exercises. | |
| (4) CLASSROOM PRACTICE: Grammar Book p1-7 | (5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p1 | (6) CLOSING: Step 6: Paired Reading (with student's storybook) |


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 5B → CAMPING HOLIDAY | | |
| 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 the Verbs - Complete The Passage | | |
| 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 5B UNIT 6: CAMPING HOLIDAY
LESSON 3.2

| | | | | |
|---|--|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none">• Individual reading• Learn phrasal verbs | | MATERIALS: <ul style="list-style-type: none">*Grammar Book* <i>For schools that have purchased the Grammar Book</i> | | |
| (1) TUNING-IN: Sing-a-long: Let’s get together and be merry We’re going to have some fun tonight Stand to our feet and let’s get ready Sing out loud by the campfire’s light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! | | |
| Activity Song: Let’s get together and be merry We’re going to have some fun tonight Stand to our feet and let’s get ready Sing out loud by the campfire’s light | <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle right Round and round and round we go <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle left | Round and round and then we stop 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! | | |
| (2) READING: Start with group reading if necessary Step 6: Individual Reading | (3) ACTIVITY: Phrasal Verbs Pre-activity: Write on a whiteboard: <table><tr><td><i>I <u>put</u> the mask on the table.</i></td><td><i>I <u>put on</u> the mask. (‘put on’ means to wear)</i></td></tr></table> <p><i>Ask: “What does the first sentence mean? What does the second sentence mean? Do they mean the same?”</i> Explain that a phrasal verb is used in place of verbs, but they have different meanings. Activity: Go through the lesson and attempt the exercise.</p> | | <i>I <u>put</u> the mask on the table.</i> | <i>I <u>put on</u> the mask. (‘put on’ means to wear)</i> |
| <i>I <u>put</u> the mask on the table.</i> | <i>I <u>put on</u> the mask. (‘put on’ means to wear)</i> | | | |
| (4) CLASSROOM PRACTICE: Grammar Book p8-18 | (5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p8, 10 Grammar Book p19 (summary) | (6) CLOSING: Step 6: Individual Reading (with student’s storybook) | | |

LESSON 3.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 6 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 6: CAMPING HOLIDAY
LESSON 4.1

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Talk about sports | | MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| Activity Song: Let's get together and be merry We're going to have some fun tonight Stand to our feet and let's get ready Sing out loud by the campfire's light | <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle right Round and round and round we go <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle left | Round and round and then we stop 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| (2) READING: Start with group reading if necessary Record reading | (3) ACTIVITY 1: We Like Sports Pre-activity: Invite students to talk about what kinds of sports they play or they would like to play. Activity: Listen and read the dialogue. Then <i>ask</i> : <ul style="list-style-type: none"> <i>What is the boy wearing? (his team's jersey)</i> <i>Why is he wearing his team's jersey? (having football practice)</i> <i>How many players are in a football team? (11 players)</i> <i>What sports does the girl play? (tennis)</i> <i>What sports does the boy play? (football and tennis)</i> | |
| (4) ACTIVITY 2: Role-play with Friends I Pair up the students. Turn to Speaking & Writing Book p3-4. Learn about the different sports and take turns to role-play the dialogue. | | |
| (5) ACTIVITY 3: Role-play with Friends II Turn to p5. Interview friends about what kinds of sports they play and write them down. | | |
| (6) CLASSROOM PRACTICE: Think and Write Turn to p6. Complete the conversation between Brenda and Peggy. | (7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p1-2 | (8) CLOSING: Review reading if necessary (with student's storybook) |


LESSON 4.1 (EXTENSION)

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

LEVEL 5B UNIT 6: CAMPING HOLIDAY
LESSON 4.2

| | | |
|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Write a story map for “Camping Holiday” Write a personal recount of a camping holiday Attempt Unit 6 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book * For schools that have purchased the Speaking and Writing Book |
| (1) TUNING-IN: Sing-a-long: Let’s get together and be merry We’re going to have some fun tonight Stand to our feet and let’s get ready Sing out loud by the campfire’s light | Clap your hands and circle right Round and round and round we go Clap your hands and circle left Round and round and then we stop | 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| Activity Song: Let’s get together and be merry We’re going to have some fun tonight Stand to our feet and let’s get ready Sing out loud by the campfire’s light | <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle right Round and round and round we go <u>1. Clap your hands</u> <u>2. Tap your knees</u> <u>3. Stamp your feet</u> and circle left | Round and round and then we stop 4-3-2-1 Switch places now and find a new friend (Switch places now and find another friend) Hello! |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Story Map Turn to Speaking and Writing Book p7-8. Refer to the storybook “Camping Holiday” and ask the following questions to complete the story map: <i>Setting:</i> <ul style="list-style-type: none"> Where did the story take place? When did the story take place? | <i>Characters:</i> <ul style="list-style-type: none"> Who are the people in the story? What did they want to do? <i>Plot/ Problem & Events:</i> What was/ were the problem(s)? <ul style="list-style-type: none"> What happened? How was/ were the problem(s) solved? <i>Ending:</i> <ul style="list-style-type: none"> What happened in the end? |
| (4) CLASSROOM PRACTICE 2: A LESSON at Summer Camp Pre-activity: Turn to p9 and read Brandon’s personal recount of his summer camp. Activity: Turn to p10 and write a similar one for Peggy. | | |
| (5) CLASS TEST: Unit 6 Assessment Assessment Book p16-25 | (6) HOME PRACTICE (REMINDER): Speaking & Writing Book p10 (if this is not completed in school) | (7) CLOSING: Review reading if necessary (with student’s storybook) |

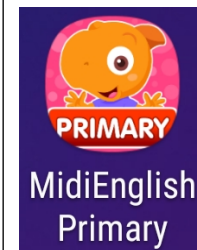
LESSON 4.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 6 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 1.1

| | | |
|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Explore the pictures of the story and talk about them • Listen to the story without interruption • Echo read the story (optional) • Learn to pronounce and spell vocabulary words | MATERIALS: Workbook Assessment Book | |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) |
| (2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> • <i>What do you think the story is about?</i> • <i>This is Frankie. His father is a detective. Do you think Frankie's father looked like a detective? Why?</i> • <i>What does a detective do?</i> • <i>What do you think happened in school?</i> • <i>How do you think the crime was solved?</i> • <i>What do you think happened in the end?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional) | | |
| (X) ACTIVITY 1: Words: Frankie's Father Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> • Pay attention to the pronunciation of words. • Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary. | (X) ACTIVITY 2: What's the Word Pre-activity: Work on Workbook p24-25 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins. | |
| (5) CLASSROOM PRACTICE: Workbook p23-25 | (6) HOME PRACTICE (REMINDER): Assessment Book 26-29 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional) |


LESSON 1.1 (EXTENSION)

