






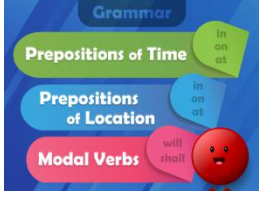

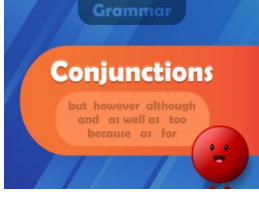


## LEVEL 1 1: LESSON GUIDE

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LEVEL 11 - UNIT 1: STORY		Lesson 1: Alvin the Superhero	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Alvin the Superhero'</li> <li>Learn vocabulary words within the context of sentences: cape, defeat, drag, mean, treat, park warden, weapon, groan, public toilet, embarrassed</li> <li>Learn phrasal verbs</li> </ul>		<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Alvin the Superhero'</li> <li>Learn more about question words (how, what, why)</li> <li>Develop listening comprehension skills</li> </ul>	
<b>1.1</b>			
<b>Slide 1: Story - Picture Walk</b> <ul style="list-style-type: none"> <li>What do you think the book is about?</li> <li>(Turn to each page of the storybook) Describe what you see.</li> </ul>		<b>Storytelling 1: Listen</b> Listen to the story with the pre-recorded voiceover.	
<b>Slide 2: Vocabulary Words</b> 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.		<b>Slide 3: Word Builder</b> Pre-activity: Work on Workbook p4-5 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.	
<b>Slide 4: Complete the Sentences</b> Throw the dart to complete each blank.	<b>Slide 5: Phrasal Verbs</b> Pre-activity: Say: "I <u>put</u> (verb) my eyeglasses on the table." Then say: "I <u>put on</u> (phrasal verb) my eyeglasses." Highlight the differences of the words 'put (to place something down) vs put on (to wear something)'. Explain that phrasal verbs often have different meaning from the original verbs. Activity: Learn more phrasal verbs and their meanings.	<b>Slide 6: Story Worksheets</b> p3-9	
<b>1.2</b>			
<b>Slide 1: Storytelling 2: Read and Answer Questions</b> <ul style="list-style-type: none"> <li>Who were the people/ characters in the story?</li> <li>Where did the story take place?</li> </ul>		<b>Echo Reading</b> <ul style="list-style-type: none"> <li>What was/ were the problem(s)?</li> <li>How was/ were the problem(s) solved?</li> </ul>	
<b>Slide 7: Question Words</b> Pre-activity: Say: "Do you like rainbows?" (wait for students' response). Next, ask and write on whiteboard: <ul style="list-style-type: none"> <li><u>Why</u> do you like rainbows?</li> <li><u>What</u> are the colors of the rainbow?</li> <li><u>How</u> is a rainbow formed?</li> </ul> After students' share their answers, ask them what are the question words in each question. Underline the question words. Say: "We use the question words 'Why, What & How' to ask different kinds of questions." Activity: Learn more about question words.		<b>Slide 8: Listening 1: What Do the Signs Say?</b> Turn to Coursebook p13. Listen to the sentences and fill in the correct words on the signboards. Click 'See Answers' on the top right corner to reveal the answers.	
		<b>Slide 9: Listening 2: True or False</b> Turn to Coursebook p14. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
		<b>Slide 10: Story Worksheets</b> p10-14	
		<b>Student App</b> Level 11 – Unit 1 (Story)	

**2.1 Objectives:**

- Shadow read 'Alvin the Superhero'
- Develop reading comprehension skills
- Develop speaking skills - Ask questions with question words
- Develop writing skills - Write questions with question words

**2.2 Objectives:**

- Read 'Alvin the Superhero' 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: Trainspotting**

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

**Slide 3: Speaking: Asking Questions**

Look at the pictures one at a time and ask questions using 'What ,Why and How'.

**Slide 4: Writing: Questions**

Turn to Workbook p17-18. Look at the pictures and write questions using 'What ,Why and How'.

**Slide 5: Story Worksheets**

p15-18

2.2

**Slide 1: Independent Reading**

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

**Slide 6: Questions for Discussion**

Answer the questions.

- What did Alvin want to do as a superhero?
- Describe the 'silly' things that Alvin did? Why do you think his actions were wrong?
- What would you say to Alvin if you were the old lady, the shopkeeper, the park warden, the children on the roller coaster ride, and the ladies in the toilet?
- Was Alvin a good superhero? What lessons did he learn at the end of the day?
- Do you think it is important to go to school? Why?

