
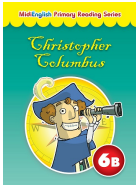





LESSON GUIDE			
	UNIT 6 TREASURES OF THE RAINFOREST	LESSON 1	Page 2
		LESSON 2	Page 6
		LESSON 3	Page 10
		LESSON 4	Page 14
	UNIT 7 CHRISTOPHER COLUMBUS	LESSON 1	Page 18
		LESSON 2	Page 22
		LESSON 3	Page 26
		LESSON 4	Page 30
	UNIT 8 THE GREAT VOYAGES OF ZHENG HE	LESSON 1	Page 34
		LESSON 2	Page 38
		LESSON 3	Page 42
		LESSON 4	Page 46
	UNIT 9 AMAZING ANIMALS	LESSON 1	Page 50
		LESSON 2	Page 54
		LESSON 3	Page 58
		LESSON 4	Page 62
	UNIT 10 LIVING WITH ROBOTS	LESSON 1	Page 66
		LESSON 2	Page 70
		LESSON 3	Page 74
		LESSON 4	Page 78

LEVEL 6B UNIT 6: TREASURES OF THE RAINFOREST
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:

How can we save rainforests?
How can we save the natives?
We must all do our part
To protect and preserve

Cutting down trees for timber
Forcing the change of lifestyles
Threatening the existence of wildlife too
The wonders of these jungles

The ecosystems of the earth
Millions species of plants and animals
Indigenous people too
Rainforests are home to them

(2) READING:

Step 1: Picture Walk

- *What do you think this story is about?*
- *Who do you think were these two people? What were they going to do?*
- *Where was the girl going and what was she doing?*
- *What can you see? What is this?*
- *Why did the girl show the statue to her grandfather?*
- *What did the man catch? Why did the village chief offer him a pair of binoculars?*
- *Why do you think there is so much gold to be found?*
- *Why did the grandfather shake his head?*
- *What happened to the girl? What happened to her after she was attacked?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: Treasures of the Rainforest

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: Spell the Words

Game 1: Fill in the blanks.

Game 2: Match the meaning.

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

Activity: Divide students into 2 groups. Each group takes turns to read the sentence/ 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

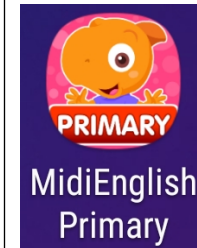
(6) HOME PRACTICE (REMINDER):

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 6B → TREASURES OF THE RAINFOREST		
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: - Fill in Adjectives		
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 6B UNIT 6: TREASURES OF THE RAINFOREST
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 more about adjectives 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wonders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • What does an explorer do? • How could the girl be a worthy explorer just like her grandfather? • Why did Grandfather give the girl a map? • What did the girl pack for her adventure? How did she feel about the adventure? • How did the girl reach the small village? What did she ask the village chief? 	<ul style="list-style-type: none"> • What was the village chief worried about? How did the girl help? What did she get in return? Was it the treasure of the rainforest? Were the binoculars useful to the village chief? Why? • What was the headman's problem? How did the girl help? What did she get in return? Was it the treasure of the rainforest? Was the stopwatch useful to the headman? Why? • What was the tribe leader's problem? How did the girl help? What did she get in return? Was it the treasure of the rainforest? Was the lightweight scale useful to the tribe leader? Why? 	<ul style="list-style-type: none"> • What happened to the girl when she was finding her way out of the jungle? • What happened after that? Who saved the girl's life? What did the nomads do? • What did the girl learn about the treasure of the rainforest? Do you agree with her? Why? • What did you learn about the story? Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY 1: Adjectives 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. 	
(5) ACTIVITY 2: Pairing Adjectives Match adjectives with similar meanings.		
(6) CLASSROOM PRACTICE: Workbook p6-9	(7) HOME PRACTICE (REMINDER): Assessment Book p5-6	(8) CLOSING: Step 4: Group Echo Reading (with student's storybook)

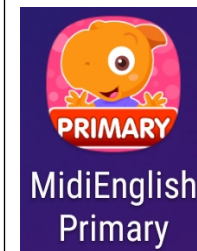
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 6B – 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 6B UNIT 6: TREASURES OF THE RAINFOREST
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 transition words that show time and sequence (after, during, suddenly, soon, at last) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wanders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
Activity song: How can we save * ? How can we save the * ? We must all do our part To protect and preserve	Cutting down * for timber Forcing the change of lifestyles Threatening the existence of * too	The wanders of these jungles The ecosystems of the * Millions species of plants and animals Indigenous * too * are home to them
(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, 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: Transition Words Transition words connect one idea to the next. Read the sentences to get an idea how the transition words are used.	
(6) CLASSROOM PRACTICE: Workbook p10-12	(7) HOME PRACTICE (REMINDER): Assessment Book p7-8	(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 6B → TREASURES OF THE RAINFOREST		
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 6B UNIT 6: TREASURES OF THE RAINFOREST
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them 	<ul style="list-style-type: none"> Explain the skills an explorer needs Answer comprehension questions Learn homophones: great-grate, plane-plain, or-oar, weighed-wade, band-banned 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wanders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
Activity song: How can we save * ? How can we save the * ? We must all do our part To protect and preserve	Cutting down * for timber Forcing the change of lifestyles Threatening the existence of * too The wanders of these jungles	The ecosystems of the * Millions species of plants and animals Indigenous * too * are home to them
(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 Words, Adjectives, Transition Words	(4) ACTIVITY 1: Listening 1: Listen and Match Turn to Workbook p13. Listen and write down the answer. Click 'See Answers' on the top right corner to reveal the answers.
	(5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p14. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Skills an Explorer Needs Pre-activity: Read the passage. Activity: Talk about what kind an explorer one would like to be in the given language structure: <ul style="list-style-type: none"> I want to be an explorer of ... I want to explore ... I need skills to ... I need to know/ learn ... 	(7) ACTIVITY 4: Writing: Dr Jane Goodall Turn to Workbook p17-18. Read the passage 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 p19-21 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p15-16 (Speaking Practice) Assessment Book p9-12 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

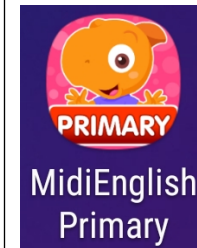
LESSON 2.2 (EXTENSION)

