


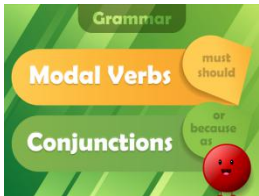

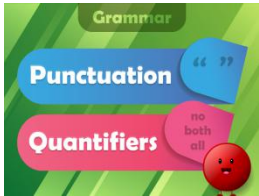


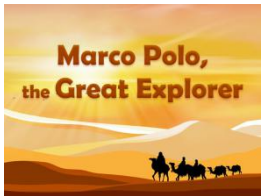
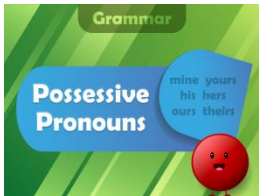
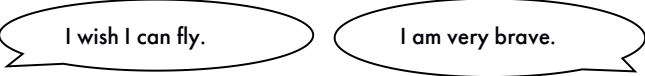


LEVEL 10: LESSON GUIDE

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LEVEL 10 - UNIT 1: STORY	Lesson 1: I Wish ...	
1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'I Wish ...' Learn vocabulary words within the context of sentences: elf, astronaut, helmet, diver, flippers, air tank, corals, cowboy, circus, trousers Learn sound words 	1.2 Objectives: <ul style="list-style-type: none"> Echo read 'I Wish ...' Learn to about direct and indirect speech Develop listening comprehension skills 	Materials: <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App
1.1		
Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. 	Storytelling 1: Listen Listen to the story with the pre-recorded voiceover.	
Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.	Slide 3: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.	
Slide 4: Sound Words Pre-activity: Turn to Coursebook p5. Read. Invite students to make the sounds "whee", "thump" and "grrr." Activity: Listen to the sound words. Invite students to make those sounds.	Slide 5: Match the Sound Words Divide students into 2 groups. Each group takes turns to find the matching sound words. Record their scores and the group with the higher score wins. Slide 6: Story Worksheets p3-6	
1.2		
Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? 	Echo Reading	
Slide 7: Direct and Indirect Speech Pre-activity: Draw and write down the following:  Invite students to read the sentences inside the speech bubbles. Teacher explains that the words in the speech bubbles are the words that Andy said (direct speech). (<i>Andy said that he wished he could fly. Andy said that he was very brave.</i>) Write these 2 sentences (indirect speech) on the whiteboard below the speech bubbles. Compare the sentences in direct and indirect speech. Highlight the differences (refer to Workbook p7, bottom note.)	Slide 8: Express in Indirect Speech Learn and make more expressions in indirect speech.	
	Slide 9: Listening 1: True or False Turn to Workbook p9. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
	Slide 10: Listening 2: Who Am I? Turn to Workbook p10. Listen to the descriptions and fill in the correct names. 'See Answers' on the top right corner to reveal the answers.	
	Slide 11: Story Worksheets p7-10 Student App Level 10 – Unit 1 (Story)	

2.1 Objectives:

- Shadow read 'I Wish ...'
- Develop reading comprehension skills
- Develop speaking skills - Talk about appearances
- Develop writing skills - Write about my wish and my friend's wish

2.2 Objectives:

- Read 'I Wish ...' independently
- Develop active listening, critical thinking and/or reasoning skills
- Attempt assessment test

Materials:

- Multimedia Library
- Story Workbook
- Student App

2.1

Slide 1: Story - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 2: Comprehension: Pokey Pony

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

Slide 3: Speaking: Talking About Appearances

Pre-activity: Invite students to describe the teacher's appearance (how one is dressed up).
Next, invite 2-3 students to stand in front of the class. Invite the rest of the students to describe their appearances.
Activity: Learn more descriptive words to describe appearances.

Slide 4: Story Worksheets

p11-14

2.2

Slide 1: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 5: Questions for Discussion

Answer the questions.

- If you could make a wish, what would you wish for? Why?
- Why do you think the Elf King said that wishes can be dangerous?
- What did Andy wish he could become? Was he happy? What happened?
- What lesson did Andy learn?
- Do you think you would wish for the same wishes as Andy? Why?

Slide 6: Story Worksheets

p15-22 (assessment test)

(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)

Slide 7: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 10 – Unit 1 (Story)

2.1 Objectives:

- Learn comparison of adjectives when comparing two or more nouns

2.2 Objectives:

- Review prepositions of place (position of things)
- Learn prepositions of direction

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1: Comparison of adjectives

Pre-activity: Write on a whiteboard:

comparing two dogs

Whose dog is fiercer, your dog or my dog?