**Slide 7: Story Worksheets**

p19-26 (assessment test)

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

**Slide 8: Time to Stretch**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 – Unit 1 (Story)

**2.1 Objectives:**

- Comparison of adjectives (revision and more, most)

**2.2 Objectives:**

- Learn order of adjectives

**Materials:**

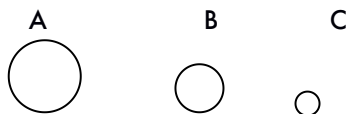
- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1-2: Comparison of Adjectives (Revision)**

Pre-activity: Draw 3 circles on a whiteboard (in 3 different sizes, label A, B & C). Invite students to make sentences using the adjective 'small'.

Example:



Circle A is small.

Circle B is smaller.

Circle C is the smallest.

Activity: Attempt the exercises.

**Slides 3-4: Comparison of Adjectives (more, most)**

Pre-activity: Draw 3 flowers on a whiteboard (label A, B & C). Invite students to make sentences using the adjective 'beautiful'.

Example:

Flower A is beautiful.

Flower B is more beautiful.

Flower C is the most beautiful.

Activity: Attempt the exercises.

**Slide 5: Grammar Worksheet:**

p1-10

**3.2**

**Slide 6: Order of Adjectives**

Pre-activity: Write on a whiteboard:

She has short black hair.

✓

She has black short hair.

X

Ask students if both are acceptable. Explain to students that the first sentence is correct, and the second sentence is wrong.

**Slides 7-8: Order of Adjectives (I)-(II)**

Learn the order of adjectives. When attempting the exercises, write the order of adjectives on the whiteboard for quick review.

**Slide 9: Grammar Worksheet:**

p11-16

**Student App**

Level 11 - Unit 1 (Grammar)

**4.1 Objectives:**

- Learn to start a conversation
- Learn to ask for help (seek help and give assistance with homework)
- Learn to report what a person said
- Learn to repeat what a person has said in a different way to ask for confirmation
- Learn to correct a person when they have incorrect information

**4.2 Objectives:**

- Learn to correct a person when they have incorrect information
- Learn to ask for more information and clarification (ask what a word means, ask a person to spell a word, and ask a person to repeat what they have said in a simpler way)

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Let's Do Our Homework Together**

- Read *Let's Do Our Homework Together*

**Slide 2: Role-Play: Let's Do Our Homework Together**

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: What Does It Mean?**

- Read *What Does It Mean?*

**Slide 5: Role-Play: What Does It Mean?**

- As above

**Slide 6: Speaking Worksheets**

p3-5

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 - Unit 1 (Grammar)

LEVEL 11 - UNIT 2: STORY		Lesson 1: Camping Holiday	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Camping Holiday'</li> <li>Learn vocabulary words within the context of sentences: campsite, rucksack, postcard, dreadful, farewell, collapse, silence, chatter, spiteful, miserable</li> <li>Learn action words: worry, persuade, reassure, chat, cancel, serve, shriek, pretend, hike, panic</li> </ul>		<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Camping Holiday'</li> <li>Learn figures of speech that express anxiety</li> <li>Develop listening comprehension skills</li> </ul>	
<b>1.1</b>			
<b>Slide 1: Story - Picture Walk</b> <ul style="list-style-type: none"> <li>What do you think the book is about?</li> <li>(Turn to each page of the storybook) Describe what you see.</li> </ul>		<b>Storytelling 1: Listen</b> Listen to the story with the pre-recorded voiceover.	
<b>Slide 2: Vocabulary Words</b> 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.		<b>Slide 3: What's the Word?</b> Pre-activity: Work on Coursebook p30-31 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.	
<b>Slide 4: Verbs</b> 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.		<b>Slide 5: Action Words</b> Read the sentence and replace the highlighted words with the correct action word (use the correct tense).	<b>Slide 6: Story Worksheets</b> p29-33
<b>1.2</b>			
<b>Slide 1: Storytelling 2: Read and Answer Questions</b> <ul style="list-style-type: none"> <li>Who were the people/ characters in the story?</li> <li>Where did the story take place?</li> </ul>		<b>Echo Reading</b> <ul style="list-style-type: none"> <li>What was/ were the problem(s)?</li> <li>How was/ were the problem(s) solved?</li> </ul>	
<b>Slide 7: Figure of Speech</b> <i>Pre-activity: Write these expressions on a whiteboard:</i> <ul style="list-style-type: none"> <li><i>get the jitters</i></li> <li><i>butterflies in one's stomach</i></li> <li><i>bundle of nerves</i></li> <li><i>shake like a leaf</i></li> <li><i>break out in cold sweat</i></li> </ul> Ask students what they think these expressions show (give options: joy, anger, anxiety (worry), sadness). These expressions show anxiety. Anxiety is a feeling of worry or fear over something with an uncertain outcome. Activity: Go through the lesson.		<b>Slide 8: Listening 1: Listening: True or False</b> Turn to Workbook p37. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
		<b>Slide 9: Listening 2: Identify the Events</b> Turn to Workbook p38. Listen and identify the events that happened in the story. Click 'See Answers' on the top right corner to reveal the answers.	
		<b>Slide 10: Story Worksheets</b> p34-38	
		<b>Student App</b> Level 11 – Unit 2 (Story)	