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 6B – 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 6B UNIT 6: TREASURES OF THE RAINFOREST
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise gerunds 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wonders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
Activity song: How can we save * ? How can we save the * ? We must all do our part To protect and preserve	Cutting down * for timber Forcing the change of lifestyles Threatening the existence of * too The wonders of these jungles	The ecosystems of the * Millions species of plants and animals Indigenous * too * are home to them
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY: Gerunds Pre-activity: Skating is a gerund. It can be used: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> as the subject of the sentence: <u>Skating</u> is my favorite sport. after a verb: I <u>like skating</u>. after a preposition: I am good <u>at skating</u>. </div> Activity: Review the lesson and attempt the exercises.	
(4) CLASSROOM PRACTICE: Grammar Book p1-6	(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 6B → TREASURES OF THE RAINFOREST		
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: - Use Correct Transition - Type The Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 6B UNIT 6: TREASURES OF THE RAINFOREST
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Revise phrasal verbs 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wonders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
Activity song: How can we save * ? How can we save the * ? We must all do our part To protect and preserve	Cutting down * for timber Forcing the change of lifestyles Threatening the existence of * too The wonders of these jungles	The ecosystems of the * Millions species of plants and animals Indigenous * too * are home to them
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY: Phrasal Verbs Pre-activity: Write on a whiteboard: <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <div style="border-right: 1px solid black; padding: 5px;"> <i>I <u>passed</u> Sheila my book.</i> </div> <div style="padding: 5px;"> <i>Then, I <u>passed out</u>. ('pass out' means to faint)</i> </div> </div> Ask: "What does the first sentence mean? What does the second sentence mean? Do they mean the same?" Explain that phrasal verbs are used in place of verbs, but they have different meanings. Activity: Review the lesson and attempt the exercises.	
(4) CLASSROOM PRACTICE: Grammar Book p7-16	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p7-9 Grammar Book p17 (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 6B – 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 6B UNIT 6: TREASURES OF THE RAINFOREST
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Talk about one's most treasured possession Present a speech 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wanders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
Activity song: How can we save * ? How can we save the * ? We must all do our part To protect and preserve	Cutting down * for timber Forcing the change of lifestyles Threatening the existence of * too The wanders of these jungles	The ecosystems of the * Millions species of plants and animals Indigenous * too * are home to them
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: My Most Treasured Possession Pre-activity: Say: <i>"Think of one thing that you have that is very valuable or important to you. What is it? Why is it important to you?"</i> Activity: Listen and read. Ask the following questions: <ul style="list-style-type: none"> <i>What is the girl's most treasured possession? (... the bodybuilder's ...? ... the man's ...?)</i> <i>Why is it special to her/ him?</i> <i>Why wouldn't he/ she give up his/ her most treasured possession?</i> <i>Would you do the same?</i> 	(4) ACTIVITY 2: Role-play with Friends Turn to Speaking and Writing Book p5. Pretend to be Emily the explorer and select an item that would be her most treasured possession during her expedition. Refer to these questions for help: <ul style="list-style-type: none"> Which item would be your most treasured possession during the expedition? Why is it so important to you?
(5) CLASSROOM PRACTICE: Share and Tell, Share and Record (My Most Treasured Possession) Pre-activity: Turn to p6. Read the speech. Ask the following questions: <ul style="list-style-type: none"> <i>What is the speaker's most treasured possession?</i> <i>Describe the pet puppy, Spotty.</i> <i>Why is Spotty the speaker's most treasured possession?</i> <i>Would the speaker give Spotty up for all the money in the world? Why?</i> Activity: Turn to p7. Use the pointers and write down a similar speech. Present the speech.		(6) HOME PRACTICE (REMINDER): Review expressions and dialogues Speaking and Writing Book p1-4 (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 6B → TREASURES OF THE RAINFOREST → 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 6B UNIT 6: TREASURES OF THE RAINFOREST
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> • Review reading if necessary • Learn parts of an email • Write emails • Attempt Unit 6 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: How can we save rainforests? How can we save the natives? We must all do our part To protect and preserve	Cutting down trees for timber Forcing the change of lifestyles Threatening the existence of wildlife too The wanders of these jungles	The ecosystems of the earth Millions species of plants and animals Indigenous people too Rainforests are home to them
Activity song: How can we save * ? How can we save the * ? We must all do our part To protect and preserve	Cutting down * for timber Forcing the change of lifestyles Threatening the existence of * too The wanders of these jungles	The ecosystems of the * Millions species of plants and animals Indigenous * too * are home to them
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Parts of an Email Pre-activity: Show students an example of an email. Turn to Speaking and Writing Book p8-9. Learn parts of an email and the formal and informal ways of writing an email. Activity: Turn to p10-11. Read each email and write down an appropriate subject (a few words to say what the email is about).	(4) CLASSROOM PRACTICE 2: Comic Story II Turn to p12-13. Invite students to compose emails to: <ul style="list-style-type: none"> • ask questions about Emily's adventures in the rainforest • respond to the questions asked
(5) CLASS TEST: Unit 6 Assessment Assessment Book p13-21	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p12-13 (complete the emails if they are not completed in school)	(7) CLOSING: Review reading if necessary (with student's storybook)

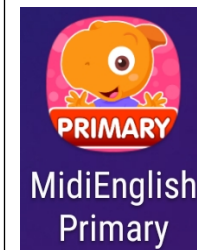
LESSON 4.2 (EXTENSION)

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 6B – 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 6B UNIT 7: CHRISTOPHER COLUMBUS
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: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west With his crew of ninety men	An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think this story is about? Who do you think he was?</i> <i>The man was Christopher Columbus. What do you think he worked as when he was younger?</i> <i>What do you think Columbus wanted to do?</i> <i>What do you think he told the kings?</i> <i>What happened during the voyage?</i> <i>Why was there a celebration? What do you think it was for?</i> 		Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: Christopher Columbus 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: Spell the Words Game 1: Fill in the blanks. Game 2: Match the meaning.	Pre-activity: Work on Workbook p26-27 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 sentence/ definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p25-27	(6) HOME PRACTICE (REMINDER): Assessment Book 22-25	(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 6B → CHRISTOPHER COLUMBUS		
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: - 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 6B UNIT 7: CHRISTOPHER COLUMBUS
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 more figures of speech 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west With his crew of ninety men	An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>When was Christopher Columbus born?</i> • <i>What does the Renaissance period mean?</i> • <i>What did Columbus like to do? What was he fascinated by?</i> • <i>How old was Columbus when he became a sailor? What was life like as a sailor? What did he learn?</i> • <i>Describe the Silk Road. Was it safe for traders? Why?</i> • <i>What did Columbus intend to do to solve the problem of the dangerous overland route?</i> 	<ul style="list-style-type: none"> • <i>What was wrong with Columbus's plan? Look at the two maps and compare. What are the differences?</i> • <i>How did Columbus plan to pay for the voyage to Asia? Why did the kings of Portugal, France and England turn him down? Who agreed to help him in the end?</i> • <i>Describe Columbus first voyage.</i> • <i>How did the native people react when they saw Columbus and his ships?</i> • <i>What did he name the island? Who did he claim it for?</i> • <i>What did he ask the natives for?</i> • <i>What happened when Columbus returned to Spain?</i> 	<ul style="list-style-type: none"> • <i>How many voyages did Columbus travel in his lifetime?</i> • <i>What did Columbus inspire many other people in Europe to do?</i> • <i>Do you think Columbus discovered the New World? Why?</i> • <i>How is Columbus Day celebrated?</i> • <i>What do you think of Christopher Columbus? Are you fascinated by his story? Why?</i> • <i>What did you learn from the story?</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: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • <i>to have one's heart set on something</i> • <i>to show someone the ropes</i> • <i>to cost a fortune</i> • <i>to bear fruit</i> </div>	Invite students to guess the meaning of each expression (refer to the storybook "Christopher Columbus" for clues). <i>Activity: Go through the lesson.</i>
(5) CLASSROOM PRACTICE: Workbook p28-31	(6) HOME PRACTICE (REMINDER): Assessment Book 26-27	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook)

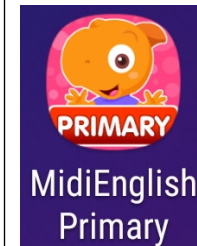
LESSON 1.2 (EXTENSION)