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

comparing three dogs

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

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

Adjectives can be used to compare two or more objects.

Activity: Review the lesson and attempt the exercises.

Slide 2-5: Comparison of adjectives (I), (II) -e, (III) -y, (IV) -er, -est

Pre-activity: Write on a whiteboard:

comparing two dogs

Whose dog is fiercer, your dog or my dog?

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

comparing three dogs

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

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

Adjectives can be used to compare two or more objects.

Activity: Review the lesson and attempt the exercises.

Slide 6: Grammar Worksheet:

p1-9

3.2

Slides 7: Prepositions of place

Slide 8: Prepositions of directions

Review prepositions of place and learn about prepositions of direction

Slides 9: Prepositions of place

Slide 10: Prepositions of direction

Attempt the exercises.

Slide 11: Grammar Worksheet:

p10-17

Student App

Level 10 - Unit 1 (Grammar)

4.1 Objectives:

- Learn to make offers to another person
- Learn to ask for help (in a public place)
- Learn to seek more information politely

4.2 Objectives:

- Learn to politely ask someone for a favor (at home)
- Learn to accept and refuse to do a favor
- Learn to give help or suggestions in response

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: Can I Help You Find Something?

- Read *Can I Help You Find Something?*

Slide 2: Role-Play: Can I Help You Find Something?

Role-Play (1): Practice the Dialogue

- Divide class into 2 groups
- Assign each group a speaking part, and say the lines
- Switch roles

Role-Play (2): Dialogue with Prompts

- Pair up students
- Show them the dialogue with prompts
- Complete the dialogue using the prompts

Role-Play (3): Improvise the Whole Dialogue

- Pair up students
- Review with students the scenario/ context in which the dialogue takes place
- Instruct them to improvise a dialogue based on it

Slide 3: Speaking Worksheets

p1-2

4.2

Slide 4: Conversation: Could You Do Me a Favor?

- Read *Could You Do Me a Favor?*

Slide 5: Role-Play: Could You Do Me a Favor?

- As above

Slide 6: Speaking Worksheets

p3-4

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 10 - Unit 1 (Grammar)

Note: The conversation activities can be found at the end of the grammar activities.

LEVEL 10 - UNIT 2: STORY		Lesson 1: Extreme Weather and Natural Disasters	
1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'Extreme Weather and Natural Disasters' Learn vocabulary words within the context of sentences: hail, vehicle, disease, landslide, earthquake, crops, famine, bush fire, global warming, warning system Learn adjectives within the context of sentences: extreme, heavy, low-lying, violent, tunnel-shaped, deadly, overheated, severe 		1.2 Objectives: <ul style="list-style-type: none"> Echo read 'Extreme Weather and Natural Disasters' Learn adverbs of frequency: always, usually, normally, often, sometimes, occasionally, seldom, rarely, never Develop listening comprehension skills 	
1.1			
Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. 		Storytelling 1: Listen Listen to the story with the pre-recorded voiceover.	
Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.		Slide 3: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.	
Slide 4: Adjectives Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.	Slide 5: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.	Slide 6: Story Worksheets p25-28	
1.2			
Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Is it safe to be out in the open when there is lightning? Why? What should we do when there is a thunderstorm? ... flood? What should we do in these weather conditions? 		Echo Reading	
Slides 7-8: Adverbs of Frequency Pre-activity: Write on a whiteboard and say: "Can you tell me the differences between these two sentences? (always-happens all the time; never- does not happen at all) We use words like 'always' and 'never' to show how often something happens." Activity: Turn to Workbook p29-30, read about how to use adverbs of frequency.		Slide 9: Listening 1: Extreme Weather & Related Conditions Turn to Workbook p32. Listen and identify the weather and its related conditions. Click 'See Answers' on the top right corner to reveal the answers.	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <i>I <u>always</u> eat breakfast.</i> <i>I <u>never</u> eat breakfast.</i> </div>		Slide 10: Listening 2: Causes of Extreme Weather Turn to Workbook p33. Listen to the passage and complete the sentences. Click 'See Answers' on the top right corner to reveal the answers.	
		Slide 11: Story Worksheets p29-33	Student App Level 10 – Unit 2 (Story)

2.1 Objectives:

- Shadow read 'Extreme Weather and Natural Disasters'
- Develop reading comprehension skills
- Develop speaking skills - Report the news
- Develop writing skills - Write a news script

2.2 Objectives:

- Read 'Extreme Weather and Natural Disasters' independently
- Develop active listening, critical thinking and/or reasoning skills
- Attempt assessment test

Materials:

- Multimedia Library
- Story Workbook
- Student App

2.1

Slide 1: Story - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 2: Comprehension: True or False

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

Slide 3: Speaking: Reporting the News

Pre-activity: Prepare and show a video clip of a piece of news that reports on an extreme weather condition/ a natural disaster. Invite students to pay close attention to what the newscaster is saying and doing. Ask: "How did he/ she speak? Where did he/ she look (eye contact)? Where did he/ she place or use his/ her hands (hand gestures)?"