**2.1 Objectives:**

- Shadow read 'Camping Holiday'
- Develop reading comprehension skills
- Develop speaking skills - Talk about one's favorite pastime
- Develop writing skills - Write a postcard

**2.2 Objectives:**

- Read 'Camping Holiday' 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: Quiz Time**

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

**Slide 3: Speaking: My Favorite Pastime**

Pre-activity: Ask: "What is a pastime? (A pastime is a hobby.) Do you have a favorite pastime?" Read the favorite pastimes of Peggy and her friends.  
Activity: Invite students to share their favorite pastimes/ hobbies using the "what, why, how and who" questions.

**Slide 4: Writing: Parts of a Postcard**

Pre-activity: Learn the parts of a postcard.  
Activity: Turn to Workbook p42. Write a postcard about a recent holiday.

**Slide 5: Story Worksheets**

p39-42

2.2

**Slide 1: Independent Reading**

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

**Slide 6: Questions for Discussion**

Answer the questions.

- What was Peggy worried about? Would you worry if you were Peggy? Why?
- Why was Kate unable to go to the camp?
- Describe the campsite.
- What activities did Peggy sign up for? Did she like them?
- Why was Peggy sad on the first day of camp?
- Describe what happened during the painting class.
- In her postcard to her parents, why did Peggy pretend to be fine?
- What happened when Peggy tried fishing, gardening and pottery?
- What happened to Brenda on campfire night?
- What did the adults do? What did Peggy do?
- Do you think Peggy enjoyed the camp in the end? Why?
- Would you like to go on a camping holiday? Why?

**Slide 7: Story Worksheets**

p43-50 (assessment test)

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

**Slide 8: Time to Stretch**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 – Unit 2 (Story)

**2.1 Objectives:**

- Learn adverbs of manner
- Learn adverbs of time

**2.2 Objectives:**

- Learn question words: who, what, when, where
- Learn order of adjectives

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

3.1

**Slide 1: Adverbs of Manner**

**Slides 2-5: Adverbs of Manner (I)-(IV)**

Pre-activity: We use adverbs of manner to tell us how something happens. Write on a whiteboard and *ask*: "Which sentence is correct?"

<i>I cross the road <u>careful</u>.</i>	<i>I cross the road <u>carefully</u>.</i>
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An adverb of manner is formed by:

<i>adjective + ly</i> <i>(eg. careful – carefully)</i>	<i>adjective - i + ly</i> <i>(eg. easy – easily)</i>
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Activity: Go through the lesson and attempt the exercises.

**Slide 6: Adverbs of Time**

**Slides 7-9: Adverbs of Time (I) - (III)**

Pre-activity: We use adverbs of time to tell us when something happens. Write on a whiteboard and invite students to classify the adverbs of time into 'past, present or future'.

<i>yesterday</i>	<i>just now</i>
<i>today</i>	<i>now</i>
<i>tomorrow</i>	<i>soon</i>
<b>past</b>	<b>present</b>
	<b>future</b>

Activity: Go through the lesson and attempt the exercises.

**Slide 10: Grammar Worksheet:**

p17-28

3.2

**Slide 11: Question Words (who, what, when, where)**

Pre-activity: Write on a whiteboard:

who, what, when, where

Invite students to create questions starting with these questions words.

Activity: Review the lesson and attempt the exercises.

**Slide 17-19: Question Words (why, which, how)**

Pre-activity: Write on a whiteboard:

why, which, how

Invite students to create questions starting with these questions words.

Activity: Go through the lesson and attempt the exercises

**Slides 12-15: Question Words (I)-(IV)**

**Slide 16: Practice the question words 'who, what, when, where'.**

Pre-activity: Write on a whiteboard and *ask*: "What is the correct answer? Put a tick."

<b>When</b> does the concert start?	<i>It starts at 7pm.</i> ( ) <i>It is at Marina Square.</i> ( )
<b>Where</b> is the concert?	<i>It starts at 7pm.</i> ( ) <i>It is at Marina Square.</i> ( )

We use 'when' when asking about time; we use 'where' when asking about place/ position.

Activity: Go though the lesson and attempt the exercises.