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

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 1.2

| | | |
|---|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn to change verbs into adjectives | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>How did Frankie describe his father to his friends? What did his friends think?</i> • <i>What was his father really like at home?</i> • <i>What happened in school?</i> • <i>What did Frankie's friends look forward to see?</i> • <i>What did Frankie's father do to find out more about the crime?</i> • <i>Why did Frankie's father go to the locksmith? What did he ask the principal and the caretaker?</i> • <i>Who stole the silver cup and all the trophies?</i> • <i>How did Bruce's parents react?</i> • <i>How did Frankie's father solve the crime?</i> • <i>What happened in the end?</i> Step 4: Group Echo Reading | | (3) REVISION: Vocabulary Words (4) ACTIVITY: From Verbs to Adjectives Pre-activity: Some verbs can be changed into adjectives by adding the suffix –ing and the suffix –ed to the verbs. Turn to Workbook p26 and read the examples. Activity: Learn more examples. |
| (5) CLASSROOM PRACTICE: Workbook p26-29 | (6) HOME PRACTICE (REMINDER): Assessment Book p30-31 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) |

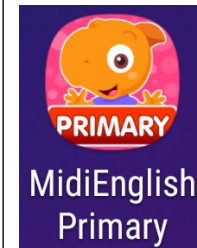
LESSON 1.2 (EXTENSION)

| | | | |
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| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 7 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 2.1

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story. • Shadow read the story • Attempt the comprehension questions • Learn to use question words in statements | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (<i>refer to 2 for the questions</i>) Step 5: Group Shadow Reading | (3) REVISION: Vocabulary Words, Verbs to Adjectives | |
| | (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | |
| (5) ACTIVITY 2: Question Words in Statements Pre-activity: Question words are usually used to ask questions, but they can be used in making statements. | Write on a whiteboard and say: <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <i>"What are you doing?" Tim asks.</i> <i>Tim asks what you are doing.</i> </div> Activity: Learn more examples. | |
| (6) CLASSROOM PRACTICE: Workbook p30-33 | (7) HOME PRACTICE (REMINDER): Assessment Book 32-33 | (8) CLOSING: Step 4: Group Shadow Reading (with student's storybook) |


LESSON 2.1 (EXTENSION)

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

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 2.2

| | | |
|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them | <ul style="list-style-type: none"> • Talk about a parent's occupation • Learn homophones: but-butt, I-eye, to-two, would-wood, key-quay | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) |
| (2) READING: Start with group reading if necessary Step 3: Storytelling 2 • <i>Invite a student to retell the story in his own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Words, Verbs to Adjectives, Question Words in Statements | |
| | (4) ACTIVITY 1: Listening 1: Listening Comprehension Turn to Workbook p34-35. Listen to the passage and answer the questions. Click 'See Answers' on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: Who Is the Suspect? Turn to Workbook p36. Listen to the clues and identify the suspect. Click 'See Answers' on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: My Parent's Occupation Pre-activity: Read how Frankie talks about his father's occupation. Read more examples. Activity: Invite students to talk about their parents' occupation, using the following questions as pointers: <ul style="list-style-type: none"> • What does your father/mother enjoy doing? • What is your father/mother trained to do? • What kind of person is your father/mother? | (7) ACTIVITY 4: Writing: My Parent's Occupation Turn to Workbook p39. Students write down their parents' occupation, using the following questions as pointers: <ul style="list-style-type: none"> • What does your father/mother enjoy doing? • What is your father/mother trained to do? • What kind of person is your father/mother? | (8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word. |
| (9) CLASSROOM PRACTICE: Workbook p40-42 (Homophones) | (10) HOME PRACTICE (REMINDER): Workbook p37-38 (Speaking Practice) Assessment Book p34-37 (Homophones) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |


LESSON 2.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 7 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 3.1

| | | | | | |
|---|--|--|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise adverbs of manner and time | | MATERIALS: <ul style="list-style-type: none">*Grammar Book* <i>For schools that have purchased the Grammar Book</i> | | | |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) | | | |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (3) ACTIVITY 1: Adverbs of Manner Pre-activity: Write on whiteboard: <table><tr><td><ul style="list-style-type: none"><i>I walk, slow</i><i>He runs, quick</i><i>She eats, noisy</i><i>It rained, heavy</i></td></tr></table> Invite students to form proper sentences from the given words. <i>Answers: I walk slowly. He runs quickly. She eats noisily. It rained heavily.</i> Activity: Review the lessons and attempt the exercises. | <ul style="list-style-type: none"><i>I walk, slow</i><i>He runs, quick</i><i>She eats, noisy</i><i>It rained, heavy</i> | (4) ACTIVITY 2: Adverbs of Time Pre-activity: Write on whiteboard: <table><tr><td><ul style="list-style-type: none"><i>yesterday</i><i>today</i><i>tomorrow</i></td><td><ul style="list-style-type: none"><i>just now</i><i>now</i><i>soon</i></td></tr></table> Invite students to make sentences with the given adverbs. Activity: Review the lessons and attempt the exercises. | <ul style="list-style-type: none"><i>yesterday</i><i>today</i><i>tomorrow</i> | <ul style="list-style-type: none"><i>just now</i><i>now</i><i>soon</i> |
| <ul style="list-style-type: none"><i>I walk, slow</i><i>He runs, quick</i><i>She eats, noisy</i><i>It rained, heavy</i> | | | | | |
| <ul style="list-style-type: none"><i>yesterday</i><i>today</i><i>tomorrow</i> | <ul style="list-style-type: none"><i>just now</i><i>now</i><i>soon</i> | | | | |
| (5) CLASSROOM PRACTICE: Grammar Book p20-25 (adverbs of manner) Grammar Book p26-30 (adverbs of time) | (6) HOME PRACTICE (REMINDER): Review lesson Grammar Book p20, 26 | (7) CLOSING: Step 6: Paired Reading (with student's storybook) | | | |

LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 5B → FRANKIE'S FATHER | | |
| 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: - Question Words - What's The Answer - Complete The Passage | | |
| 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 5B UNIT 7: FRANKIE'S FATHER
LESSON 3.2

OBJECTIVES:

- Individual reading
- Learn adverbs of frequency (definite and indefinite)

MATERIALS:

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

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

Sherlock Holmes and Hardy Boys
Miss Marple and Nancy Drew
Solving puzzles, mysteries
Fascinating just can't stop
(Come on, let's move on)

Comb for clues, break secret codes
Question suspects, alibis
Who is guilty or innocent?
Plot gets interesting

Gather up all evidence
Missing links gets unraveled
Happy endings mysteries solved
Now it's time for bed (Yawn!)

(2) READING:

Start with group reading if necessary
Step 6: Individual reading

(3) ACTIVITY 1: Adverbs of Frequency (definite frequency)

Pre-activity: Adverbs of frequency tell us how often something happens. Adverbs of definite frequency tell us exactly how often something happens.

Ask: "How often do you brush your teeth?"

(make sentences with: every morning; every day; once a day; twice a day)

"How often do you celebrate your birthday?"

(make sentences with: every year; once a year)

Activity: Go through the lesson and attempt the exercise.

(4) ACTIVITY 2: Adverbs of Frequency (indefinite frequency)

Pre-activity: Adverbs of indefinite frequency gives us an idea of how often something happens, but not the exact frequency. Ask:

"How often do you brush your teeth?"

(make sentences with: always)

How often do you celebrate your birthday?

(make sentences with: always, occasionally, never)"

Activity: Go through the lesson and attempt the exercise.