Activity: Turn to Workbook p35-36. Read the news scripts. Practice before making a broadcast to the class.

Slide 4: Scripting the News

Turn to Coursebook p37-38. Write a news script for a TV station.

Slide 5: Story Worksheets

p34-38

2.2

Slide 1: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 5: Questions for Discussion

Answer the questions.

- What is extreme weather? What is a natural disaster?
- Describe these examples of extreme weather and natural disasters. (thunderstorm, flash flood, tornado, tsunami, typhoon, heat wave, drought, snowstorm)
- Have you ever encountered an extreme weather condition? What was it like?
- Why does extreme weather happen more often nowadays?
- What should we do to fight against global warming?

Slide 6: Story Worksheets

p39-46 (assessment test)

(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)

Slide 7: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 10 – Unit 2 (Story)

LEVEL 10 - UNIT 2: GRAMMAR	Lesson 3: Modal Verbs . Conjunctions	
2.1 Objectives: <ul style="list-style-type: none"> ● Review modal verbs (can, may) ● Learn modal verbs (must, should) 	2.2 Objectives: <ul style="list-style-type: none"> ● Learn conjunction (or) ● Learn conjunction (because, as) 	Materials: <ul style="list-style-type: none"> ● Multimedia Library ● Grammar Workbook ● Student App
3.1		
Slide 1: Modal verbs: can, may (permission) Slide 2: may (possibility or things that are likely) Slide 3: can, may activity Review modal verbs 'can', 'cannot', 'may' and 'may not'	Slides 4-5: Modal verbs: must, should Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>You <u>must</u> eat healthy food.</i> <i>You <u>should</u> eat healthy food.</i> </div> 'must' and 'should' are used to tell people what to do. However, 'must' is a stronger viewpoint than 'should'. Activity: Go through the lesson and attempt the exercise.	Slide 6: Grammar Worksheet: p18-26
3.2		
Slides 7-9: Conjunctions: or Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>Is he big <u>and</u> small?</i> <i>Is he big <u>but</u> small?</i> <i>Is he big <u>or</u> small?</i> </div> Invite students to identify the sentence that makes sense.	Slides 10: Revision: Conjunctions - and, but, or Review the lessons and attempt the exercises.	
Slide 11: Conjunctions: because, as Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I cry <u>because</u> I am sad.</i> <i>I cry <u>as</u> I am sad.</i> </div> 'because' and 'as' are used to show reason (why something happens or why something is true).	Slides 12-13: Conjunctions: because, as (I), (II) Review the lessons and attempt the exercises.	
Slide 14: Grammar Worksheet: p27-37	Student App Level 10 - Unit 2 (Grammar)	

LEVEL 10 - UNIT 2: SPEAKING AND CONVERSATION	Lesson 4: Invitations	
4.1 Objectives: <ul style="list-style-type: none"> Learn to make plans with a friend Learn to extend and accept invitations, or refuse invitations politely 	4.2 Objectives: <ul style="list-style-type: none"> Learn to extend and accept invitations, or refuse invitations politely Learn to talk about one's ability or inability to do something Learn to describe the difficulty of something 	Materials: <ul style="list-style-type: none"> Multimedia Library Speaking and Conversation Workbook Student App
4.1		
Slide 1: Conversation: Are You Free This Weekend? <ul style="list-style-type: none"> Read <i>Are You Free This Weekend?</i> 	Slide 2: Role-Play: Are You Free This Weekend? Role-Play (1): Practice the Dialogue <ul style="list-style-type: none"> Divide class into 2 groups Assign each group a speaking part, and say the lines Switch roles Role-Play (2): Dialogue with Prompts <ul style="list-style-type: none"> Pair up students Show them the dialogue with prompts Complete the dialogue using the prompts Role-Play (3): Improvise the Whole Dialogue <ul style="list-style-type: none"> Pair up students Review with students the scenario/ context in which the dialogue takes place Instruct them to improvise a dialogue based on it 	Slide 3: Speaking Worksheets p5
4.2		
Slide 4: Conversation: Ready. Set. Go! <ul style="list-style-type: none"> Read <i>Ready. Set. Go!</i> 	Slide 5: Role-Play: Ready. Set. Go! <ul style="list-style-type: none"> As above 	Slide 6: Speaking Worksheets p6-7 Slide 7: Time for Yoga Use this stretching activity during or after each lesson. Student App Level 10 - Unit 2 (Grammar) <i>Note: The conversation activities can be found at the end of the grammar activities.</i>