**Slide 20: Question Words (Revision)**

Attempt the revision exercises.

**Slide 21: Grammar Worksheet:**

p11-16

**Student App**

Level 11 - Unit 2 (Grammar)



**4.1 Objectives:**

- Learn to show concern to friends
- Learn to give advice and suggestions
- Learn to give descriptions on what one does to stay healthy and manage stress

**4.2 Objectives:**

- Learn to talk to someone about things that make one feel down (express regrets)
- Learn to give advice and suggestions
- Learn to ask for clarification of words one is unfamiliar with
- Learn to repeat part of what someone has said to confirm one understands each other

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: You Shouldn't Do That**

- Read *You Shouldn't Do That*

**Slide 2: Role-Play: You Shouldn't Do That**

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**

p6-7

4.2

**Slide 4: Conversation: You Look Upset**

- Read *You Look Upset*

**Slide 5: Role-Play: You Look Upset**

- As above

**Slide 6: Speaking Worksheets**

p8-10

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 - Unit 2 (Grammar)

<p><b>1.1 Objectives:</b></p> <ul style="list-style-type: none"> <li>Picture walk and listen to 'The Roboteacher'</li> <li>Learn vocabulary words within the context of sentences: amiable, envious, factory, argument, tricky, comfort, division, glare, veranda, hasty</li> <li>Learn about the figures of speech that show anger or annoyance</li> </ul>	<p><b>1.2 Objectives:</b></p> <ul style="list-style-type: none"> <li>Echo read 'The Roboteacher'</li> <li>Learn about the appositive</li> <li>Develop listening comprehension skills</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Multimedia Library</li> <li>Story Workbook</li> <li>Student App</li> </ul>
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1.1

<p><b>Slide 1: Story - Picture Walk</b></p> <ul style="list-style-type: none"> <li>What do you think the book is about?</li> <li>(Turn to each page of the storybook) Describe what you see.</li> </ul>	<p><b>Storytelling 1: Listen</b> Listen to the story with the pre-recorded voiceover.</p>
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<p><b>Slide 2: Vocabulary Words</b> 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><b>Slide 3: What's the Word?</b> Pre-activity: Work on Coursebook p54-55 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.</p>	<p><b>Slide 4: Figure of Speech</b> <i>Pre-activity: Write these expressions on a whiteboard:</i></p> <ul style="list-style-type: none"> <li>get on someone's nerves</li> <li>try someone's patience</li> <li>drive someone up the wall</li> <li>blow one's top</li> <li>go through the roof</li> </ul> <p>Ask students what they think these expressions show (give options: joy, anger, anxiety (worry), sadness). These expressions show anger or annoyance. Activity: Go through the lesson.</p>
<p><b>Slide 5: Story Worksheets</b> p53-58</p>		

1.2

<p><b>Slide 1: Storytelling 2: Read and Answer Questions</b></p> <ul style="list-style-type: none"> <li>Who were the people/ characters in the story?</li> <li>Where did the story take place?</li> </ul>	<p><b>Echo Reading</b></p> <ul style="list-style-type: none"> <li>What was/ were the problem(s)?</li> <li>How was/ were the problem(s) solved?</li> </ul>
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<p><b>Slide 6: The Appositive</b> <b>Slide 7: Combining Sentences Using Appositives</b> <i>Pre-activity: Write on a whiteboard and say:</i></p> <table border="1" data-bbox="120 1246 754 1321"> <tr> <td><i>Mrs Lee is my teacher.</i></td> <td>→</td> <td><i>Mrs Lee, my teacher, drives to school.</i></td> </tr> <tr> <td><i>She drives to school.</i></td> <td></td> <td></td> </tr> </table> <p>This is how we combine two related sentences. Activity: Go through the lesson and attempt the exercise.</p>	<i>Mrs Lee is my teacher.</i>	→	<i>Mrs Lee, my teacher, drives to school.</i>	<i>She drives to school.</i>			<p><b>Slide 8: Listening 1: Listening: Listen and Match</b> Turn to Workbook p62. Listen and identify the tools or machines. Click 'Show Me' on the top right corner to reveal the answers.</p> <p><b>Slide 9: Listening 2: What Would They Say?</b> Turn to Workbook p62. Listen and write down the most appropriate response. Click 'See Answers' on the top right corner to reveal the answers.</p> <p><b>Slide 10: Story Worksheets</b> p59-63</p> <p><b>Student App</b> Level 11 – Unit 3 (Story)</p>
<i>Mrs Lee is my teacher.</i>	→	<i>Mrs Lee, my teacher, drives to school.</i>					
<i>She drives to school.</i>							

**2.1 Objectives:**

- Shadow read 'The Roboteacher'
- Develop reading comprehension skills
- Develop speaking skills - Present an argument (debate)
- Develop writing skills - Write an argument for and against a topic

**2.2 Objectives:**

- Read 'The Roboteacher' 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: Pose Like a Robot**

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

**Slide 3: Speaking: Let's Debate**

A debate is a fun activity in which two parties present opposite views on a particular topic, to persuade the audience and judges to support their viewpoint.