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 6B – 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 6B UNIT 7: CHRISTOPHER COLUMBUS
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 infinitives (to+ verb) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west With his crew of ninety men	An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)
Activity Song: * loved the * He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the * With his crew of ninety men	An arduous journey they began Braving unpredictable weather and stormy * As the days turn into months As *on faces turn to * Just as hope is fading Then someone * *, *	I see *, * I spot some * too (Our efforts aren't in vain) America, America The * that was discovered (The * * found)
(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, 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 3: Infinitives Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 2px; display: inline-block;">to + verb</div> Ask students to make phrases with the above structure (infinitive):	<i>Example:</i> <i>to cry, to laugh, to walk, to run, to write, to draw</i> The function of an infinitive indicates the purpose or intention of the action. Read through the storybook, starting from p1, and identify the infinitives (to + verb). Activity: Go through the lesson on Workbook p32 and attempt the exercise.
(6) CLASSROOM PRACTICE: Workbook p32-34	(7) HOME PRACTICE (REMINDER): Assessment Book 28-29	(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 6B → CHRISTOPHER COLUMBUS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - What's the Answer		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 6B UNIT 7: CHRISTOPHER COLUMBUS
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"> • Learn to persuade with reasons • Write persuasive statements • Learn homophones: world-whirled, time-thyme, route-root, do-dew, find-fined 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)
Activity Song: * loved the * He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the *	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy * As the days turn into months As *on faces turn to * Just as hope is fading Then someone *	*, * I see *, * I spot some * too (Our efforts aren't in vain) America, America The * that was discovered (The * * found)
(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 <ul style="list-style-type: none"> • (eg. girls vs boys, 1 student vs all students) 	(4) ACTIVITY 1: Listening 1: The Way to the Soccer Game Turn to Workbook p35. Listen and trace the route. Click 'See Answers' on the top right corner to reveal the answers.
	(3) REVISION: Vocabulary Words, Figure of Speech, Infinitives	
(6) ACTIVITY 3: Speaking: Persuade with Reasons Pre-activity: <i>Say: A mother said, "Please do not allow the sale of sweets in the school canteen. Too much sugar is bad for the children's teeth."</i> <ul style="list-style-type: none"> • What is the mother persuading the school to do? • What are her reasons? Activity: Make persuasive statements and support them with reasons in the given situations.	(5) ACTIVITY 2: Listening 2: Names of Places Turn to Workbook p36. Listen and fill in the correct names. Click 'See Answers' on the top right corner to reveal the answers.	(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.
	(7) ACTIVITY 4: Writing: Persuasive statements Turn to Workbook p39-40. Make persuasive statements and support them with reasons.	
(9) CLASSROOM PRACTICE: Workbook p41-43 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p37 (Speaking Practice) Assessment Book p30-33 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

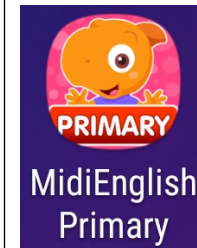
LESSON 2.2 (EXTENSION)

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 6B – 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 6B UNIT 7: CHRISTOPHER COLUMBUS
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise adverbs of mannerRevise adverbs of time		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>											
(1) TUNING-IN: Sing-a-long: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)											
Activity Song: * loved the * He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the *	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy * As the days turn into months As *on faces turn to * Just as hope is fading Then someone *	*, * I see *, * I spot some * too (Our efforts aren't in vain) America, America The * that was discovered (The * * found)											
(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 sing, sweetly</i><i>She sews, careful</i><i>He kicks, angry</i></td></tr></table> Invite students to form proper sentences from the given words. <i>Answers: I sing sweetly. She sews carefully. He kicks angrily.</i> Activity: Review the lessons and attempt the exercises.	<ul style="list-style-type: none"><i>I sing, sweetly</i><i>She sews, careful</i><i>He kicks, angry</i>	(4) ACTIVITY 2: Adverbs of Time Pre-activity: Write on whiteboard: <table><tr><td><i>yesterday</i></td><td><i>just now</i></td><td><i>then</i></td></tr><tr><td><i>today</i></td><td><i>now</i></td><td><i>today</i></td></tr><tr><td><i>tomorrow</i></td><td><i>soon</i></td><td><i>tonight</i></td></tr></table> Invite students to make sentences with the given adverbs. Activity: Review the lessons and attempt the exercises.		<i>yesterday</i>	<i>just now</i>	<i>then</i>	<i>today</i>	<i>now</i>	<i>today</i>	<i>tomorrow</i>	<i>soon</i>	<i>tonight</i>
	<ul style="list-style-type: none"><i>I sing, sweetly</i><i>She sews, careful</i><i>He kicks, angry</i>												
<i>yesterday</i>	<i>just now</i>	<i>then</i>											
<i>today</i>	<i>now</i>	<i>today</i>											
<i>tomorrow</i>	<i>soon</i>	<i>tonight</i>											
(5) CLASSROOM PRACTICE: Grammar Book p18-19 (adverbs of manner) Grammar Book p20 (adverbs of time)	(6) HOME PRACTICE (REMINDER): Review lesson Grammar Book p18	(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 6B → CHRISTOPHER COLUMBUS		
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: - Figure of Speech - Complete The Sentence - Type The Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 6B UNIT 7: CHRISTOPHER COLUMBUS
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Revise adverbs of frequency • Learn adverbs of degree 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>			
(1) TUNING-IN: Sing-a-long: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)			
Activity Song: * loved the * He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the *	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy * As the days turn into months As *on faces turn to * Just as hope is fading Then someone *	*, * I see *, * I spot some * too (Our efforts aren't in vain) America, America The * that was discovered (The * * found)			
(2) READING: Start with group reading if necessary Step 6: Individual reading	(3) ACTIVITY 1: Adverbs of Frequency (definite and indefinite) Pre-activity: Ask: "How often do you wash your hair? How often do you help your mother in the kitchen?" Invite students to use adverbs of frequency to answer the questions. Activity: Review the lesson and attempt the exercise.	(4) ACTIVITY 2: Adverbs of Degree Pre-activity: Write on a whiteboard: <table border="1" style="width: 100%; text-align: center;"> <tr> <td><i>I am <u>quite</u> cold.</i></td> <td><i>I am <u>very</u> cold.</i></td> <td><i>I am <u>extremely</u> cold.</i></td> </tr> </table> Explain how 'quite' 'very' and 'extremely' change the intensity of the adjective 'cold'. Activity: Go through the lesson and attempt the exercise.	<i>I am <u>quite</u> cold.</i>	<i>I am <u>very</u> cold.</i>	<i>I am <u>extremely</u> cold.</i>
<i>I am <u>quite</u> cold.</i>	<i>I am <u>very</u> cold.</i>	<i>I am <u>extremely</u> cold.</i>			
(5) CLASSROOM PRACTICE: Grammar Book p21-26 (adverbs of frequency) Grammar Book p28-30 (adverbs of degree) Grammar Book p31-33 (revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p21-22, 27 Grammar Book p34-35 (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 6B – 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 6B UNIT 7: CHRISTOPHER COLUMBUS
LESSON 4.1