<p>1.1 Objectives:</p> <ul style="list-style-type: none"> • Picture walk and listen to 'Dragon, Dragon, Come and Fight' • Learn vocabulary words within the context of sentences: ambition, armor, aluminum foil, din, ladle, drawer, skinny, awesome, mighty, distressed • Learn action words within the context of sentences: announce, rescue, ravage, dig, string, gleam, scatter, grimace • Learn the past tense of action words 	<p>1.2 Objectives:</p> <ul style="list-style-type: none"> • Echo read 'Dragon, Dragon, Come and Fight' • Learn about prepositions: with, without, from, to • Develop listening comprehension skills 	<p>Materials:</p> <ul style="list-style-type: none"> • Multimedia Library • Story Workbook • Student App
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1.1

<p>Slide 1: Story - Picture Walk</p> <ul style="list-style-type: none"> • What do you think the book is about? • (Turn to each page of the storybook) Describe what you see. 	<p>Storytelling 1: Listen Listen to the story with the pre-recorded voiceover.</p>
<p>Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.</p>	<p>Slide 3: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.</p>
<p>Slide 4: Action Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.</p>	<p>Slide 5: Looking Into the Past Find the past tense of the action word.</p> <p>Slide 6: Story Worksheets p49-52</p>

1.2

<p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> • Who were the people/ characters in the story? • Where did the story take place? 	<p style="text-align: right;">Echo Reading</p> <ul style="list-style-type: none"> • What was/ were the problem(s)? • How was/ were the problem(s) solved? 				
<p>Slide 7: Prepositions (with, without, from, to) Pre-activity: Write on a whiteboard:</p> <table border="1" data-bbox="120 1166 734 1390"> <tr> <td><i>Simon was a little boy. He has big dreams.</i></td> <td><i>Simon was a little boy with big dreams.</i></td> </tr> <tr> <td><i>He has no shiny armor and a mighty sword. How can he become a knight?</i></td> <td><i>Without shiny armor and a mighty sword, how can he become a knight?</i></td> </tr> </table> <p>Say: "Prepositions like 'with' and 'without' can be used to 'join' sentences like the above." Activity: Learn the other prepositions.</p>	<i>Simon was a little boy. He has big dreams.</i>	<i>Simon was a little boy with big dreams.</i>	<i>He has no shiny armor and a mighty sword. How can he become a knight?</i>	<i>Without shiny armor and a mighty sword, how can he become a knight?</i>	<p>Slide 8: Listening 1: Listen and Match Turn to Workbook p55. Listen to the sounds and match the sound words. Click 'Show Me' on the top right corner to reveal the answers.</p> <p>Slide 9: Listening 2: True or False Turn to Workbook p56. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.</p> <p>Slide 10: Story Worksheets p53-56</p> <p>Student App Level 10 – Unit 3 (Story)</p>
<i>Simon was a little boy. He has big dreams.</i>	<i>Simon was a little boy with big dreams.</i>				
<i>He has no shiny armor and a mighty sword. How can he become a knight?</i>	<i>Without shiny armor and a mighty sword, how can he become a knight?</i>				

2.1 Objectives:

- Shadow read 'Dragon, Dragon, Come and Fight'
- Develop reading comprehension skills
- Develop speaking skills - Ask and answer politely
- Develop writing skills - Writing comprehension

2.2 Objectives:

- Read 'Dragon, Dragon, Come and Fight' independently
- Develop active listening, critical thinking and/or reasoning skills
- Attempt assessment test

Materials:

- Multimedia Library
- Story Workbook
- Student App

2.1

Slide 1: Story - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 2: Comprehension: Beat the Drums

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

Slide 3: Speaking: Asking and Answering Politely

Invite students to ask and answer politely in the following language structure:

- Would you like to ...?
- Yes, I would. Thank you.
No, I wouldn't. Thank you.

Slide 4: Writing: Knights (Comprehension)

Turn to Workbook p59-60. Read the passage and answer the questions.

Slide 5: Story Worksheets

p57-60

2.2

Slide 1: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 5: Questions for Discussion

Answer the questions.