Ask: "Who would be a better teacher, Mr Smith or the Roboteacher?"

Divide students into 2 groups, one group supporting Mr Smith, and the other supporting the Roboteacher. Discuss in a group and present the views:

- Mr Smith would be a better teacher because ...  
or
- The Roboteacher would be a better teacher because ...

**Slide 4: Story Worksheets**

p64-66

2.2

**Slide 1: Independent Reading**

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

**Slide 5: Questions for Discussion**

Answer the questions.

- Did the students like Mr Smith? Why?
- What was the principal's announcement? How did the students react?
- Why did the principal ask Mr Smith to leave?
- How did Mr Smith feel? How did the students feel?
- Was the Roboteacher a good teacher? Why?
- What did Tom tell the principal?
- Why did Tom and his classmates visit Mr Smith at his house?
- What happened in the end?
- Would you like to have a Roboteacher? Why?

**Slide 6: Story Worksheets**

p67-72 (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 11 – Unit 3 (Story)

**2.1 Objectives:**

- Review present and past continuous tense (rule 1)
- Learn new rule: present continuous tense (rule 2)

**2.2 Objectives:**

- Learn new rule: past continuous tense (rule 2)
- Learn simple future tense: be going to

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1: Using Present Continuous Tense (Part 1)**

**Slide 2: Using Past Continuous Tense**

**Slide 3: Revision: Present or Past Continuous Tense**

Pre-activity: Write on a whiteboard:

Fill in the blanks with 'is' and 'was'.

Max \_\_\_\_\_ soccer now. (play)

Max \_\_\_\_\_ just now. (study)

Answers:

Max is playing soccer now.

Max was studying just now.

We use the present continuous tense to show an action that is happening right now. We use the past continuous tense to show an action that was happening at a particular time in the past.

Activity: Review the lessons and attempt the exercises.

**Slides 4-5: Using Present Continuous Tense (Part 2)**

Pre-activity: Review the rule of using the present continuous tense (rule 1) and learn a new rule (rule 2) of using the same tense. The present continuous tense is used to show:

*Rule 1:*

*an action that is happening right now.*

*Example:*

*Dad is washing his car now.*

*Rule 2:*

*a planned future action*

*Example:*

*Dad is washing his car later.*

Activity: Go through the lesson and attempt the exercises.

**Slide 6: Grammar Worksheet:**

p41-45

**3.2**

**Slide 7: Using Past Continuous Tense (Part 2)**

**Slides 8-9: Using Past Continuous Tense (Part 2) (I), (II)**

Pre-activity: Review the rule of using the past continuous tense (rule 2) and learn a new rule (rule 2) of using the same tense. The past continuous tense is used to show:

*Rule 1:*

*an action that was happening at a particular time in the past*

*Example:*

*Dad was washing his car just now.*

*Rule 2:*

*an action that was going on when something else happened*

*Example:*

*Dad was washing his car when an accident happened.*

Activity: Go through the lesson and attempt the exercises.

**Slide 10: Simple Future Tense (be going to)**

**Slide 11: Simple Future Tense (be going to)**

Pre-activity: The simple future tense is used to show an action that one intends to do in the future. It shows a planned future action, just like the present continuous tense (rule 2).

Present Continuous Tense	Simple Future Tense
Mom <u>is cooking</u> later.	Mom <u>is going to cook</u> later.

Activity: Go through the lesson and attempt the exercises

**Slide 12: Grammar Worksheet:**

p46-54

**Student App**

Level 11 - Unit 3 (Grammar)

**Objectives:**

- Learn to give warnings when someone is at risk
- Learn to say why something is dangerous
- Learn to give reasons for taking precautions
- Learn to give solutions about what to do in a dangerous situation

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Look Out!**

- Read *Look Out!*

**Slide 2: Role-Play: Look Out!**

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**

p11-12

4.2

**Slide 4: Conversation: It Looks Dangerous**

- Read *It Looks Dangerous*

**Slide 5: Role-Play: It Looks Dangerous**

- As above

**Slide 6: Speaking Worksheets**

p13-15

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 - Unit 3 (Grammar)