(5) CLASSROOM PRACTICE:

Grammar Book p31-33 (adverbs of definite frequency)
Grammar Book p34-37 (adverbs of indefinite frequency)
Grammar Book p38-39 (revision)


(6) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p31, 34-35
Grammar Book p40 (summary)

(7) CLOSING:

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

LESSON 3.2 (EXTENSION)

| | | | |
|------------------------------------|---|----------------------------|---|
| <p>WHAT IS 'EFL MUSIC'?</p> | <p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p> | | |
| <p>MATERIALS</p> | <p>'EFL Music' Software installed on teacher PC</p>  | <p>LESSON GUIDE</p> | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 7 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 4.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Express one's memory (remembering things) Talk about a possibility | | MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) |
| (2) READING: Review reading if necessary Record reading | (3) ACTIVITY 1: Remembering Things; Role-Play with Friends 1 Pre-activity: Make statements about remembering things. Activity: Turn to Speaking and Writing Book p12. Respond to the given situations using: <ul style="list-style-type: none"> I can clearly remember ... If I can remember ... As far as I can remember ... | (4) ACTIVITY 2: Talking About a Possibility; Role-Play with Friends II Pre-activity: Talk about possibilities. Activity: Turn to p14. Respond to the questions using: <ul style="list-style-type: none"> Maybe ... Perhaps ... Probably ... |
| (5) CLASSROOM PRACTICE: Investigation Interviews; Role-play with friends III Turn to Speaking and Writing Book p15-16. Respond to the questions using: <ul style="list-style-type: none"> I can clearly remember ...; If I can remember ...; As far as I can remember ... Maybe ...; Perhaps ...; Probably ... | (6) HOME PRACTICE (REMINDER): Review expressions and dialogues Speaking and Writing Book p11, 13, 15 | (7) CLOSING: Review reading if necessary (with student's storybook) |

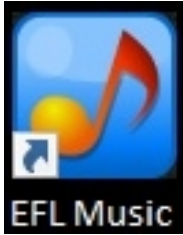
LESSON 4.1 (EXTENSION)

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

LEVEL 5B UNIT 7: FRANKIE'S FATHER
LESSON 4.2

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Rewrite a story with appropriate adjectives or adverbs of manner Rewrite a story with appropriate adverbs of manner, time or frequency Attempt Unit 7 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Sherlock Holmes and Hardy Boys Miss Marple and Nancy Drew Solving puzzles, mysteries Fascinating just can't stop (Come on, let's move on) | Comb for clues, break secret codes Question suspects, alibis Who is guilty or innocent? Plot gets interesting | Gather up all evidence Missing links gets unraveled Happy endings mysteries solved Now it's time for bed (Yawn!) |
| (2) READING: Review reading if necessary Record reading. | (3) CLASSROOM PRACTICE 1: Adjectives and Adverbs of Manner Pre-activity: Turn to Speaking and Writing Book p17. Change the adjectives into adverbs of manner. Activity: Turn to p18-19. Read the story and complete it with appropriate adjectives or adverbs of manner. | (4) CLASSROOM PRACTICE 2: Adverbs of Manner, Time & Frequency Turn to p20-23. Read the story and complete it with appropriate adverbs of manner, time or frequency. |
| (5) CLASS TEST: Unit 7 Assessment Assessment Book p38-47 | (6) HOME PRACTICE (REMINDER): Speaking & Writing Book p20-23 (if these are not completed in school) | (7) CLOSING: Review reading if necessary (with student's storybook) |

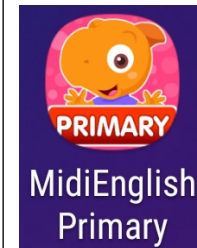
LESSON 4.2 (EXTENSION)

| | | | |
|-----------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 7 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 1.1

| | | |
|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> • Explore the pictures of the story and talk about them • Listen to the story without interruption • Echo read the story (optional) • Learn to pronounce and spell the vocabulary words | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> • <i>What do you think the story is about?</i> • <i>Why do you think the students were happy to see a robot in school?</i> • <i>How do you think the robot can help the students?</i> • <i>Why did the students feel sad?</i> • <i>What was the teacher doing in the garden?</i> • <i>Why did the students look happy again?</i> • <i>What do you think the principal told the teacher?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional) | (3) ACTIVITY 1: Words: The Roboteacher Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> • Pay attention to the pronunciation of words. • Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary. | (4) ACTIVITY 2: What's the Word Pre-activity: Work on Workbook p46-47 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins. |
| (5) CLASSROOM PRACTICE: Workbook p45-47 | (6) HOME PRACTICE (REMINDER): Assessment Book 48-51 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional) |


LESSON 1.1 (EXTENSION)

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

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 1.2

| | | |
|---|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn figures of speech that express anger or annoyance | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Did the students like Mr Smith? Why?</i> • <i>What was Mr Johnson's announcement? How did the students react?</i> • <i>Did the Roboteacher do its job well? Why?</i> • <i>Why did Mr Johnson ask Mr Smith to leave?</i> • <i>How did Mr Smith feel? How did the students feel?</i> • <i>What did Tom tell the principal?</i> • <i>Why did Tom and his classmates go and see Mr Smith?</i> • <i>What happened in the end?</i> • <i>Would you also like to have a Roboteacher? Why?</i> Step 4: Group Echo Reading | | (3) REVISION: Vocabulary Words (4) ACTIVITY: Figure of Speech <i>Pre-activity: Write these expressions on a whiteboard:</i> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • <i>get on someone's nerves</i> • <i>try someone's patience</i> • <i>drive someone up the wall</i> • <i>blow one's top</i> • <i>go through the roof</i> </div> Ask students what they think these expressions show (give options: joy, anger, anxiety (worry), sadness). These expressions show anger or annoyance. Activity: Go through the lesson. |
| (5) CLASSROOM PRACTICE: Workbook p48-50 | (6) HOME PRACTICE (REMINDER): Assessment Book p52-53 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) |

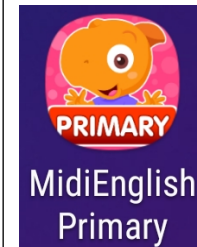
LESSON 1.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 8 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 2.1

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|--|---|--|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Read and answer questions related to the story Shadow read the story Attempt the comprehension questions Learn about the appositive | | MATERIALS: Workbook Assessment Book | | | |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you | | | |
| Activity Song: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You <u>1) teach us right from wrong</u> <u>2) won't leave us behind</u> <u>3) give us good advice</u> You teach us to be <u>1) strong 2) kind 3) wise</u> | Everything that you do You have our best interests at heart On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you | | | |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? What was/ were the problem(s)? How was/ were the problem(s) solved? Step 5: Group Shadow Reading | (3) REVISION: Vocabulary Word, Figure of Speech (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | (5) ACTIVITY 2: The Appositive; Combining Sentences Using Appositives <i>Pre-activity: Write on a whiteboard and say:</i> <table border="1" style="margin: 10px auto; width: 80%;"> <tr> <td style="padding: 5px;"> <i>Mrs Lee is my teacher.</i> <i>She drives to school.</i> </td> <td style="text-align: center; vertical-align: middle;">→</td> <td style="padding: 5px;"> <u><i>Mrs Lee, my teacher,</i></u> <i>drives to school.</i> </td> </tr> </table> This is how we combine two related sentences. Activity: Go through the lesson and attempt the exercise. | <i>Mrs Lee is my teacher.</i> <i>She drives to school.</i> | → | <u><i>Mrs Lee, my teacher,</i></u> <i>drives to school.</i> |
| <i>Mrs Lee is my teacher.</i> <i>She drives to school.</i> | → | <u><i>Mrs Lee, my teacher,</i></u> <i>drives to school.</i> | | | |
| (6) CLASSROOM PRACTICE: Workbook p51-53 | (7) HOME PRACTICE (REMINDER): Assessment Book p54-55 | (8) CLOSING: Step 4: Group Shadow Reading (with student's storybook) | | | |


