








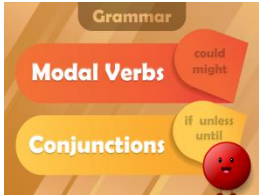


## LEVEL 12: LESSON GUIDE

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<p><b>1.1 Objectives:</b></p> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Walter the Weather Man'</li> <li>Learn vocabulary words within the context of sentences: weather forecaster, graph, disaster, advice, breeze, torrential rain, interview, documentary, musical, over the moon</li> <li>Identify adjectives in passages</li> </ul>	<p><b>1.2 Objectives:</b></p> <ul style="list-style-type: none"> <li>Echo read 'Walter the Weather Man'</li> <li>Learn the use of infinitives in sentences (to + verb)</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>
<b>1.1</b>		
<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>	
<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 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.</p>	
<p><b>Slide 4: Spot the Adjectives</b> Pre-activity: Starting from page 1 of the storybook, invite students to randomly identify adjectives in the passages. Invite students to share the meaning and make a sentence with the adjective. (Adjectives are descriptive words that give us more information about a noun.) Activity: Attempt the exercises.</p>	<p><b>Slide 5: Story Worksheets</b> p3-8</p>	
<b>1.2</b>		
<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 style="text-align: right;"><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>	
<p><b>Slide 6: Infinitives</b> Pre-activity: Write on a whiteboard and say:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>I want all of you <u>to wait</u> for me.</i> <i>I am going <u>to start</u> the lesson soon.</i></p> </div> <p>(underline 'to wait' and 'to start') The underlined words indicate the purpose or intention of the actions. Read through the storybook, starting from p1, and identify the infinitives (to + verb). Activity: Learn more about infinitives.</p>	<p><b>Slide 7: Listening 1: True or False</b> Turn to Workbook p11. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.</p> <p><b>Slide 8: Listening 2: Listening Comprehension</b> Turn to Workbook p12. Listen to the weather forecast and answer the questions. 'See Answers' on the top right corner to reveal the answers.</p> <p><b>Slide 9: Story Worksheets</b> p9-12</p> <p><b>Student App</b> Level 12 – Unit 1 (Story)</p>	

**2.1 Objectives:**

- Shadow read 'Walter the Weather Man'
- Develop reading comprehension skills
- Develop speaking skills - Broadcast a weather report
- Develop writing skills - Write a weather report

**2.2 Objectives:**

- Read 'Walter the Weather Man' 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: Sunny or Stormy?**

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

**Slide 3: Speaking: I am a Weather Forecaster**

Pre-activity: Prepare and show a video clip of a piece of weather news. Invite students to pay close attention to what the weather forecaster 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: Study the weather of Coral Island/ Highland City and make a 3-day weather forecast. Practice before making a broadcast to the class.

**Slide 4: Writing: A Weather Report**

Pre-activity: Check out [www.weather.com](http://www.weather.com) Explore the information on the website. Type a location/ country in the search box and check out the weather forecast.

Activity: Turn to Workbook p15-16. Write a weather report with the given helping words. (Students make a weather report on a location of their choice.)

**Slide 5: Story Worksheets**

p13-16

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.

- Describe the job of Walter the Weather Man.
- Why was Walter's first week as Channel 3's weather forecaster ten years ago a disaster? Why was Walter's boss furious with him then?
- Walter had become a better weather forecaster since ten years ago. Talk about the change. Why did the people of the city turn on Channel 3 every morning?
- What is the secret of Walter's success in predicting the weather?
- Talk about the incident when he made a wrong weather forecast. What advice and warnings did Walter give to the viewers?
- How did Walter find out about his mistake?
- What happened to Channel 3's ratings due to Walter's mistake? How did it happen?
- What happened in the end? If you were Walter, how would you react?

**Slide 7: Story Worksheets**

p17-22 (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 12 – Unit 1 (Story)

**2.1 Objectives:**

- Learn collective nouns
- Learn gender nouns

**2.2 Objectives:**

- Learn about reflexive pronouns

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1-2: Collective Nouns**

Pre-activity: Explain that a collective noun refers to a group of people, animals, things or places. Using collective nouns in our speech/ writing gives the listener/ reader more information (and adds imagination) about the noun we are describing.

Example:

*I saw ants.*

*I saw an army of ants.*

Activity: Go through the lesson and attempt the exercise.

**Slide 3-5: Gender Nouns (I), (II), (III)**

Pre-activity: Some words have gender differences. For example, boy vs girl, king vs queen, each referring to either a male or a female. Refer to Grammar Book p6-7 and select a gender noun (words that you think your students will know) and have them say the opposite gender noun.

Activity: Go through the lesson and attempt the exercise.

**Slide 6: Grammar Worksheet:**

p1-11

**3.2**

**Slide 7-9: Reflexive Pronouns**

Pre-activity: Write down on a whiteboard:

*I bought a robot.*

Invite students to attempt to add 'myself' to extend the sentence.

*I bought myself a robot.*

*I bought a robot myself.*

*I bought a robot for myself.*

Activity: Go through the lesson and attempt the exercise.

**Slides 10: Revision: Pronouns**

Attempt the revision exercises.