LEVEL 11 - UNIT 4: STORY		Lesson 1: Deep Sea Adventure	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Deep Sea Adventure'</li> <li>Learn vocabulary words within the context of sentences: vessel, hatch, watertight, dial, instrument, tentacles, puzzled, startle, exhausted, companion</li> <li>Learn more about verbs: buffet, latch, flap, steer, squirt, propel, beam, threaten</li> </ul>		<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Deep Sea Adventure'</li> <li>Learn about phrasal verbs</li> <li>Develop listening comprehension skills</li> </ul>	
<b>Materials:</b>			
<ul style="list-style-type: none"> <li>Multimedia Library</li> <li>Story Workbook</li> <li>Student App</li> </ul>			
<b>1.1</b>			
<b>Slide 1: Story - Picture Walk</b> <ul style="list-style-type: none"> <li>What do you think the book is about?</li> <li>(Turn to each page of the storybook) Describe what you see.</li> </ul>		<b>Storytelling 1: Listen</b> Listen to the story with the pre-recorded voiceover.	
<b>Slide 2: Vocabulary Words</b> 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.	<b>Slide 3: What's the Word?</b> Pre-activity: Work on Coursebook p75-76 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.	<b>Slide 4: Verbs</b> Learn the verbs. Invite students to make sentences with the verbs.	<b>Slide 5: Story Worksheets</b> p75-79
<b>1.2</b>			
<b>Slide 1: Storytelling 2: Read and Answer Questions</b> <ul style="list-style-type: none"> <li>Who were the people/ characters in the story?</li> <li>Where did the story take place?</li> </ul>		<b>Echo Reading</b> <ul style="list-style-type: none"> <li>What was/ were the problem(s)?</li> <li>How was/ were the problem(s) solved?</li> </ul>	
<b>Slide 6: Phrasal Verbs</b> Learn the meaning of the phrasal verbs and make sentences with them.	<b>Slide 7: Listening 1: Listen and Match</b> Turn to Coursebook p84. Listen to the descriptions and fill in the correct names. 'See Answers' on the top right corner to reveal the answers.		
<b>Slide 8: Listening 2: True or False</b> Turn to Coursebook p85. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	<b>Slide 9: Story Worksheets</b> p80-85	<b>Student App</b> Level 11 – Unit 4 (Story)	

**2.1 Objectives:**

- Shadow read 'Deep Sea Adventure'
- Develop reading comprehension skills
- Develop speaking skills - Talk about personal safety
- Develop writing skills - Prepare, write and make a classroom presentation

**2.2 Objectives:**

- Read 'Deep Sea Adventure' 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: Deep Sea Search**

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

**Slide 3: Speaking: Personal Safety**

Pre-activity: *Ask: "What is personal safety?" (keep one safe or away from harm.)* Read some personal safety tips.

Activity: Invite students to discuss more personal safety tips in the following categories:

- road safety: How can we use the roads safely?
- home safety: How can we keep ourselves, especially young children, safe at home?
- food safety: How can we handle food in a clean and hygienic way?
- fire safety: How can we prevent fires at home?

**Slide 4: Story Worksheets**

p86-88

2.2

**Slide 1: Independent Reading**

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

**Slide 5: Questions for Discussion**

Answer the questions.

- What was the holiday assignment about?
- What did Aunt Norah do? What was her latest invention?
- How did Aunt Norah get ready for the maiden voyage?
- Describe the sea creatures you see. How do they protect themselves from danger?
- Describe the deep sea monster.
- Describe how they learned from the sea creatures to get away from the monster.
- Who do you think did the best in the deep sea adventure? Why?

**Slide 6: Story Worksheets**

p89-94 (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 11 – Unit 4 (Story)

**2.1 Objectives:**

- Review prepositions of place and direction
- Learn prepositions of time and location

**2.2 Objectives:**

- Review modal verbs (can, may, must, should)
- Learn modal verbs (will, shall)

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1: Prepositions of Place and Direction**

Review the lessons and attempt the exercises.

**Slide 5: Preposition of Location (in, on, at)**

**Slides 6-7: Preposition of Location (in, on, at) (I), (II)**

Pre-activity: Write on a whiteboard:

*Sharon lives in Canada. She lives on Oxford Lane.  
She lives at 20 Oxford Lane.*

Invite students to figure out how 'in, on, at' are used for specifying locations.  
(in – country; on – road/ street; at – exact address)

Activity: Learn more about prepositions of location and attempt the exercises.