LESSON 2.1 (EXTENSION)

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

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 2.2

| | | |
|--|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions and act on them Present an argument (debate) | <ul style="list-style-type: none"> Write arguments for and against a given topic Learn homophones: days-daze, scene-seen, lesson-lesser, morning-mourning, principal-principle | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| Activity Song: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You <u>1) teach us right from wrong</u> <u>2) won't leave us behind</u> <u>3) give us good advice</u> You teach us to be <u>1) strong 2) kind 3) wise</u> | Everything that you do You have our best interests at heart On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Word, Figure of Speech, The Appositive | |
| | (4) ACTIVITY 1: Listening 1: Listen and Match Turn to Workbook p54. Listen and identify the tools or machines. Click 'Show Me' on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: What Would They Say? Turn to Workbook p55. Listen and write down the most appropriate response. Click 'See Answers' on the top right corner to reveal the answers. | |
| (7) ACTIVITY 4: Writing: Notes for a Debate Turn to Workbook p58. Write notes to argue for and against the topic: Would you like to be taught by a Roboteacher? | (6) ACTIVITY 3: Speaking: Let's Debate A debate is a fun activity in which two parties present opposite views on a particular topic, to persuade the audience and judges to support their viewpoint. <i>Ask: "Who would be a better teacher, Mr Smith or the Roboteacher?"</i> Divide students into 2 groups, one group supporting Mr Smith, and the other supporting the Roboteacher. Discuss in a group and present the views: <ul style="list-style-type: none"> Mr Smith would be a better teacher because ... or The Roboteacher would be a better teacher because ... | |
| (8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word. | | |
| (9) CLASSROOM PRACTICE: Workbook p59-61 (Homophones) | (10) HOME PRACTICE (REMINDER): Assessment Book p56-59 (Homophones) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |


LESSON 2.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 8 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 3.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise simple present and simple past tense Revise present continuous and past continuous tense | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| Activity Song: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You <u>1) teach us right from wrong</u> <u>2) won't leave us behind</u> <u>3) give us good advice</u> You teach us to be <u>1) strong 2) kind 3) wise</u> | Everything that you do You have our best interests at heart On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (3) ACTIVITY 1: Simple Present Tense; Simple Past Tense Review the rules of using the simple present and simple past tense. Attempt the exercises. | (4) ACTIVITY 2: Present Continuous Tense, Past Continuous Tense Review the rules of using the present continuous and past continuous tense. Attempt the exercises. |
| (5) CLASSROOM PRACTICE: Grammar Book p41-44 (simple present and past tense) Grammar Book p45-47 (present and past continuous tense) Grammar Book p48-49 (revision) | (6) HOME PRACTICE (REMINDER): Review lessons Grammar Book 41-42; 45 | (7) CLOSING: Step 6: Paired Reading (with student's storybook) |


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 5B → THE ROBOTEACHER | | |
| 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 - Using Appositives - Complete The Passage | | |
| 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 5B UNIT 8: THE ROBOTEACHER
LESSON 3.2

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Revise simple future tense (be going to) • Learn simple future tense (will) | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| Activity Song: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You <u>1) teach us right from wrong</u> <u>2) won't leave us behind</u> <u>3) give us good advice</u> You teach us to be <u>1) strong 2) kind 3) wise</u> | Everything that you do You have our best interests at heart On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Start with group reading if necessary Step 6: Individual Reading | (3) ACTIVITY 1: Simple Future Tense (be going to) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I <u>am going to</u> leave the room in five minutes.</i> </div> Say: "'am going to' expresses an action one intends to do in the future. Here, I express my (future) intention to leave the room in five minutes." Activity: Review the lesson and attempt the exercise. | (4) ACTIVITY 2: Simple Future Tense (will) Pre-activity: Write on a whiteboard and say: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I <u>am going to</u> leave the room in five minutes. I <u>will</u> leave the room in five minutes.</i> </div> Say: "The sentences that use 'am going to' and 'will' is the same. The two sentences express the same (future) intention to leave the room in five minutes." Activity: Go through the lesson and attempt the exercise. |
| (5) CLASSROOM PRACTICE: Grammar Book p50-52 (be going to) Grammar Book p53-56 (be going to will) Grammar Book p57-59 (revision) | (6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p50, 53 Grammar Book p60-61 (summary) | (7) CLOSING: Step 6: Individual reading (with student's storybook) |

LESSON 3.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 8 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 4.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Talk about an illness | | MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| Activity Song: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You <u>1) teach us right from wrong</u> <u>2) won't leave us behind</u> <u>3) give us good advice</u> You teach us to be <u>1) strong 2) kind 3) wise</u> | Everything that you do You have our best interests at heart On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Start with group reading if necessary Record reading | (3) ACTIVITY 1: Falling Sick Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <i>What's wrong with John? (runny nose, cold)</i> <i>What was the doctor's advice? (stay away from school)</i> <i>What should John do to get better? (rest, take medicine)</i> <i>What shouldn't he do? (play all day)</i> | (4) ACTIVITY 2: Role-Play with Friends I Pair up the students. Turn to Speaking and Writing Book p26-27. Refer to the patient charts and role-play the dialogue. |
| (5) CLASSROOM PRACTICE: Discuss and Record Turn to p28-29. Divide the students into groups and discuss and write down the possible: <ul style="list-style-type: none"> illnesses of humans problems of machines | (6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p24-25 | (7) CLOSING: Review reading if necessary (with student's storybook) |


LESSON 4.1 (EXTENSION)

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

LEVEL 5B UNIT 8: THE ROBOTEACHER
LESSON 4.2

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|--|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn more figures of speech Attempt Unit 8 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You teach us right from wrong You teach us to be strong Everything that you do You have our best interests at heart | On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| Activity Song: You teach us A-B-C You teach us 1-2-3 With your patient guidance You lead us to success | You <u>1) teach us right from wrong</u> <u>2) won't leave us behind</u> <u>3) give us good advice</u> You teach us to be <u>1) strong 2) kind 3) wise</u> | Everything that you do You have our best interests at heart On this day, we want to say thank you We're grateful for all that you have done So Happy Teacher's Day to you Happy Teacher's Day to you |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Figure of Speech Turn to Speaking & Writing Book p30-31. Divide students into small groups. Guess the meaning of these expressions: <ul style="list-style-type: none"> makes my blood boil on cloud nine zip your lip all ears like two peas in a pod | (4) CLASSROOM PRACTICE 2: More Figures of Speech Turn to p32-35. Select 3 figures of speech and find out more about these expressions: <ul style="list-style-type: none"> find out the meaning make a sentence |
| (5) CLASS TEST: Unit 8 Assessment Assessment Book p60-67 | (6) HOME PRACTICE (REMINDER): Speaking & Writing Book p32-35 (if these are not completed in school) | (7) CLOSING: Review reading if necessary (with student's storybook) |