- Why did Simon want to be a knight?
- Why did everyone laugh when Simon announced his ambition?
- What did Simon want for his birthday? What did his parents say? Why?
- Describe how Simon dressed himself up?
- What was Uncle Tom doing? Why did he hurt his toes?
- Why did Simon decide to visit his neighbor, Ryan?
- What did Simon hear outside Ryan's playroom? What did Simon do?
- What were the children doing? What did they ask Simon to be?

Slide 6: Story Worksheets

p61-68 (assessment test)

(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)

Slide 7: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 10 – Unit 3 (Story)

2.1 Objectives:

- Learn new punctuation rules: quotation marks and comma in direct speech
- Review of punctuation in direct speech

2.2 Objectives:

- Learn quantifiers (no, both, all)

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slides 1-2: Quotation Marks in Direct Speech

Pre-activity: Draw on a whiteboard the following:



Ask: "What did Alex say? (I am a boy)"

That's right. Then write on the whiteboard:

Alex said, "I am a boy." / "I am a boy," Alex said.

Highlight the quotation marks (circle them or use red marker pen to write them). Explain that quotation marks are used to show the exact words that someone says.

Activity: Go through the lesson and attempt the exercise

Slides 3-4: Comma in Direct Speech

Pre-activity: Re-introduce the stick figure, 'Alex'.



Ask: "What did Alex say?" (I like to drink milk.)

That's right. Then write on the whiteboard:

Alex said, "I like to drink milk." / "I like to drink milk," Alex said.

Highlight the comma (circle it or use red marker pen to write it). Explain how to add a comma before or after a quoted speech.

Activity: Go through the lesson and attempt the exercise.

Slide 5: Punctuation in Direct Speech

Put the punctuation marks in the correct places.

Slide 7: Grammar Worksheet:

p38-45

3.2

Slide 7: Quantifiers (no, both, all)

Slides 8-9: Quantifiers (no, both, all) (I), (II)

Pre-activity: Write these sentences on a whiteboard:

No pillows are on the bed.

Both pillows are on the bed.

All pillows are on the bed.

Invite students to highlight the differences in the usage of the articles no, both and all.

Activity: Go through the lesson and exercise.

Slides 10: Revision: Quantifiers

Review quantifiers.

Slide 11: Grammar Worksheet:

p46-51

Student App

Level 10 - Unit 3 (Grammar)

Objectives:

- Learn to express a personal opinion
- Learn to express agreement or disagreement politely
- Learn to ask a person for his/her opinion
- Learn to say what one believes about something and defend one's point of view

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: What Do You Think?

- Read *What Do You Think?*

Slide 2: Role-Play: What Do You Think?

Role-Play (1): Practice the Dialogue

- Divide class into 2 groups
- Assign each group a speaking part, and say the lines
- Switch roles

Role-Play (2): Dialogue with Prompts

- Pair up students
- Show them the dialogue with prompts
- Complete the dialogue using the prompts

Role-Play (3): Improvise the Whole Dialogue

- Pair up students
- Review with students the scenario/ context in which the dialogue takes place
- Instruct them to improvise a dialogue based on it

Slide 3: Speaking Worksheets

p8-9

4.2

Slide 4: Conversation: I Agree. I Disagree.

- Read *I Agree. I Disagree.*

Slide 5: I Agree. I Disagree.

- As above

Slide 6: Speaking Worksheets

p10-11

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 10 - Unit 3 (Grammar)

Note: The conversation activities can be found at the end of the grammar activities.

LEVEL 10 - UNIT 4: STORY		Lesson 1: Mr Richie's New House			
1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'Mr Richie's New House' Learn vocabulary words within the context of sentences: healthy, wealthy, secretary, architect, igloo, luxury, bricks and mortar, stroll, chainsaw, secret Search for rhyming words in the storybook Turn nouns into adjectives with the suffix -y 		1.2 Objectives: <ul style="list-style-type: none"> Echo read 'Mr Richie's New House' Learn the conjunction 'while' Develop listening comprehension skills 			
Materials: <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App 					
1.1					
Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. 		Storytelling 1: Listen Listen to the story with the pre-recorded voiceover.			
Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.		Slide 3: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.			
Slide 4: Rhyming Words Pre-activity: Turn to Workbook p73. Refer to the page numbers and search for rhyming words in the storybook. Activity: Pair up the rhyming words.		Slide 5: Suffix -y Pre-activity: Say "I have a lot of <u>wealth</u> . I am very <u>wealthy</u> ." Write down on a whiteboard: <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;"><i>wealth</i></td> <td style="padding: 2px;"><i>wealthy</i></td> </tr> </table> (adding the suffix -y turns the noun 'wealth' into an adjective 'wealthy') Turn to Workbook p75 and learn more words with suffix -y. Activity: Go through the lesson.		<i>wealth</i>	<i>wealthy</i>
<i>wealth</i>	<i>wealthy</i>				
Slide 6: Story Worksheets p71-76					
1.2					
Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? 		Echo Reading <ul style="list-style-type: none"> What was/ were the problem(s)? How was/ were the problem(s) solved? 			
Slide 7-8: Conjunction 'while' Pre-activity: Say "I am standing up while you are sitting down. These 2 actions happen at the same time and the word 'while' tells us that." Turn to Workbook p77 and learn more examples. Activity: Go through the lesson and attempt the exercise.		Slide 9: Listen and Match Turn to Workbook p79. Listen and fill each blank with a word related to what is heard. Click 'See Answers' on the top right corner to reveal the answers.			
Slide 10: Listening: 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.		Slide 11: Worksheets p77-80	Story Student App Level 10 – Unit 4 (Story)		