**Slide 8: Grammar Worksheet:**

p55-64

**Slide 2: Preposition of Time (in, on, at)**

**Slides 3-4: Preposition of Time (in, on, at) (I), (II)**

Pre-activity: Write on a whiteboard:

*Sharon's birthday is on Monday. Her brother wakes her up very early in the morning at 7am. He wishes her "Happy Birthday!"*

Ask the following questions:

- When is Sharon's birthday? (... on Monday)
- When does her brother wake her up? (... in the morning)
- What time does he wake her up? (... at 7am)

Activity: Learn more about prepositions of time and attempt the exercises.

**3.2**

**Slide 9: Modal Verbs (can, may, must, should)**

Pre-activity: Write on a whiteboard:

You can read the book.  
You may read the book.  
You must read the book.  
You should read the book.

Invite students to discuss the differences of the above sentences.

Activity: Review the lessons and attempt the exercises.

**Slides 10-11: Modal Verbs (will, shall)**

Pre-activity: Write on a whiteboard:

<i>will</i>	<i>shall</i>
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Introduce the modal verbs and say:

"Everyone will do what I say. Shall I repeat again?"

Activity: Go through the lesson and attempt the exercises.

**Slide 12: Revision: Modal Verbs (can, may, must, should, will, shall)**

Attempt revision exercises.

**Slide 13: Grammar Worksheet:**

p65-73

**Student App**

Level 11 - Unit 4 (Grammar)



**4.1 Objectives:**

- Learn to ask for help in a store
- Learn to repeat part of what someone has said to confirm that one understands each other
- Learn to ask for or give alternatives (provide assistance and give suggestions)

**4.2 Objectives:**

- Learn to ask to return or exchange a purchased item
- Learn to make a complaint about a purchase

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: May I Help You Today?**

- Read *May I Help You Today?*

**Slide 2: Role-Play: May I Help You Today?**

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**

p16-18

4.2

**Slide 4: Conversation: Returns and Exchanges**

- Read *Returns and Exchanges*

**Slide 5: Role-Play: Returns and Exchanges**

- As above

**Slide 6: Speaking Worksheets**

p19-22

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 - Unit 4 (Grammar)

<p><b>1.1 Objectives:</b></p> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Pets for the Prince'</li> <li>Learn vocabulary words within the context of sentences: floppy, sleek, delicate, dismay, sigh, exclaim, cross, groan, affection, elastic band</li> <li>Learn these verbs and phrases: scratch, arch, spit, choke, wriggle, twist, trample, stroke, huddle up, snuggle up</li> </ul>	<p><b>1.2 Objectives:</b></p> <ul style="list-style-type: none"> <li>Echo read 'Pets for the Prince'</li> <li>Learn to change verbs into adjectives</li> <li>Develop listening comprehension skills</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Multimedia Library</li> <li>Story Workbook</li> <li>Student App</li> </ul>
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1.1

<p><b>Slide 1: Story - Picture Walk</b></p> <ul style="list-style-type: none"> <li>What do you think the book is about?</li> <li>(Turn to each page of the storybook) Describe what you see.</li> </ul>	<p><b>Storytelling 1: Listen</b> Listen to the story with the pre-recorded voiceover.</p>
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<p><b>Slide 2: Vocabulary Words</b> 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><b>Slide 3: Word Builder</b> Pre-activity: Work on Workbook p98-99 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher score wins.</p>	<p><b>Slide 4: Verbs and Phrases</b> 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><b>Slide 5: Story Worksheets</b> p97-102</p>
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1.2

<p><b>Slide 1: Storytelling 2: Read and Answer Questions</b></p> <ul style="list-style-type: none"> <li>Who were the people/ characters in the story?</li> <li>Where did the story take place?</li> </ul>	<p><b>Echo Reading</b></p> <ul style="list-style-type: none"> <li>What was/ were the problem(s)?</li> <li>How was/ were the problem(s) solved?</li> </ul>
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<p><b>Slide 6: From Verbs to Adjectives</b> Pre-activity: Write on a whiteboard: <i>bore, bored, boring</i></p> <p>Ask students to make sentences with the words. <i>Example:</i> <i>The movie bores me. (verb)</i> <i>I am bored. (adjective)</i> <i>The movie is boring. (adjective)</i></p> <p>Tell students that we can change verbs into adjectives by adding -ed or -ing to the verbs.</p> <p>Activity: Go through the lesson and attempt the exercises.</p>	<p><b>Slide 7: Listening 1: Pets in Disguise</b> Turn to Workbook p106. Listen and write down what the Prince wanted the cats to look like. Click 'See Answers' on the top right corner to reveal the answers.</p> <p><b>Slide 8: Listening 2: Listen and Draw</b> Turn to Workbook p107. Listen and draw the descriptions. Write down what each cat looks like. Click 'See Answers' on the top right corner to reveal the answers.</p> <p><b>Slide 9: Story Worksheets</b> p103-107</p> <p><b>Student App</b> Level 11 – Unit 5 (Story)</p>
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**2.1 Objectives:**

- Shadow read 'Pets for the Prince'
- Develop reading comprehension skills
- Develop speaking skills - Make statements and give reasons for the statements
- Develop writing skills - Write a personal letter

**2.2 Objectives:**

- Read 'Pets for the Prince' 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: The Frog Prince**

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

**Slide 3: Speaking: Giving Reasons**

Pre-activity: Say: "I would like to have a puppy. I could play with it. Why do I want a puppy? (to play with it) Yes, I am making a statement as well as giving reasons for my statement."