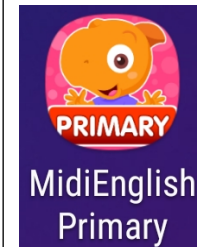
LESSON 4.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 8 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 9: ANIMALS IN DANGER
LESSON 1.1

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Learn to pronounce and spell the vocabulary words | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more |
| (2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the story is about?</i> <i>Can you name these animals? Do you think they still exist?</i> <i>What do you see in the food chain?</i> <i>Describe the panda's nature reserve.</i> <i>What can we see in a nature reserve?</i> <i>What are the things that we should not buy or eat?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional) | (3) ACTIVITY 1: Words: Animals in Danger Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> Pay attention to the pronunciation of words. Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary. | (4) ACTIVITY 2: What's the Word Pre-activity: Work on Workbook p66-67 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins. |
| (5) CLASSROOM PRACTICE: Workbook p65-67 | (6) HOME PRACTICE (REMINDER): Assessment Book p68-71 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional) |

LESSON 1.1 (EXTENSION)

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

LEVEL 5B UNIT 9: ANIMALS IN DANGER
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Learn animal-related figures of speech

MATERIALS:

Workbook
Assessment Book

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

Activity Song:

*, *, sabre-toothed * and *

What do these * have in common?

Please tell me

The lived on Earth long ago

But they no longer exist

Dinosaurs, dodo birds, sabre-toothed cats and mammoths

How did these animals become extinct?

Please tell me

Excessive hunting may be the cause

Some may have perished because of diseases

Natural disasters may have a hand too

Whatever the cause

Let's begin now, let's be aware, Let's protect them now

Dinosaurs, dodo birds, sabre-toothed cats and mammoths

I only see them in museums and books

Tell me more

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What is the dodo? Why did it become extinct?*
- *What is the meaning of extinct? Give examples of extinct animals.*
- *What is extinction caused by?*
- *Why do people cut down trees?*
- *Explain the food chain.*
- *What would happen if the forests of seaweed disappear?*
- *What would happen if sea urchins go extinct?*
- *What are endangered animals? Give examples.*
- *What are being done to protect endangered animals?*
- *How can we do our part?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY: Figure of Speech

Pre-activity: Write these expressions on a whiteboard:

- *go the way of the dodo*
- *let the cat out of the bag*
- *a leopard can't change its spots*
- *a wolf in sheep's clothing*
- *smell a rat*

Invite students to guess the meaning of each expression.

Activity: Go through the lesson.

(5) CLASSROOM PRACTICE:

Workbook p68-70


(6) HOME PRACTICE (REMINDER):

Assessment Book p72-73

(7) CLOSING:

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

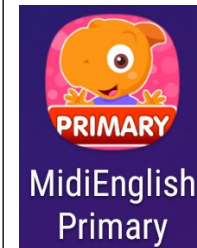
LESSON 1.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 9 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 9: ANIMALS IN DANGER
LESSON 2.1

| | | | | | | |
|--|---|---|---------------|-------------------------|---|---|
| OBJECTIVES: <ul style="list-style-type: none">Read and answer questions related to the storyShadow read the storyAttempt the comprehension questionsWrite statements in the active and passive voice | | MATERIALS: Workbook Assessment Book | | | | |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let’s begin now, let’s be aware, Let’s protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more | | | | |
| Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on * long ago But they no longer exist | *, *, sabre-toothed * and * How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let’s begin now, let’s be aware, Let’s protect them now *, *, sabre-toothed * and * I only see them in * and * Tell me more | | | | |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none">Who were the people/ characters in the story? | <ul style="list-style-type: none">Where did the story take place?What was/ were the problem(s)?How was/ were the problem(s) solved? Step 5: Group Shadow Reading | (3) REVISION: Vocabulary Words, Figure of Speech | | | | |
| (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | (5) ACTIVITY 2: Active Voice and Passive Voice Pre-activity: Write on a whiteboard and say: <table><tr><td>Active Voice</td><td>Passive Voice</td></tr><tr><td>People hunted the dodo.</td><td>(subject) (object)The dodo was hunted by people.</td></tr></table> | Active Voice | Passive Voice | People hunted the dodo. | (subject) (object)The dodo was hunted by people. | 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 more important. Activity: Go through the lesson and attempt the exercise. |
| Active Voice | Passive Voice | | | | | |
| People hunted the dodo. | (subject) (object)The dodo was hunted by people. | | | | | |
| (6) CLASSROOM PRACTICE: Workbook p71-74 | (7) HOME PRACTICE (REMINDER): Assessment Book p74-75 | (8) CLOSING: Step 4: Group Shadow Reading (with student’s storybook) | | | | |


LESSON 2.1 (EXTENSION)

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

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions and act on them | <ul style="list-style-type: none"> Talk about saving the animals Answer questions to a pledge Learn homophones: in-inn, leave-live, way-whey, than-then, build-billed | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more |
| Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on * long ago But they no longer exist | *, *, sabre-toothed * and * How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now *, *, sabre-toothed * and * I only see them in * and * Tell me more |
| (2) READING: Start with group reading if necessary <ul style="list-style-type: none"> Step 3: Storytelling 2 <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students) | (3) REVISION: Vocabulary Words, Figure of Speech, Passive and Active Voice | |
| | (4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p75. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: Listen and Match Turn to Workbook p76. Listen to the descriptions and fill in the correct answers. Click 'See Answers' on the top right corner to reveal the answers. | |
| (6) ACTIVITY 3: Speaking: Save the Animals Listen and read how we can save the blue whale, the elephant and the orangutan. Then, discuss how we can do our part to save other endangered animals: <ul style="list-style-type: none"> Why is the species endangered? What can we do? | (7) ACTIVITY 4: Writing: A Pledge Turn to p79-80. Read the pledge and answer the questions. | (8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word. |
| (9) CLASSROOM PRACTICE: Workbook p81-83 (Homophones) | (10) HOME PRACTICE (REMINDER): Workbook p77-78 (Speaking Practice) Assessment Book p76-79 (Homophones) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook) |