2.1 Objectives:

- Shadow read 'Mr Richie's New House'
- Develop reading comprehension skills
- Develop speaking skills - Talk about where one likes to live
- Develop writing skills - Write about where one likes to live

2.2 Objectives:

- Read 'Mr Richie's New House' independently
- Develop active listening, critical thinking and/or reasoning skills
- Attempt assessment test

Materials:

- Multimedia Library
- Story Workbook
- Student App

2.1

Slide 1: Story - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 2: Comprehension: Snatch a Penny

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

Slide 3: Speaking: Where Would You Like to Live?

Look at the 2 sets of photographs (city and countryside). Invite students to compare these 2 places and choose where would they like to live and why?

Slide 4: Writing: An Ideal Place to Live

Pre-activity: Read the poem. Ask:
Where does the author live? Describe it.
Where would the author like to live? Why?
Activity: Turn to Workbook p83. Refer to the previous speaking activity for some ideas to complete the writing.

Slide 5: Story Worksheets

p81-83

2.2

Slide 1: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 5: Questions for Discussion

Answer the questions.

- Describe Mr Richie.
- What made Mr Richie decide to build a house for himself?
- Describe the houses that were built. Explain why Mr Richie was not happy with them?
- What did Mr Richie learn about the secret of making a house a home?
- What kind of house would you build for yourself? How would you make it a wonderful home?

Slide 6: Story Worksheets

p84-92 (assessment test)
(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)

Slide 7: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 10 – Unit 4 (Story)

2.1 Objectives:

- Review countable & uncountable nouns
- Review singular and plural nouns

2.2 Objectives:

- Learn always singular nouns & always plural nouns
- Learn irregular nouns

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1: Countable & Uncountable Nouns

Pre-activity: Turn to Grammarbook p52. Look at the pictures. Ask students why they are classified as countable nouns. Turn to Grammarbook p56, Look at the pictures. Ask students why they are classified as uncountable nouns.
Activity: Go through the lesson and attempt the exercise.

Slide 2: Singular & Plural Nouns

Pre-activity: Review singular and plural nouns (Grammarbook p53).
Activity: Go through the lesson and attempt the exercises (plural forms –s, -es, -ies, -ves).

Slide 3: Nouns that are Always Singular

Pre-activity: Draw and write on a whiteboard:



Ask students if what is written is right or wrong (it is correct; 'two sheeps' is wrong). Highlight to students that some nouns always take the singular form, even when there is more than one of them. For more examples, turn to Grammarbook p57.
Activity: Go through the lesson.

Slide 4: Nouns that are Always Plural

Pre-activity: Bring 3 pairs of scissors to class. Show one pair and say: scissors. Show the other 2 pairs and say: scissors. Write on a whiteboard:
scissors (for 1 pair); scissors (for 2 pairs). Ask students if what is written is right or wrong (it is correct; 'scissor (1 pair)' is wrong). Highlight to students that some nouns always take the plural form, even when there is only one of them. For more examples, turn to Grammarbook p60.
Activity: Go through the lesson and attempt the exercise (for always singular & always plural nouns).

Slides 5-6: Nouns that are Always Singular or Always Plural

Attempt the exercises.

Slide 7: Grammar Worksheet:
p52-63

3.2

Slides 8-9: Irregular Nouns

Pre-activity: Review singular and plural nouns (plural forms that follow a pattern –s, -es, -ies, -ves). Explain to students that there are nouns whose plural forms do not follow standard rules. They are called irregular nouns. Turn to Grammarbook p64 for examples.
Activity: Go through the lesson and attempt the exercise.