OBJECTIVES:		MATERIALS:
<ul style="list-style-type: none"> Record reading Express an opinion Express agreement or disagreement 		*Speaking & Writing Book * For schools that have purchased the Speaking and Writing Book
(1) TUNING-IN: Sing-a-long: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)
Activity Song: * loved the * He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the *	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy * As the days turn into months As *on faces turn to * Just as hope is fading Then someone *	*, * I see *, * I spot some * too (Our efforts aren't in vain) America, America The * that was discovered (The * * found)
(2) READING: Start with group reading if necessary. Record reading.		
(3) ACTIVITY 1: Expressing an Opinion Pre-activity: Say: <i>"An opinion is a thought or feeling one has about something. It is about how you think and how you feel. It may not be based on facts. So, people can have different opinions on things."</i> Invite students to share their opinions on the following subject: Is learning English difficult? Activity: Listen and read about how different people give different opinions or views on the same subject.	(4) ACTIVITY 2: Expressing Agreement or Disagreement Say: <i>"When someone gives his/ her view or opinion, we can agree or disagree with him/her."</i> Learn the different ways of expressing agreement or disagreement.	
	(5) ACTIVITY 3: Role-Play with Friends Turn to Speaking and Writing Book p18. Use expressions of opinion to complete the dialogue. <ul style="list-style-type: none"> Columbus: I believe that ... King of France: Personally, I think ... King and Queen of Spain: As far as I'm concerned, ... 	
(6) CLASSROOM PRACTICE: Share and Tell, Share and Record (My Opinion Matters) Pre-activity: Turn to p19. Read the speech. Ask the following questions: <ul style="list-style-type: none"> Will computers replace teachers? What is the speaker's opinion on this? Is this how you see it too? Why? Activity: Turn to p20. Use the pointers and write down a similar speech. Present the speech.		(7) HOME PRACTICE (REMINDER): Review expressions and dialogues Speaking and Writing Book p14-17
		(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 6B → CHRISTOPHER COLUMBUS → 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 6B UNIT 7: CHRISTOPHER COLUMBUS
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Discover new words Write a creative essay 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: Christopher Columbus loved the sea He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the west	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy seas As the days turn into months As smiles on faces turn to grunts Just as hope is fading Then someone shouts Land, land,	I see land, land I spot some humans too (Our efforts aren't in vain) America, America The land that was discovered (The land Columbus found)
Activity Song: * loved the * He was an explorer born in Italy Sailing was his passion As he explored the oceans Determined and filled with zest He set out for the *	With his crew of ninety men An arduous journey they began Braving unpredictable weather and stormy * As the days turn into months As * on faces turn to * Just as hope is fading Then someone *	*, * I see *, * I spot some * too (Our efforts aren't in vain) America, America The * that was discovered (The * * found)
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Discover New Words Turn to Speaking and Writing Book p21-22. Form as many words as possible from the given word/phrase. Letters used can be repeated.	(4) CLASSROOM PRACTICE 2: Creative Writing Turn to p23-25. Read through the 3 different writing prompts and select one for creative writing.
(5) CLASS TEST: Unit 7 Assessment Assessment Book p34-42	(6) HOME PRACTICE (REMINDER): Speaking and Writing Book p23-25 (complete the essay if it 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 6B – 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
LESSON 1.1

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

Sailing down the Straits of Malacca

Looking out for merchant ships is what we do

Arrrghhh!

Capturing the crewmen for ransom Plundering their treasure
fleet is what we do

Arrrghhh!

We are pirates

We are conquerors of the seas

We are fearless, brave, bold

Nothing can stop us

Arrrghhh! Arrrghhh!

Gold coins (gold coins)

Silver (silver)

Anything that glitters (glitters)

Gold coins (gold coins)

Silver (silver)

We want them all

Arrrghhh!

(2) READING:

Step 1: Picture Walk

- *What do you think this story is about? Who do you think he was?*
- *The man was Zheng He. Describe him.*
- *Describe the ships' formation. Can you see what it looks like?*
- *Describe the ship.*
- *What do you think happened during Zheng He's voyage?*
- *Where did he travel to?*
- *How was Zheng He remembered?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(4) ACTIVITY 2: Spell the Words

Game 1: Fill in the blanks.

Game 2: Match the meaning.

Pre-activity: Work on Workbook p48-49 first (use a dictionary to search for the meaning of words).

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

(3) ACTIVITY 1: Words: The Great Voyages of Zheng He

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.

(5) CLASSROOM PRACTICE:

Workbook p47-79

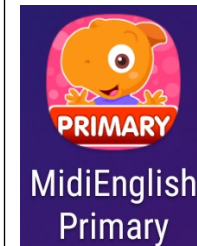
(6) HOME PRACTICE (REMINDER):

Assessment Book p43-46

(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 6B → THE GREAT VOYAGES OF ZHENG HE		
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: - 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
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 and similar meanings 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrghhh! Arrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrghhh!
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Where was Zheng He born?</i> • <i>What happened to his father? What happened to the young Zheng He?</i> • <i>How did Zheng He grow up to be?</i> • <i>Why did Emperor Yong Le decide to send a large fleet of ships to other countries? Who was the commander of the fleet?</i> • <i>Describe the fleet. Why is it known as the “treasure fleet”?</i> • <i>How did Zheng He and his fleet sail the open seas?</i> • <i>Where did Zheng He and his fleet visit? What did Zheng He give as a sign of friendship when he visited the foreign lands? What were given to him in return?</i> • <i>What benefits did the voyage bring for China? ... for the foreign lands?</i> • <i>What did Chen Zuyi, the fearsome and notorious pirate captain, try to do? What happened to him in the end?</i> • <i>How many kingdoms did Zheng He travel to? What did he bring back to China?</i> • <i>What were erected in memory of Zheng He?</i> • <i>What do you think of Zheng He? Are you fascinated by his story? Why?</i> • <i>What did you learn from the story?</i> Step 4: Group Echo Reading		(3) REVISION: Vocabulary Words (4) ACTIVITY: Verbs and Similar Meanings Pre-activity: Turn to Workbook p50. Read the words and learn their meanings. Invite students to make sentences with those words. Activity: Attempt the exercise. (5) CLASSROOM PRACTICE: Workbook p50-53 (6) HOME PRACTICE (REMINDER): Assessment Book p47-49 (7) CLOSING: Step 4: Group Echo Reading (with student’s storybook)

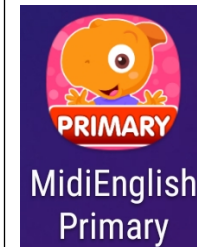
LESSON 1.2 (EXTENSION)

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 6B – 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
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 Change verbs to nouns (add suffix –tion) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrghhh! Arrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrghhh!
Activity Song: Sailing down the Straits of Malacca Looking out for merchant * is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh! We are * We are conquerors of the * We are fearless, brave, bold	Nothing can stop us Arrrghhh! Arrrghhh! <u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> Anything that glitters (glitters)	<u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> We want them all Arrrghhh!
(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 (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: Verbs to Nouns Some verbs can be changed to nouns by adding the suffix –tion at the end of verbs. Read the statements and see how the nouns are formed.
(6) CLASSROOM PRACTICE: Workbook p54-56	(7) HOME PRACTICE (REMINDER): Assessment Book p50-51	(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 6B → THE GREAT VOYAGES OF ZHENG HE		
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: - Use Correct Verbs		
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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE

LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them 	<ul style="list-style-type: none"> Conduct an interview (with Zheng He) Answer comprehension questions Learn homophones: been-bin, where-wear, bored-board, beat-beet, threw-though 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrghhh! Arrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrghhh!
Activity Song: Sailing down the Straits of Malacca Looking out for merchant * is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh! We are * We are conquerors of the * We are fearless, brave, bold	Nothing can stop us Arrrghhh! Arrrghhh! <u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> Anything that glitters (glitters)	<u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> We want them all Arrrghhh!
(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)	(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p57. 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, Spot and Correct Turn to Workbook p58. Listen and identify the incorrect words. Replace with correct words and click 'See Answers' on the top right corner to reveal the answers.	(6) ACTIVITY 3: Speaking: An Interview with Zheng He Pre-activity: Read the interview. Activity: Divide the students into 2 groups. One group to question Zheng He about his life and his expeditions. The other group to pretend to be Zheng He and answer the questions (refer to the storybook for answers or make up your own). (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.
(3) REVISION: Vocabulary Words, Figure of Speech, Prefixes, Conjunctions	(7) ACTIVITY 4: Writing: A Sailor's Account Turn to Workbook p61-62. Read the passage and answer the questions.	
(9) CLASSROOM PRACTICE: Workbook p63-65 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p59-60 (Speaking Practice) Assessment Book p52-55 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