LESSON 2.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 9 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 9: ANIMALS IN DANGER
LESSON 3.1

| | | | | | | |
|--|--|--|--|--|---------------------------------------|--------------------------------------|
| OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise prepositions (place, location, direction, time)Learn prepositions of inclusion or exclusion (besides, except) | | MATERIALS: <ul style="list-style-type: none">Grammar BookFor schools that have purchased the Grammar Book | | | | |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more | | | | |
| Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on * long ago But they no longer exist | *, *, sabre-toothed * and * How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now *, *, sabre-toothed * and * I only see them in * and * Tell me more | | | | |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | (3) ACTIVITY 1: Prepositions of Place; Prepositions of Location Pre-activity: Turn to Grammar Book p62. Look at the picture. Invite students to use the prepositions to form sentences. Example: The vase is <u>on</u> the table. The chair is <u>behind</u> the table. Activity: Review the lesson and attempt the exercise. | (4) ACTIVITY 2: Prepositions of Direction Pre-activity: Turn to Grammar Book p65. Invite students to read and pretend to do the actions. Activity: Review the lesson and attempt the exercise. | | | | |
| (7) CLASSROOM PRACTICE: Grammar Book p62-64 (place, location) Grammar Book p65-67 (direction) Grammar Book p68-70 (time) Grammar Book p71-73 (inclusion, exclusion) Grammar Book p74-75 (revision) | (5) ACTIVITY 3: Prepositions of Time Pre-activity: Write on a whiteboard: <table><tr><td>in on at</td><td>_____ the morning _____ Saturday _____ seven o'clock</td></tr></table> | in on at | _____ the morning _____ Saturday _____ seven o'clock | (6) ACTIVITY 4: Prepositions That Show Inclusion or Exclusion Pre-activity: Write on a whiteboard: <table><tr><td>Besides apples, Sam also likes pears.</td><td>Anna like most fruits except apples.</td></tr></table> | Besides apples, Sam also likes pears. | Anna like most fruits except apples. |
| in on at | _____ the morning _____ Saturday _____ seven o'clock | | | | | |
| Besides apples, Sam also likes pears. | Anna like most fruits except apples. | | | | | |
| (8) HOME PRACTICE (REMINDER): Review lessons Grammar Book p62, 65, 68, 71 | Invite students to fill in the blanks and form sentences. Example: Sam called me <u>in the morning</u> . He invites me to his birthday party <u>on Saturday</u> . The party will start <u>at seven o'clock</u> . Activity: Review the lesson and attempt the exercise. | Compare the sentences and ask: "What does Sam like?" (He likes apples and pears.) "What does Anna like?" (She likes most fruits but not apples.) 'besides' shows inclusion and 'except' shows exclusion. Activity: Go through the lesson and attempt the exercise. | | | | |
| (9) CLOSING: Step 6: Paired Reading (with student's storybook) | | | | | | |


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 5B → ANIMALS IN DANGER | | |
| 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: - Using Past Participle - Complete The Passage | | |
| 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 5B UNIT 9: ANIMALS IN DANGER
LESSON 3.2

| | | |
|---|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Individual reading Revise modal verbs (can, may, must, should, will, shall) Learn modal verbs (could, might) | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more |
| Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on * long ago But they no longer exist | *, *, sabre-toothed * and * How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now *, *, sabre-toothed * and * I only see them in * and * Tell me more |
| (2) READING: Start with group reading if necessary Step 6: Individual Reading | (4) ACTIVITY 2: Modal Verbs (could, might) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I <u>can</u> run today.</i> <i>I <u>could</u> not run yesterday.</i> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I think it <u>may</u> rain today.</i> <i>I thought it <u>might</u> rain yesterday.</i> </div> Explain that 'could' is used as the past tense of 'can'; and 'might' is used as the past tense of 'may'. Activity: Go through the lesson and attempt the exercises. | (5) ACTIVITY 3: Conjunction (until) Pre-activity: The conjunction 'until' is used to state a condition in the context of time. It means before and up to the time of the event or condition mentioned. Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I study <u>until</u> it is time for dinner.</i> (before/ up to time of event) </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I ate <u>until</u> I threw up.</i> (before/ up to time of event) </div> Activity: Go through the lesson and attempt the exercises. |
| (3) ACTIVITY 1: Modal Verbs (can, may, must, should, will, shall) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>can may must should will shall</i> </div> Invite students to form sentences with the modal verbs. Activity: Review the lessons and attempt the exercises. | (7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p76-77, 79 Grammar Book p83 (summary) | (8) CLOSING: Step 6: Individual reading (with student's storybook) |
| (6) CLASSROOM PRACTICE: Grammar Book p78 (can, may, must, should, will, shall) Grammar Book p80-81 (could, might) Grammar Book p82 (revision) | | |

LESSON 3.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 9 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 9: ANIMALS IN DANGER
LESSON 4.1

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Engage in a casual talk Express persuasion | | MATERIALS: *Speaking & Writing Book * For schools that have purchased the Speaking and Writing Book |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more |
| Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on * long ago But they no longer exist | *, *, sabre-toothed * and * How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now *, *, sabre-toothed * and * I only see them in * and * Tell me more |
| (2) READING: Start with group reading if necessary Record reading | (3) ACTIVITY 1: A Sticky Situation Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> Who was trapped on the spider's web? (butterfly) Who did the butterfly ask for help? (spider) What did the spider's mommy tell him? (not to talk to strangers) How did the butterfly persuade the spider to help him? (says he is a good butterfly) Is a butterfly an insect? Is a spider an insect? Why? What was the butterfly when he was little? (caterpillar) Who was going to be the spider's lunch? (the butterfly) | |
| (4) ACTIVITY 2: Role-play with Friends Pair up the students. Turn to Speaking & Writing Book p38. Take turns to persuade the spider not to eat you (the butterfly) up for lunch. | | |
| (5) CLASSROOM PRACTICE 1: Insects and Creepy Crawlies Turn to p39. Identify the creatures and write down what they do. | (6) CLASSROOM PRACTICE 2: Discuss and Share Turn to p40-41. Select one or several questions and discuss with the class. | (7) CLOSING: Review reading if necessary (with student's storybook) |


LESSON 4.1 (EXTENSION)

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

| | | |
|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> Review reading if necessary Write haiku poems Attempt Unit 9 Assessment | | MATERIALS: *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on Earth long ago But they no longer exist | Dinosaurs, dodo birds, sabre-toothed cats and mammoths How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now Dinosaurs, dodo birds, sabre-toothed cats and mammoths I only see them in museums and books Tell me more |
| Activity Song: *, *, sabre-toothed * and * What do these * have in common? Please tell me The lived on * long ago But they no longer exist | *, *, sabre-toothed * and * How did these animals become extinct? Please tell me Excessive hunting may be the cause Some may have perished because of diseases Natural disasters may have a hand too | Whatever the cause Let's begin now, let's be aware, Let's protect them now *, *, sabre-toothed * and * I only see them in * and * Tell me more |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Haiku Poems Pre-activity: Turn to Speaking & Writing Book p42-43. Read and recite the haiku poems. Activity: Turn to p44. Read and complete the titles of the haiku poems. | (4) CLASSROOM PRACTICE 2: Writing Haiku Pre-activity: Turn to p45. Learn the steps of writing a haiku poem. Activity: Turn to p46-47 and write haiku poems. |
| (5) CLASS TEST: Unit 9 Assessment: Assessment Book p80-88 | (6) HOME PRACTICE (REMINDER): Speaking & Writing Book p46-47 (if these are not completed in school) | (7) CLOSING: Review reading if necessary (with student's storybook) |

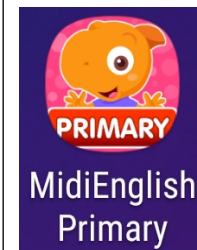
LESSON 4.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|---|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 9 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 1.1

| | | |
|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Learn to pronounce and spell vocabulary words | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| (2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the story is about?</i> <i>What machine is that? What does it do?</i> <i>Describe the sea creatures you see.</i> <i>Describe the monster.</i> <i>How did they try to escape from the monster?</i> <i>What do you think happened in the end?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional) | (3) ACTIVITY 1: Words: Deep Sea Adventure Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> Pay attention to the pronunciation of words. Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary. | (4) ACTIVITY 2: What's the Word? Pre-activity: Work on Workbook p88-89 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins. |
| (5) CLASSROOM PRACTICE: Workbook p87-89 | (6) HOME PRACTICE (REMINDER): Assessment Book 90-93 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional) |