Slide 10: Nouns Revision

Slides 11: Singular and Plural Nouns (always singular, always plural, irregular nouns)
Attempt the exercises.

Slide 12: Grammar Worksheet:
p64-69

Student App
Level 10 - Unit 4 (Grammar)

4.1 Objectives:

- Learn to describe one's hobbies and interests
- Learn to express skilfulness or incompetence in something
- Learn to offer help and encouragement to others

4.2 Objectives:

- Learn to say what one wants to be as an adult
- Learn to explain at what time (day, week, etc) one does things
- Learn to describe the activities one does after school
- Learn to give compliments to someone who does something well

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: I'm Good at This

- Read *I'm Good at This*

Slide 2: Role-Play: I'm Good at This

Role-Play (1): Practice the Dialogue

- Divide class into 2 groups
- Assign each group a speaking part, and say the lines
- Switch roles

Role-Play (2): Dialogue with Prompts

- Pair up students
- Show them the dialogue with prompts
- Complete the dialogue using the prompts

Role-Play (3): Improvise the Whole Dialogue

- Pair up students
- Review with students the scenario/ context in which the dialogue takes place
- Instruct them to improvise a dialogue based on it

Slide 3: Speaking Worksheets

p12-14

4.2

Slide 4: Conversation: What I Really Want to Be?

- Read *What I Really Want to Be?*

Slide 5: Role-Play: What I Really Want to Be?

- As above

Slide 6: Speaking Worksheets

p15-16

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 10 - Unit 4 (Grammar)

Note: The conversation activities can be found at the end of the grammar activities.

LEVEL 10 - UNIT 5: STORY		Lesson 1: Marco Polo, the Great Explorer			
1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'Marco Polo, the Great Explorer' Learn vocabulary words within the context of sentences: explorer, trading center, merchant, spices, empire, desert, bandit, marble, meadow, junk Learn action words within the context of sentences: record, translate, influence, trade, travel, chase, roam, appoint, publish, inspire 		1.2 Objectives: <ul style="list-style-type: none"> Echo read 'Marco Polo, the Great Explorer' Learn the active voice and the passive voice Learn to form past participles of verbs Develop listening comprehension skills 			
Materials:					
<ul style="list-style-type: none"> Multimedia Library Story Workbook Student App 					
1.1					
Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. 		Storytelling 1: Listen Listen to the story with the pre-recorded voiceover.			
Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.		Slide 3: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.			
Slide 4: Action Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.	Slide 5: Action Words Divide students into 2 groups. Each group takes turns to find the matching sound words. Record their scores and the group with the higher score wins.	Slide 6: Story Worksheets p95-98			
1.2					
Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Who was Marco Polo? What did Marco Polo do? 		Echo Reading <ul style="list-style-type: none"> Where did Marco Polo go? Why is Marco Polo famous? 			
Slide 7: Passive Voice Slide 8: Past Participles Pre-activity: Say and write down the following: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>A thief stole my computer. (active voice)</i></td> <td style="padding: 5px;"><i>My computer was stolen by a thief. My computer was stolen. (passive voice)</i></td> </tr> </table> <p>The active voice is a direct and clear way to express an idea. The passive voice is used when we want to make the object ('computer') more important or when we don't know the subject (who stole the computer). Activity: Go through the lesson and learn how to form the past participles of verbs.</p>		<i>A thief stole my computer. (active voice)</i>	<i>My computer was stolen by a thief. My computer was stolen. (passive voice)</i>	Slide 9: Passive Voice & Past Participles Fill in the blank with the correct past participle.	
<i>A thief stole my computer. (active voice)</i>	<i>My computer was stolen by a thief. My computer was stolen. (passive voice)</i>				
		Slide 10: Listening 1: True or False Turn to Workbook p103. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.			
		Slide 11: Listening 2: Listen and Match Turn to Workbook p104. Listen and write down the correct answers from the given options. Click 'See Answers' on the top right corner to reveal the answers.			
		Slide 12: Story Worksheets p99-104	Student App Level 10 – Unit 5 (Story)		

2.1 Objectives:

- Shadow read 'Marco Polo, the Great Explorer'
- Develop reading comprehension skills
- Develop speaking skills - Ask and answer questions regarding Marco Polo
- Develop writing skills - Write a summary

2.2 Objectives:

- Read 'Marco Polo, the Great Explorer' independently
- Develop active listening, critical thinking and/or reasoning skills
- Attempt assessment test

Materials:

- Multimedia Library
- Story Workbook
- Student App

2.1

Slide 1: Story - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 2: Comprehension: Which is Incorrect?