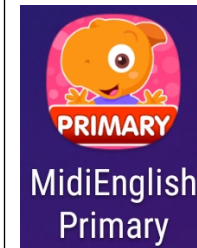
LESSON 2.2 (EXTENSION)

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 6B – 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise simple present and past tense Revise present and past continuous tense Revise simple future tense (be going to, will) 		MATERIALS: *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrrghhh! Arrrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrrghhh!
Activity Song: Sailing down the Straits of Malacca Looking out for merchant * is what we do Arrrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrrghhh! We are * We are conquerors of the * We are fearless, brave, bold	Nothing can stop us Arrrrghhh! Arrrrghhh! <u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> Anything that glitters (glitters)	<u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> We want them all Arrrrghhh!
(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) ACTIVITY 3: Simple Future Tense Review the rules of using the simple future tense. Attempt the exercises.	(6) CLASSROOM PRACTICE: Grammar Book p36-39	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p36-37
		(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 6B → THE GREAT VOYAGES OF ZHENG HE		
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: - Type The Word - 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none">Individual readingLearn how to form past participlesLearn present perfect and past perfect tense		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>												
(1) TUNING-IN: Sing-a-long: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrghhh! Arrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrghhh!												
Activity Song: Sailing down the Straits of Malacca Looking out for merchant * is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh! We are * We are conquerors of the * We are fearless, brave, bold	Nothing can stop us Arrrghhh! Arrrghhh! <u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> Anything that glitters (glitters)	<u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> We want them all Arrrghhh!												
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Past Participles Pre-activity: Turn to Grammar Book p42. Study verbs in the base form, the past tense and the past participle. Activity: Go through the lesson and attempt the exercise. Pay special attention to these words: <table><tr><td>present</td><td>past</td><td>past participle</td></tr><tr><td>come</td><td>came</td><td>come</td></tr><tr><td>become</td><td>became</td><td>become</td></tr><tr><td>run</td><td>ran</td><td>run</td></tr></table> (Note: the past participle is the same as the present tense)	present	past	past participle	come	came	come	become	became	become	run	ran	run	(4) ACTIVITY 2: Present Perfect Tense Learn the three different rules of using the present perfect tense (highlight examples of specific time conditions: eg. already, many times, ever). Attempt the exercise.
		present	past	past participle										
come	came	come												
become	became	become												
run	ran	run												
(6) CLASSROOM PRACTICE: Grammar Book p44-46 (past participles) Grammar Book p47-53 (perfect tenses) Grammar Book p54-57 (revision)	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p40-43 Grammar Book p58-59 (summary)	(5) ACTIVITY 3: Past Perfect Tense Learn the two different rules of using the past perfect tense (highlight examples of unspecific time expressions: eg. yesterday, last week, last year). Attempt the exercise.												
		(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 6B – 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to start a conversation about food (preparing meals) Learn to start a conversation about health and food 		MATERIALS: *Speaking & Writing Book * For schools that have purchased the Speaking and Writing Book
(1) TUNING-IN: Sing-a-long: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrghhh! Arrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrghhh!
Activity Song: Sailing down the Straits of Malacca Looking out for merchant * is what we do Arrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrghhh! We are * We are conquerors of the * We are fearless, brave, bold	Nothing can stop us Arrrghhh! Arrrghhh! <u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> Anything that glitters (glitters)	<u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> We want them all Arrrghhh!
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Expressing a Desire Pre-activity: Say: "A desire is a strong feeling to want to have something, or to do something. What would you desire when you are very thirsty? (a drink) ... very tired or sleepy (a rest) ... busy (a helping hand). " Activity: Listen and read the statements. Ask the following questions:	What did the tired man desire? What did the lonely boy desire? What did the greedy girl desire? What did the poor sailor desire? Turn to Speaking and Writing Book p27 and express a current desire and share with classmates.
(4) ACTIVITY 2: Expressing a Lack of Interest Pre-activity: Say: "A lack of interest means having no desire to have something or to do something. What are the things that you do not have any interest in now? Why?" Activity: Listen and read the statements. What is each person's lack of interest?	Turn to p29. Express a current lack of interest in any of the following categories: <ul style="list-style-type: none"> food (eg. I'm not too keen on eating durians.) animals (eg. I'm not a fan of dinosaurs.) music (eg. I'm not fond of classical music.) activities (eg. I'm not too keen on playing tennis.) people (I'm not fond of meeting selfish people.) 	(6) CLASSROOM PRACTICE: Share and Tell Pre-activity: Turn to p31. Read the speech and ask the following questions: <ul style="list-style-type: none"> What does the speaker desire? ... lack interest in? What are the speaker's reasons? Activity: Write down a similar speech (a desire/ lack of interest). Present the speech.
(5) ACTIVITY 3: Role-Play with Friends Turn to p30. Select an item and express a: <ul style="list-style-type: none"> desire lack of interest 	(7) HOME PRACTICE (REMINDER): Review expressions Speaking and Writing Book p26-29	(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 6B → THE GREAT VOYAGES OF ZHENG HE → 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 6B UNIT 8: THE GREAT VOYAGES OF ZHENG HE
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Make comparisons between Christopher Columbus and Zheng He Write a creative essay 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: Sailing down the Straits of Malacca Looking out for merchant ships is what we do Arrrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrrghhh!	We are pirates We are conquerors of the seas We are fearless, brave, bold Nothing can stop us Arrrrghhh! Arrrrghhh! Gold coins (gold coins)	Silver (silver) Anything that glitters (glitters) Gold coins (gold coins) Silver (silver) We want them all Arrrrghhh!
Activity Song: Sailing down the Straits of Malacca Looking out for merchant * is what we do Arrrrghhh! Capturing the crewmen for ransom Plundering their treasure fleet is what we do Arrrrghhh! We are * We are conquerors of the * We are fearless, brave, bold	Nothing can stop us Arrrrghhh! Arrrrghhh! <u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> Anything that glitters (glitters)	<u>1. Gold coins (gold coins)</u> <u>2. Diamonds (diamonds)</u> <u>3. Emeralds (emeralds)</u> <u>1. Silver (silver)</u> <u>2. Rubies (rubies)</u> <u>3. Sapphires (sapphires)</u> We want them all Arrrrghhh!
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Christopher Columbus vs Zheng He Turn to Speaking and Writing Book p32-35. Refer to the above storybooks and complete the tables to compare these great explorers.	(4) CLASSROOM PRACTICE 2: Creative Writing Turn to Speaking and Writing Book p36-38. Read through the 3 different writing prompts and select one for creative writing.
(5) CLASS TEST: Unit 8 Assessment Assessment Book p56-64	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p36-37 (complete the essay if it is not completed in school)	(7) CLOSING: Review reading if necessary (with student's storybook)

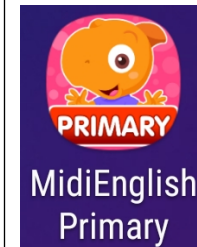
LESSON 4.2 (EXTENSION)