LESSON 1.1 (EXTENSION)

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

LEVEL 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 1.2

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|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn more about verbs | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| (2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>What was the class assignment about?</i> • <i>What was Jane's idea?</i> • <i>Who was Aunt Norah? What did she do? What was her latest invention?</i> • <i>How did Aunt Norah get ready for the maiden voyage?</i> • <i>Why do fish swim in shoals?</i> • <i>Describe the sea creatures you see. How do they hide?</i> • <i>Describe the deepest, darkest part of the ocean.</i> • <i>Why did Jane scream?</i> • <i>Describe the monster.</i> • <i>What did Jane do? How did they try to hide?</i> • <i>Were they successful? Why?</i> • <i>What happened in the end?</i> • <i>Who you think did the best in the underwater adventure? Why?</i> Step 4: Group Echo Reading | | (3) REVISION: Vocabulary Words (4) ACTIVITY: Verbs Learn the verbs. Invite students to make sentences with the verbs. |
| (5) CLASSROOM PRACTICE: Workbook p90-91 | (6) HOME PRACTICE (REMINDER): Assessment Book p94-95 | (7) CLOSING: Step 4: Group Echo Reading (with student's storybook) |

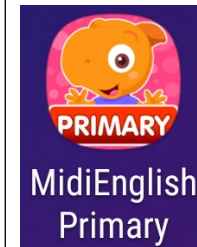
LESSON 1.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|--|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 10 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 2.1

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|--|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn about phrasal verbs | | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| Activity Song: Dive into the * with a big splash Check out what lies deep within A whole new * exists right before you So * and beautiful | Can you name all the creatures you see? Big ones, small ones * gracefully Some are colorful, some are dull Some glow in the * Dive into the * with a big splash | Check out what lies deep within 1) <u>Crabs, prawns and fishes</u> <u>Squids, starfish</u> too 2) <u>Whales, eels and lobsters</u> <u>Sharks, clownfish</u> too Even the coral reefs |
| (2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Who were the people/ characters in the story?</i> • <i>Where did the story take place?</i> • <i>What was/ were the problem(s)?</i> • <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading | (3) REVISION: Vocabulary Words, Verbs | |
| | (4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question. | |
| | (5) ACTIVITY 2: Phrasal Verbs Learn the meaning of the phrasal verbs and make sentences with them. | |
| (6) CLASSROOM PRACTICE: Workbook p92-95 | (7) HOME PRACTICE (REMINDER): Assessment Book p96-97 | (8) CLOSING: Step 4: Group Shadow Reading (with student's storybook) |


LESSON 2.1 (EXTENSION)

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|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 5B → DEEP SEA ADVENTURE | | |
| 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 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 2.2

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|---|--|---|
| OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them | <ul style="list-style-type: none"> • Prepare, write and make a classroom presentation • Learn homophones: leak-leek, maize-maze, air-heir, way-weigh, no-know | MATERIALS: Workbook Assessment Book |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| Activity Song: Dive into the * with a big splash Check out what lies deep within A whole new * exists right before you So * and beautiful | Can you name all the creatures you see? Big ones, small ones * gracefully Some are colorful, some are dull Some glow in the * Dive into the * with a big splash | Check out what lies deep within 1) <u>Crabs, prawns and fishes</u> <u>Squids, starfish</u> too 2) <u>Whales, eels and lobsters</u> <u>Sharks, clownfish</u> too Even the coral reefs |
| (2) READING: 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) | (3) REVISION: Vocabulary Words, Antonyms, Counting Uncountable Nouns, Adverbs of Frequency | |
| | (4) ACTIVITY 1: Listening 1: Listen and Match Turn to Workbook p96. Listen to the descriptions and fill in the correct names. ‘See Answers’ on the top right corner to reveal the answers. | |
| | (5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p97. Listen to the sentences and circle True or False. Click ‘See Answers’ on the top right corner to reveal the answers. | |
| (7) ACTIVITY 4: Writing: Tips for Personal Safety Turn to Workbook p100. Create a poster listing some of the personal safety tips that were discussed. | (6) ACTIVITY 3: Speaking: Personal Safety Pre-activity: <i>Ask: “What is personal safety?” (keep one safe or away from harm.)</i> Read some personal safety tips. Activity: Invite students to discuss more personal safety tips in the following categories: <ul style="list-style-type: none"> • road safety: How can we use the roads safely? • home safety: How can we keep ourselves, especially young children, safe at home? • food safety: How can we handle food in a clean and hygienic way? • fire safety: How can we prevent fires at home? | |
| (8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word. | | |
| (9) CLASSROOM PRACTICE: Workbook p101-103 (Homophones) | (10) HOME PRACTICE (REMINDER): Workbook p98 (Speaking Practice) Assessment Book p98-101 (Homophones) | (11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook) |

LESSON 2.2 (EXTENSION)

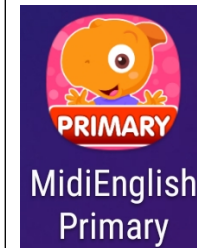
| | | | |
|---------------------------------|---|---------------------|--|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 10 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 10: DEEP SEA ADVENTURE

LESSON 3.1

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|--|--|--|
| OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise conjunctions that show addition (and, as well as, too) Revise conjunctions that show contrast (but, however, although) Revise conjunctions that show reason (because, as, for) | | MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| Activity Song: Dive into the * with a big splash Check out what lies deep within A whole new * exists right before you So * and beautiful | Can you name all the creatures you see? Big ones, small ones * gracefully Some are colorful, some are dull Some glow in the * Dive into the * with a big splash | Check out what lies deep within 1) <u>Crabs, prawns and fishes</u> <u>Squids, starfish</u> too 2) <u>Whales, eels and lobsters</u> <u>Sharks, clownfish</u> too Even the coral reefs |
| (2) READING: Start with group reading if necessary Step 6: Paired Reading | | |
| (3) ACTIVITY 1: Conjunctions (and, too, as well as) Pre-activity: Write on a whiteboard: <div>Sarah puts on her hat. Sarah puts on her sunglasses.</div> Invite students to join the sentences with 'and, too & as well as'. Activity: Review the lesson and attempt the exercise. | (4) ACTIVITY 2: Conjunctions (but, however, although) Pre-activity: Write on a whiteboard: <div>Sarah puts on her sunglasses. It is not sunny.</div> Invite students to join the sentences with 'but, however & although'. Activity: Review the lesson and attempt the exercise. | (5) ACTIVITY 3: Conjunctions (because, as, for) Pre-activity: Write on a whiteboard: <div>Sarah puts on her sunglasses. It is sunny.</div> Invite students to join the sentences with 'because, as & for'. Activity: Review the lesson and attempt the exercise. |
| (6) CLASSROOM PRACTICE: Grammar Book p86-87 (and, as well as, too) Grammar Book p88-90 (but, however, although) Grammar Book p91 (because, as, for) Grammar Book p92-94 (revision) | (7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p84-85 | (8) CLOSING: Step 6: Paired Reading (with student's storybook) |