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

Slide 3: Speaking: An Interview with Marco Polo

Divide students into 2 groups. One group to role-play as Marco Polo and the other as the interviewer. Ask and answer the questions regarding Marco Polo's:

- background
- adventures
- future

(for students who take on the role of Marco Polo, refer to the storybook for help if needed)

Slide 4: Writing a Summary

Pre-activity: Learn the steps of writing a summary.

Activity: Write a summary of the storybook on p107. Use the given questions to guide you.

Slide 5: Story Worksheets

p105-107

2.2

Slide 1: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 5: Questions for Discussion

Answer the questions.

- Venice was a well-known trading center. What did merchants do there?
- Describe Marco Polo's journey to China. How long did it take him to reach China?
- Describe King Khan's summer palace.
- What did Marco Polo see and experience in China?
- On what condition did Kublai Khan allow Marco Polo, his father and his uncle to return to Venice?
- Describe Marco Polo's journey to Persia.
- How many years had passed when Marco Polo finally returned to Venice?
- Why was Marco Polo put in prison? What did he do in prison?
- Some people did not believe what was written in Marco Polo's book. How did Marco Polo feel about it? How would you feel if you were Marco Polo?

Slide 6: Story Worksheets

p108-116 (assessment test)

(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)

Slide 7: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 10 – Unit 5 (Story)

2.1 Objectives:

- Review possessive determiners (my, your, his, her, its, our, their)

2.2 Objectives:

- Learn possessive pronouns: mine, yours, his, hers, ours, theirs
- Review subject pronouns, object pronouns, possessive determiners, possessive pronouns

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1: Possessive Determiners

Slides 2-3: Possessive Determiners (I) and (II)

Pre-activity: Invite students to make transition from subject pronoun 'I' to possessive determiner 'my'.

Write on a whiteboard:

<i>I have a cake.</i>	<i>This is ? cake. (my)</i>
<i>He has a cake.</i>	<i>This is ? cake. (his)</i>

Continue the above activity by replacing the subject pronouns with 'she, it, we and they'. The corresponding possessive determiners are 'her, its, our, their'.

Activity: Learn more examples of sentences written with possessive determiners.

Slide 4: Grammar Worksheet:

p70-73

3.2

Slide 5: Possessive Pronouns

Slides 6-7: Possessive Pronouns (I), (II)

Pre-activity:

Write on a whiteboard:

<i>I have a cake.</i> <i>This cake belongs to ?. (me)</i> <i>This is ? cake. (my)</i>
<i>This cake is ?. (mine)</i>

Highlight to students that the words 'mine, yours, his, hers, ours and theirs' are used at the end of a sentence. They are used to express possession or belonging.

Activity: Learn more examples. Read Grammarbook p74-75 to reinforce learning.

Slide 8: Revision: Object Pronouns, Possessive Determiners, Possessive Pronouns

Attempt revision exercises.

Slide 9: Revision (subject pronouns, object pronouns, possessive determiners & possessive pronouns)

Attempt revision exercises.

Slide 10: Grammar Worksheet:

p74-82

Student App

Level 10 - Unit 5 (Grammar)

4.1 Objectives:

- Learn to understand information in announcements
- Learn to understand and give instructions (in a fire drill)
- Learn to use sequencing adverbs to show the order of a procedure
- Learn to give advice

4.2 Objectives:

- Learn to understand information in announcements
- Learn to understand and give instructions (in an earthquake drill)
- Learn to use sequencing adverbs to show the order of a procedure
- Learn to give advice

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: What Do You Do in an Emergency?

- Read *What Do You Do in an Emergency?*

Slide 2: Role-Play: What Do You Do in an Emergency?

Role-Play (1): Practice the Dialogue

- Divide class into 2 groups
- Assign each group a speaking part, and say the lines
- Switch roles

Role-Play (2): Dialogue with Prompts

- Pair up students
- Show them the dialogue with prompts
- Complete the dialogue using the prompts

Role-Play (3): Improvise the Whole Dialogue

- Pair up students
- Review with students the scenario/ context in which the dialogue takes place
- Instruct them to improvise a dialogue based on it

Slide 3: Speaking Worksheets

p17-18

4.2

Slide 4: Conversation: This Is What We Have to Do

- Read *This Is What We Have to Do*

Slide 5: Role-Play: This Is What We Have to Do

- As above

Slide 6: Speaking Worksheets

p19-21

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 10 - Unit 5 (Grammar)

Note: The conversation activities can be found at the end of the grammar activities.