Activity: Make statements and give reasons using the given language structure.

**S4: Writing: Parts of a Personal Letter; Letter to the King**

Pre-activity: Learn the parts of a letter.

Activity: Turn to Workbook p110-111. Help the prince to write a letter telling the King how he had changed his opinion about what makes a good pet.

**Slide 5: Story Worksheets**

p108-111

2.2

**Slide 1: Independent Reading**

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

**Slide 6: Questions for Discussion**

Answer the questions.

- Was the Prince pleased with the cats sent by the King? Why?
- Describe the cats. How did the Prince dress them up?
- Did the elephant, the monkey, the parrot, the goat and the tortoise make good pets? Why?
- Why do you think the tortoise went missing?
- How did the witch teach the Prince a lesson?
- Why do you think the cats licked and snuggled the prince with affection?
- If you were the prince, how would you treat the cats?

**Slide 7: Story Worksheets**

p112-117 (assessment test)

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

**Slide 8: Time to Stretch**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 – Unit 5 (Story)

**2.1 Objectives:**

- Review conjunctions (and, but, or, because, as)
- Learn conjunctions that show contrasting ideas (but, however, although)

**2.2 Objectives:**

- Learn conjunctions that show addition (and, as well as, too)
- Learn conjunctions that show reason (because, as, for)

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slides 1-2: Conjunctions (and, but, or, because, as) (I)-(II)**

Pre-activity: Write on a whiteboard:

*and*  
*but*  
*or*  
*because*  
*as*

Invite students to make sentences with them.

Activity: Review the lessons and attempt the exercises.

**Slide 5: Grammar Worksheet:**

p74-80

**Slides 3-4: Conjunctions (but, however, although)**

Pre-activity: Write on a whiteboard:

*Ian is hungry. He can't eat.*  
*Ian is hungry, but he can't eat.*  
*Ian is hungry. However, he can't eat.*  
*Although Ian is hungry, he can't eat.*

The conjunctions 'but, however, although' are used to show contrasting ideas. 'Contrasting' also means 'opposite'. The sentences that are joined together have contrasting ideas.

Activity: Go through the lesson and attempt the exercise.

**3.2**

**Slides 6-7: Conjunctions (and, as well as, too)**

Pre-activity: Write on a whiteboard:

*Ian is hungry. Sarah is hungry.*  
*Ian and Sarah are hungry.*  
*Ian, as well as, Sarah, is hungry.*  
*Ian is hungry. Sarah is hungry too.*

The conjunctions 'and, as well as, too' are used to show addition (of subjects). The sentences are similar but joined in different ways.

Activity: Go through the lesson and attempt the exercise.

**Slides 8-9: Conjunctions (because, as, for)**

Pre-activity: Write on a whiteboard:

*Ian is hungry. He didn't have breakfast.*  
*Ian is hungry because he didn't have breakfast.*  
*Ian is hungry as he didn't have breakfast.*  
*Ian is hungry for he didn't have breakfast.*

The conjunctions 'because, as, for' are used to show reason. It gives the reason why the first statement is made.

Activity: Go through the lesson and attempt the exercise.

**Slide 10: Revision: Conjunctions**

Attempt the revision exercises.

**Slide 11: Grammar Worksheet:**

p81-88

**Student App**

Level 11 - Unit 5 (Grammar)

**4.1 Objectives:**

- Learn to take responsibility for one's actions
- Learn to talk about a misunderstanding
- Learn to recognize and apologize for unacceptable behavior

**4.2 Objectives:**

- Learn to ask and answer simple questions about a past event
- Learn to make and accept apologies
- Learn to talk about an apology one made

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: I Think I'm in Trouble**

- Read *I Think I'm in Trouble*

**Slide 2: Role-Play: I Think I'm in Trouble**

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**

p23-24

4.2

**Slide 4: Conversation: My Apologies**

- Read *My Apologies*

**Slide 5: Role-Play: My Apologies**

- As above

**Slide 6: Speaking Worksheets**

p25-26

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 11 - Unit 5 (Grammar)