<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 6B – 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 6B UNIT 9: AMAZING ANIMALS
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: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think this story is about?</i> <i>What can you see in the pictures?</i> <i>Why do you think the shark's skin is compared to the swimsuit?</i> <i>Can you share what you know about porcupines? ... woodpeckers? ... starfish? ... seahorses? ... chameleons?</i> <i>What do you know about our body?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	(3) ACTIVITY 1: Words: Amazing Animals 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: Spell the Words Game 1: Fill in the blanks. Game 2: Match the meaning. Pre-activity: Work on Workbook p70-71 first (use a dictionary to search for the meaning of words). Activity: Divide students into 2 groups. Each group takes turns to read the sentence/ definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p69-71	(6) HOME PRACTICE (REMINDER): Assessment Book p65-68	(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 6B → AMAZING ANIMALS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - 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 6B UNIT 9: AMAZING ANIMALS
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 more verbs and their similar meanings 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>What have birds and fish inspire us to do?</i> • <i>What is the secret of a shark's stealthiness? What is the skin made up of?</i> • <i>How does a swimsuit that mimics the shark skin help swimmers?</i> • <i>How do porcupines protect themselves? How do the backward-facing barbs of a quill work?</i> • <i>How did people in the past use porcupine quills? What are scientists studying about the quills now?</i> 	<ul style="list-style-type: none"> • <i>Why do woodpeckers peck holes in tree trunks?</i> • <i>How many times can they peck in a day? How do they protect their brains? What have the woodpeckers inspire designers to make?</i> • <i>Why is the starfish a unique creature? Have scientists learn anything from the starfish to regenerate human parts?</i> • <i>Describe the peculiar features of a seahorse.</i> • <i>Describe the seahorse's body.</i> • <i>Why do scientists want to learn more about a seahorse's armored body?</i> 	<ul style="list-style-type: none"> • <i>Describe the special abilities of chameleons.</i> • <i>How do the eyes of a chameleon work? What inventions have been inspired by the chameleon's eyes?</i> • <i>What did you learn from these amazing animals?</i> • <i>Can you think of any animal that inspires you? What is it and why?</i> Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY: Find the Matching Verbs Pre-activity: Turn to Workbook p72. Learn the words and their meanings. Activity: Attempt the exercise.	
(5) CLASSROOM PRACTICE: Workbook p72-75	(6) HOME PRACTICE (REMINDER): Assessment Book p69-70	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook)

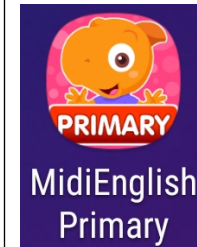
LESSON 1.2 (EXTENSION)

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 6B – 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 6B UNIT 9: AMAZING ANIMALS
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn transition words that show addition (besides, furthermore, moreover, in addition) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(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	
	(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: Transition Words Transition words connect one idea to the next. Read the sentences to get an idea how the transition words are used.
(6) CLASSROOM PRACTICE: Workbook p76-78	(7) HOME PRACTICE (REMINDER): Assessment Book p71-72	(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 6B → AMAZING ANIMALS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Listen and Spell		
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 6B UNIT 9: AMAZING ANIMALS
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Learn to listen to instructions and act on them • Ask questions to aid observations • Write animal facts • Learn homophones: pain-pane, hole-whole, heal-heel, two-too, prey-pray 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(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, Transition Words	
	(4) ACTIVITY 1: Listening 1: Listen and Match Turn to Workbook p79. Listen and identify the animals. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p80. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.
(6) ACTIVITY 3: Speaking: Questions to Aid Observations Pre-activity: Select an animal picture (teacher needs to know the selected animal rather well). Show the picture to the class and invite students to ask questions in order to learn more about the animal. (Write down the questions words "what, why, how, where, when" on a whiteboard to prompt the students to ask questions.) Activity: Ask more questions about those animals shown (answers are not necessary).	(7) ACTIVITY 4: Writing: Animal Facts Turn to Workbook p83-84. Select 2 animals and write down the questions asked earlier. Research online or with books to find out the answers.	(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 p85-87 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p81-82 (Speaking Practice) Assessment Book p73-76 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

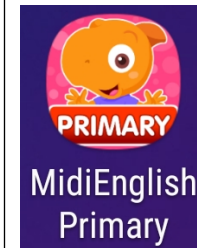
LESSON 2.2 (EXTENSION)

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 6B – 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 6B UNIT 9: AMAZING ANIMALS
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise prepositions of time and location (in, on, at) Learn prepositions of time (during, until) Revise prepositions of inclusion or exclusion (besides, except) Learn prepositions of contrast and concession (despite, in spite of) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Prepositions of Location (in, on, at); Prepositions of Time (in, on, at) Review the lesson and attempt the exercises.	(5) ACTIVITY 3: Prepositions of Inclusion or Exclusion (besides, except) Review the lessons and attempt the exercises.
(4) ACTIVITY 2: Preposition of Time (during, until) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>We went shopping <u>during</u> the year-end sales.</i> <i><u>During</u> the year-end sales, many things are fifty percent cheaper than normal.</i> <i>We went shopping <u>until</u> 10pm.</i> </div> Activity: Go through the lesson and attempt the exercise.		(6) ACTIVITY 4: Prepositions of Contrast and Concession (despite, in spite of) Go through the different ways of using 'despite' and 'in spite of': <ul style="list-style-type: none"> <i>despite/ in spite of + (noun)</i> <i>despite/ in spite of + (gerund)</i> <i>despite/ in spite of + being (adjective)</i> <i>despite/ in spite of + the fact that (clause)</i> Attempt the exercises.
(7) CLASSROOM PRACTICE: Grammar Book p60-62 (in, on, at) Grammar Book p63-64 (during, until) Grammar Book p65 (in, on, at, during, until) Grammar Book p66-68 (besides, except) Grammar Book p69-75 (despite, in spite of) Grammar Book p76-77 (revision)	(8) HOME PRACTICE (REMINDER): Review lessons Grammar Book p60-61 (in, on, at) Grammar Book p63 (during, until) Grammar Book p66 (besides, except) Grammar Book p69-70 (despite, in spite of)	(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 6B → AMAZING ANIMALS		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Type The Word - 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 6B UNIT 9: AMAZING ANIMALS
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Revise modal verbs (can, may, could, might, should, must, will, shall) Learn modal verbs (have to, need to, ought to) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Modal Verbs (can, may, could, might, should, must, will, shall) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>can may could might must should will shall</i> </div> Invite students to form sentences with the modal verbs. Activity: Review the lessons and attempt the exercises.	(4) ACTIVITY 2: Modal Verbs (have to, need to, ought to) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>You <u>have to</u> see a doctor. You <u>need to</u> see a doctor. You <u>ought to</u> see a doctor.</i> </div> Ask: "Do the questions sound similar?" Explain that 'have to' and 'need to' express a strong point of view and they tell people what to do; it is similar to 'must'. 'ought to' expresses a suggestion/ advice; it is similar to 'should'. Activity: Go through the lesson and attempt the exercises.
(5) CLASSROOM PRACTICE: Grammar Book p78-80 (can, may, could, might, should, must, will, shall) Grammar Book p81-83 (have to, need to, ought to) Grammar Book p84-85 (revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p78-79 (can, may, could, might, should, must, will, shall) Grammar Book p81 (have to, need to, ought to) Grammar Book p86-87 (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 6B – 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 6B UNIT 9: AMAZING ANIMALS
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Express a fact Respond to an expression of exaggeration or ignorance 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(2) READING: Start with group reading if necessary. Record reading.		
(3) ACTIVITY 1: Expressing a Fact Pre-activity: Say: <i>"A fact is a piece of information that is true. It is something that has happened, or something that has been proven to be correct. Can you express a fact that you can see in nature?"</i> Activity: Listen and read the statements. Share a fact from any one of the following categories: <ul style="list-style-type: none"> people (eg. <i>Mozart and Beethoven were famous composers.</i>) animals (eg. <i>Crocodiles are cold-blooded animals</i>) plants (eg. <i>Plants need sunlight and water to grow.</i>) nature (eg. <i>The sun rises in the east and sets in the west.</i>) places (eg. <i>Tokyo is the capital of Japan.</i>) 	(4) ACTIVITY 2: Role-Play with Friends Turn to Speaking and Writing Book p41. Refer to the storybook "Amazing Animals" if necessary and share a fact about any of the animals featured. Express a fact using any of these phrases: <ul style="list-style-type: none"> Everyone knows that ... It's a fact that ... It's no secret that ... It's common knowledge that ... 	(5) ACTIVITY 3: Expressions of Exaggeration or Ignorance Say: "Sometimes, people use expressions of facts to exaggerate their opinions or to speak arrogantly. What would you say if you disagree with these exaggerated or arrogant statements?" Role-play with friends the statements made on p45.
(6) CLASSROOM PRACTICE: Share and Tell, Share and Record (Facts of Life) Pre-activity: Turn to p42. Read the speech. Ask the following questions: <ul style="list-style-type: none"> <i>What is the fact presented by the speaker?</i> <i>Why is the sky blue on a clear day?</i> Activity: Turn p43. Use the pointers and write down a similar speech. Present the speech.	(7) HOME PRACTICE (REMINDER): Review expressions and statements Speaking and Writing Book p39, 44	(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 6B → AMAZING ANIMALS → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) 	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<p>10 min</p>	<p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