LESSON 3.1 (EXTENSION)

| | | | |
|-------------------|---|--|---|
| OBJECTIVES | Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices. | | |
| MATERIALS | 1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class | 2) Pre-installed App: MidiEnglish Primary (Student App) |  |
| 5 min | Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 5B → DEEP SEA ADVENTURE | | |
| 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 Correct Verb - Complete the passage | | |
| 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 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 3.2

| | | |
|--|---|--|
| OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn conjunctions that show condition (if, unless, until) | | MATERIALS: <ul style="list-style-type: none"> <i>*Grammar Book</i> <i>* For schools that have purchased the Grammar Book</i> |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| Activity Song: Dive into the * with a big splash Check out what lies deep within A whole new * exists right before you So * and beautiful | Can you name all the creatures you see? Big ones, small ones * gracefully Some are colorful, some are dull Some glow in the * Dive into the * with a big splash | Check out what lies deep within 1) <u>Crabs, prawns and fishes</u> <u>Squids, starfish</u> too 2) <u>Whales, eels and lobsters</u> <u>Sharks, clownfish</u> too Even the coral reefs |
| (2) READING: Start with group reading if necessary Step 6: Individual Reading | | |
| (3) ACTIVITY 1: Conjunction (if) Pre-activity: The conjunction 'if' is used to show a condition; something must happen (condition) before another thing can happen (outcome). Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>If I study hard, I will do well.</i> (condition) (outcome) </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>If I don't study hard, I won't do well.</i> (condition) (outcome) </div> Activity: Go through the lesson and attempt the exercises. | (4) ACTIVITY 2: Conjunction (unless) Pre-activity: The conjunction 'unless' is also used to show a condition. It is used in place of 'if ...not'. Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>If I <u>don't</u> study hard, I won't do well.</i> (condition) (outcome) </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i><u>Unless</u> I study hard, I won't do well.</i> (condition) (outcome) </div> Activity: Go through the lesson and attempt the exercises. | (5) ACTIVITY 2: Conjunction (until) Pre-activity: The conjunction 'until' is used to state a condition in the context of time. It means before and up to the time of the event or condition mentioned. Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I will study <u>until</u> it is time for dinner.</i> (before/ up to time of event) </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I ate <u>until</u> I threw up.</i> (before/ up to time of event) </div> Activity: Go through the lesson and attempt the exercises. |
| (6) CLASSROOM PRACTICE: Grammar Book p95-99 (if, unless) Grammar Book p100-101 (if, unless, until) Grammar Book p102-104 (revision) | (7) HOME PRACTICE (REMINDER): Review lesson Grammar Book p95, 100 Grammar Book p105 (summary) | (8) CLOSING: Step 6: Individual reading (with student's storybook) |

LESSON 3.2 (EXTENSION)

| | | | |
|---------------------------------|---|---------------------|--|
| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 10 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |

LEVEL 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 4.1

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|---|---|---|
| OBJECTIVES: <ul style="list-style-type: none"> Record reading Talk about a holiday and sightseeing | | MATERIALS: <ul style="list-style-type: none"> * Speaking & Writing Book * <i>For schools that have purchased the Speaking & Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark | Dive into the waters with a big splash Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| Activity Song: Dive into the * with a big splash Check out what lies deep within A whole new * exists right before you So * and beautiful | Can you name all the creatures you see? Big ones, small ones * gracefully Some are colorful, some are dull Some glow in the * Dive into the * with a big splash | Check out what lies deep within 1) <u>Crabs, prawns and fishes</u> <u>Squids, starfish</u> too 2) <u>Whales, eels and lobsters</u> <u>Sharks, clownfish</u> too Even the coral reefs |
| (2) READING: Start with group reading if necessary Record reading | (3) ACTIVITY 1: Let's Go Sightseeing Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <i>How do they feel about their holiday destination? (excited)</i> <i>What are they going to do the next morning? (visit the Modern Art Museum)</i> <i>Where are they going to have their breakfast? (at the museum café)</i> <i>Where do they intend to go in the afternoon? (Sea Aquarium)</i> <i>How far is the Sea Aquarium from the museum? (nearby)</i> <i>What do they intend to do in the evening? (have dinner at Sunset Bay)</i> | |
| (4) ACTIVITY 2: Role-play with Friends I Pair up the students. Turn to Speaking & Writing Book p50-51. Study the map and take turns to role-play the dialogue. | | |
| (5) ACTIVITY 3: Role-play with Friends II Turn to p52. Talk about your traveling plans: <ul style="list-style-type: none"> I can travel to ... (country) in the ... (time of day). I can visit ... (place of interest). | | |
| (6) CLASSROOM PRACTICE: Discuss and Share Turn to p53. Discuss the questions with the class. | (7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p48-49 | (8) CLOSING: Review reading if necessary (with student's storybook) |

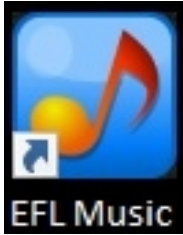
LESSON 4.1 (EXTENSION)

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

LEVEL 5B UNIT 10: DEEP SEA ADVENTURE
LESSON 4.2

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| OBJECTIVES: <ul style="list-style-type: none"> Record reading Write a book review Write passages with conjunctions Attempt Unit 10 Assessment | | MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i> |
| (1) TUNING-IN: Sing-a-long: Dive into the waters with a big splash Check out what lies deep within A whole new world exists right before you So quiet and beautiful | Can you name all the creatures you see? Big ones, small ones swimming gracefully Some are colorful, some are dull Some glow in the dark Dive into the waters with a big splash | Check out what lies deep within Crabs, prawns and fishes Squids, starfish too Even the coral reefs |
| Activity Song: Dive into the * with a big splash Check out what lies deep within A whole new * exists right before you So * and beautiful | Can you name all the creatures you see? Big ones, small ones * gracefully Some are colorful, some are dull Some glow in the * Dive into the * with a big splash | Check out what lies deep within 1) <u>Crabs, prawns and fishes</u> <u>Squids, starfish</u> too 2) <u>Whales, eels and lobsters</u> <u>Sharks, clownfish</u> too Even the coral reefs |
| (2) READING: Start with group reading if necessary Record reading | (3) CLASSROOM PRACTICE 1: Book Review Pre-activity: Turn to Speaking and Writing Book p54. Read the notes of how to write a book review. Activity: Turn to p55-56. Use the questions to guide you to write a book review on the storybook “Deep Sea Adventure.” | (4) CLASSROOM PRACTICE 2: Using Conjunctions in Writing Pre-activity: Review conjunctions on p57. Activity: Turn to p58 and rewrite the passage using the given conjunctions. Turn to p59 and make up 2 short stories. |
| (5) CLASS TEST: Unit 10 Assessment Assessment Book p102-110 | (6) HOME PRACTICE (REMINDER): Speaking & Writing Book p59 (if this is not completed in school) | (7) CLOSING: Review reading if necessary (with student’s storybook) |

LESSON 4.2 (EXTENSION)

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| WHAT IS 'EFL MUSIC'? | 'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play. | | |
| MATERIALS | <p>'EFL Music' Software installed on teacher PC</p>  | LESSON GUIDE | <p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5B – Unit 10 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p> |