LEVEL 6B UNIT 9: AMAZING ANIMALS
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write cinquain poems Write a creative essay Attempt Unit 4 Assessment 		MATERIALS: *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: The behavior of animals can be so amazing Yeah! so amazing If you just watch vigilantly If you observe attentively Open your eyes, you will see	You will be inspired by how they've been blessed by nature Each has its unique qualities Wo-oh ... You will soon discover	There's so much to learn from them So keep exploring Just keep pressing on You will soon discover They have extraordinary abilities that can inspire us
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Cinquain Poems Turn to Speaking & Writing Book p46-48. Work in a small group to write a cinquain poem. Recite the poem as a group.	(4) CLASSROOM PRACTICE 2: Creative Writing Turn to p49-51. Read through the 3 different writing prompts and select one for creative writing.
(5) CLASS TEST: Unit 9 Assessment Assessment Book p77-85	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p49-51 (complete the essay if it is not completed in school)	(7) CLOSING: Review reading if necessary (with student's storybook)

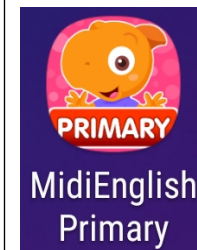
LESSON 4.2 (EXTENSION)

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 6B – 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 6B UNIT 10: LIVING WITH ROBOTS
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: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think this story is about?</i> <i>What is this? Where can we find it?</i> <i>Who is this? What is she using? What is she doing?</i> <i>What can the robot do?</i> <i>Where can we find robots?</i> <i>How useful are robots to us?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	(3) ACTIVITY 1: Words: Living with Robots 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: Spell the Words Game 1: Fill in the blanks. Game 2: Match the meaning. Pre-activity: Work on Workbook p92-93 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 sentence/ definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p91-93	(6) HOME PRACTICE (REMINDER): Assessment Book p86-89	(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 6B → LIVING WITH ROBOTS		
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: - 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 6B UNIT 10: LIVING WITH ROBOTS
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 use words ‘like’ and ‘such as’		MATERIALS: Workbook Assessment Book		
(1) TUNING-IN: Sing-a-long: You can move me left, right I will not put up a fight Move me up Move me down I won’t even frown Hop, run, fly around Make me do all kinds of sounds I won’t cry, won’t complain	I will still be your best friend I can sing, I can dance I’ll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we’ll have lots of fun (Yeah!)	(rap) I am cool I’m no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver		
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none">• If you have a personal robot, what would you like it to do for you? Why?• What is a robot?• What are the types of robots we know?• What ancient tools can you think of?• What are the early examples of robots?		How are robots used in factories? ... in laboratories? ... in space? ... in hospitals? ... at home? ... in ensuring our safety? <ul style="list-style-type: none">• What do you know about ASIMO?• How are robots good for us?• How are robots also bad for us?• What do you think is the future of robots?• What can we learn from robots? Step 4: Group Echo Reading		
(3) REVISION: Vocabulary Words	(4) ACTIVITY: Using ‘like’ and ‘such as’ Pre-activity: Write down on a whiteboard and say: <table><tr><td>I like fruits like strawberries and blueberries. (Explain: It means I like fruits that are <u>similar to</u> (eg. look like/ taste like) strawberries and blueberries, but not necessary strawberries and blueberries.)</td><td>I like fruits such as strawberries and blueberries. (Explain: It means strawberries and blueberries are <u>examples</u> of fruits that I like.)</td></tr></table> Activity: Go through the lesson for more examples.		I like fruits like strawberries and blueberries. (Explain: It means I like fruits that are <u>similar to</u> (eg. look like/ taste like) strawberries and blueberries, but not necessary strawberries and blueberries.)	I like fruits such as strawberries and blueberries. (Explain: It means strawberries and blueberries are <u>examples</u> of fruits that I like.)
I like fruits like strawberries and blueberries. (Explain: It means I like fruits that are <u>similar to</u> (eg. look like/ taste like) strawberries and blueberries, but not necessary strawberries and blueberries.)	I like fruits such as strawberries and blueberries. (Explain: It means strawberries and blueberries are <u>examples</u> of fruits that I like.)			
(5) CLASSROOM PRACTICE: Workbook p94-96	(6) HOME PRACTICE (REMINDER): Assessment Book p90-91	(7) CLOSING: Step 4: Group Echo Reading (with student’s storybook)		

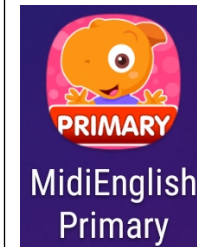
LESSON 1.2 (EXTENSION)

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 6B – 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 6B UNIT 10: LIVING WITH ROBOTS
LESSON 2.1

OBJECTIVES:		MATERIALS:
<ul style="list-style-type: none"> Read and answer questions related to the story Shadow read the story Attempt the comprehension questions Learn phrasal verbs 		Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
Activity Song: You can move me *, * I will not put up a fight Move me * Move me * I won't even * *, *, * around Make me do all kinds of sounds I won't *, won't complain	I will still be your best friend I can <u>1. sing</u> <u>2. clap</u> <u>3. slog</u> I can <u>1. dance</u> <u>2. cheer</u> <u>3. toil</u> I'll meet all your demands Your wish is my command I will do whatever you want I can <u>1. sing</u> <u>2. clap</u> <u>3. slog</u> I can <u>1. dance</u> <u>2. cheer</u> <u>3. toil</u> Come on and take a chance	Put me on a test run And I promise we'll have lots of fun (Yeah!) (rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (<i>refer to.2</i>) Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, 'Like' and 'Such As'	
	(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 p97-100	(7) HOME PRACTICE (REMINDER): Assessment Book p92-93	(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 6B → LIVING WITH ROBOTS		
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: - Use 'like' or 'such as'		
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 6B UNIT 10: LIVING WITH ROBOTS
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them 	<ul style="list-style-type: none"> Prepare, write and present an argument Learn homophones: red-read, eight-ate, made-maid, roam-Rome, might-mite 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
Activity Song: You can move me *, * I will not put up a fight Move me * Move me * I won't even * *, *, * around Make me do all kinds of sounds I won't *, won't complain	I will still be your best friend I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> I'll meet all your demands Your wish is my command I will do whatever you want I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> Come on and take a chance	Put me on a test run And I promise we'll have lots of fun (Yeah!) (rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(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, 'Like' and 'Such As', Phrasal Verbs	
	(4) ACTIVITY 1: Listening 1: Types of Robots Turn to Workbook p101. Listen and match the descriptions to the robots. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p102. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.
(6) ACTIVITY 3: Writing: Presentation Pre-activity: Turn to Workbook p105-106. Divide students into small groups to work on a classroom presentation "Robots: Bone or Bane?" Refer to the storybook "Living with Robots" for help if necessary.	(7) ACTIVITY 4: Speaking: Presentation Pre-activity: Prepare for a speaking presentation (refer to Workbook p104). Turn to Workbook p105-106. With the written essay, prepare the presentation by writing down on index cards the main ideas the group wants to share about the topic "Robots: Bone or Bane?" Activity: Select a spokesperson from each group to make a presentation. Practice and present with clarity and confidence.	(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 p107-109 (Homophones)	(10) HOME PRACTICE (REMINDER): Assessment Book p94-97 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

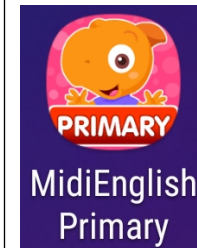
LESSON 2.2 (EXTENSION)

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 6B – 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 6B UNIT 10: LIVING WITH ROBOTS
LESSON 3.1

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: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
Activity Song: You can move me *, * I will not put up a fight Move me * Move me * I won't even * *, *, * around Make me do all kinds of sounds I won't *, won't complain	I will still be your best friend I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> I'll meet all your demands Your wish is my command I will do whatever you want I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> Come on and take a chance	Put me on a test run And I promise we'll have lots of fun (Yeah!) (rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(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 style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <i>Pete read a storybook. Pete read a magazine.</i> </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 style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <i>Pete borrowed a storybook. He did not like it.</i> </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 style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <i>Pete read a storybook. He was bored.</i> </div> Invite students to join the sentences with 'because, as & for'. Activity: Review the lesson and attempt the exercise
(6) CLASSROOM PRACTICE: Grammar Book p88-98	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p88-90	(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 6B → LIVING WITH ROBOTS		
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: - Type The Word - Complete The Sentence		
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 6B UNIT 10: LIVING WITH ROBOTS
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn paired conjunctions (both ... and, either ...or, neither ...nor) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
Activity Song: You can move me *, * I will not put up a fight Move me * Move me * I won't even * *, *, * around Make me do all kinds of sounds I won't *, won't complain	I will still be your best friend I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> I'll meet all your demands Your wish is my command I will do whatever you want I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> Come on and take a chance	Put me on a test run And I promise we'll have lots of fun (Yeah!) (rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(2) READING: Start with group reading if necessary	Step 6: Individual Reading	
(3) ACTIVITY 1: Paired Conjunctions (both ...and) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><i>Pete is free. John is free.</i></div> Invite students to join the sentences with 'both ...and'. Activity: Go through the lesson and attempt the exercise.	(4) ACTIVITY 1: Paired Conjunctions (either ...or) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><i>Pete is free. John is free.</i></div> Invite students to join the sentences with 'either ...or'. Activity: Go through the lesson and attempt the exercise.	(5) ACTIVITY 3: Paired Conjunctions (neither ...nor) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><i>Pete is not free. John is not free.</i></div> Invite students to join the sentences with 'neither ...nor'. Activity: Go through the lesson and attempt the exercise.
(6) CLASSROOM PRACTICE: Grammar Book p99-101 (both ... and) Grammar Book p102 (either ... or) Grammar Book p103 (neither ... nor) Grammar Book p104-108 (revision)	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p99-100 Grammar Book p109 (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 6B – 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 6B UNIT 10: LIVING WITH ROBOTS

LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none">Record readingExpress knowledgeExpress agreement or uncertainty		MATERIALS: *Speaking & Writing Book * For schools that have purchased the Speaking and Writing Book
(1) TUNING-IN: Sing-a-long: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
Activity Song: You can move me *, * I will not put up a fight Move me * Move me * I won't even * *, *, * around Make me do all kinds of sounds I won't *, won't complain	I will still be your best friend I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> I'll meet all your demands Your wish is my command I will do whatever you want I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> Come on and take a chance	Put me on a test run And I promise we'll have lots of fun (Yeah!) (rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(2) READING: Start with group reading if necessary. Record reading.	(3) ACTIVITY 1: Express knowledge Pre-activity: Say: "When someone is knowledgeable. He is also very clever. He knows in great depth or in great detail a subject or many subjects." Activity: Listen and read about Professor Thompson. What is he knowledgeable in? Refer to Speaking and Writing Book p53. What do you think these people are knowledgeable about? Make statements expressing their knowledge. Example: Michael, the artist, knows all about art. He is an arts expert. Florence, the nurse, is a walking encyclopedia of medicine. She knows all kinds of medicine inside out.	(6) CLASSROOM PRACTICE: Share and Tell, Share and Record Pre-activity: Turn to p56. Read the speech. Ask the following questions: <ul style="list-style-type: none">What kind of expert is the speaker?What does he know about coins?What does he hope to do in the future? Activity: Write down a similar speech on p57. Present the speech.
(4) ACTIVITY 2: Express Agreement or Uncertainty Turn to p54. Role-play with friends and respond to the statements in agreement or with uncertainty.		
(5) ACTIVITY 3: Role-play with Friends Turn to p55 and respond to the statements in agreement or with uncertainty. To make the last 2 statements about what a robot knows or can do, refer to the storybook "Living with Robots." Respond accordingly.		
(7) HOME PRACTICE (REMINDER): Review expressions and statements Speaking and Writing Book p52, 54		(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 6B → LIVING WITH ROBOTS → 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 6B UNIT 10: LIVING WITH ROBOTS
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write haiku poems Write a creative essay 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: You can move me left, right I will not put up a fight Move me up Move me down I won't even frown Hop, run, fly around Make me do all kinds of sounds I won't cry, won't complain	I will still be your best friend I can sing, I can dance I'll meet all your demands Your wish is my command I will do whatever you want I can sing, I can dance Come on and take a chance Put me on a test run And I promise we'll have lots of fun (Yeah!)	(rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
Activity Song: You can move me *, * I will not put up a fight Move me * Move me * I won't even * *, *, * around Make me do all kinds of sounds I won't *, won't complain	I will still be your best friend I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> I'll meet all your demands Your wish is my command I will do whatever you want I can <u>1. sing 2. clap 3. slog</u> I can <u>1. dance 2. cheer 3. toil</u> Come on and take a chance	Put me on a test run And I promise we'll have lots of fun (Yeah!) (rap) I am cool I'm no fool Highly intelligent Super magnificent Outer space, Deep sea beds Send me wherever And I will deliver
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Haiku Poems Turn to Speaking & Writing Book p58-59. Work in a small group to write a haiku poem. Recite the poem as a group.	(4) CLASSROOM PRACTICE 2: Creative Writing Turn to p60-62 and read through the 3 different writing prompts and select one for creative writing.
(5) CLASS TEST: Unit 10 Assessment Assessment Book p98-106	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p60-62 (complete the essay if it 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 6B – 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>