**Slide 11: Grammar Worksheet:**

p12-19

**Student App**

Level 12 - Unit 1 (Grammar)

**4.1 Objectives:**

- Learn to talk about a family reunion
- Learn to make a self introduction and start a conversation
- Learn to get someone's attention appropriately

**4.2 Objectives:**

- Learn to make plans with others for a future event
- Learn to talk about the food one likes, and accept or decline offers

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Everyone in the Family Will Be There**

- Read *Everyone in the Family Will Be There*

**Slide 2: Role-Play: Everyone in the Family Will Be There**

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: Wouldn't You Like Some Dessert?**

- Read *Wouldn't You Like Some Dessert?*

**Slide 5: Role-Play: Wouldn't You Like Some Dessert?**

- 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 12 - Unit 1 (Grammar)

LEVEL 12 - UNIT 2: STORY	Lesson 1: Can We Live on Mars?	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Can We Live on Mars?'</li> <li>Learn vocabulary words within the context of sentences: mineral, ice caps, crater, telescope, satellite, rover, human population, solar system, greenhouse, equipment</li> <li>Learn words with prefix (en-) and suffix (-able)</li> </ul>	<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Can We Live on Mars?'</li> <li>Learn about transition words and phrases</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: Word Builder</b> 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 definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.	
<b>Slide 4: Prefix en- and Suffix -able</b> Pre-activity: Turn to Workbook p28-29. Learn how to use the prefix and suffix. Activity: Attempt the exercises.	<b>Slide 5: Story Worksheets</b> p25-31	
<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: Transition Words &amp; Phrases</b> We use transition words and phrases to connect sentences or paragraphs. They help readers understand the relationship between the ideas presented in a piece of writing. They provide a smooth transition between ideas and make a piece of writing easy to follow and read. Transition words also include conjunctions. Turn to Coursebook p32-33 to read through the sentences/ passages with transition words.	<b>Slide 7: Listening 1: The Planets in the Solar System</b> Turn to Workbook p37. Listen to the position of the planets and write them down. Listen again if necessary. Click 'See Answers' on the top right corner to reveal the answers.	
<b>Slide 9: Story Worksheets</b> p32-38	<b>Student App</b> Level 12 – Unit 2 (Story)	

**2.1 Objectives:**

- Shadow read 'Can We Live on Mars?'
- Develop reading comprehension skills
- Develop speaking skills - Present an argument
- Develop writing skills - Prepare and write an argument

**2.2 Objectives:**

- Read 'Can We Live on Mars?' 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: Martian Attack**

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

**Slide 3: Speaking: Persuasive Speech & Essay**

Pre-activity: Prepare for a speaking presentation (refer to Workbook p40). With the written argument on p41, prepare the presentation by writing down notes (arguments) on index cards.

Activity: Select a spokesperson from each group to present the argument. Practice and present with clarity and confidence.

**Slide 4: Story Worksheets**

p39-41

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.

- Would you want to live on another planet? Why?
- What are fuel and minerals? What do we use them for?
- Why do you think we are running out of them?
- What do you know about Mars? What are the similarities between Earth and Mars?
- Why do you think scientists are keen to find out if humans could live on Mars?
- What are the ways to explore Mars? Why aren't astronauts sent To Mars?
- What is the Mars rover? What does it do?
- What ideas do scientists have that may enable humans to live on Mars in spite of the harsh conditions?
- Can we live on Mars? What do you think?

**Slide 6: Story Worksheets**

p42-48 (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 12 – Unit 2 (Story)

**2.1 Objectives:**

- Review articles and quantifiers
- Learn the zero article

**2.2 Objectives:**

- Learn the quantifiers (each, every)

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1-2: Articles and Quantifiers (Revision)**

Pre-activity: Write on a whiteboard: a, an, the. Invite students to make statements using the articles.

Example:

*This is a banana tree.*

*This is an apple tree.*

*This is the apple tree that my grandfather planted.*

Activity: Review the lesson and exercise.

Pre-activity: Write on a whiteboard: a few, many, some, a little, much, no, both. Invite students to make sentences with the quantifiers. Group the quantifiers into:

- for countable nouns (a few, many, both, each, every)
- for uncountable nouns (a little, much)
- for both countable and uncountable nouns (some, no, all)

Activity: Review the lesson and exercise.

**Slide 3: Zero article**

Pre-activity: Write on a whiteboard:

*a, an, the*

*There is a banana and an apple on the teacher's desk.*

Say: "We use articles for these nouns. However, we do not need to use articles for some nouns. We call them 'zero article'. Let's learn more about them."

Activity: Go through the lesson and exercise.

**Slide 4: Revision: Articles**

Attempt revision exercises.

**Slide 5: Grammar Worksheet:**

p20-28

**3.2**

**Slide 6-7: Quantifiers (each, every)**

Pre-activity: Write 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 8: Quantifiers (each, every) Subject Verb Agreement**

Attempt the exercises.

**Slide 9: Grammar Worksheet:**

p29-35

**Student App**

Level 12 - Unit 2 (Grammar)



**4.1 Objectives:**

- Learn to describe different types of weather
- Learn to make predictions about the weather
- Learn to express the type of weather one is hoping for
- Learn to use another word that has a similar meaning when one can't think of a word

**4.2 Objectives:**

- Learn to compare the weather in different places
- Learn to give instructions

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Coping with the Weather (1)**

- Read *Coping with the Weather (1)*

**Slide 2: Role-Play: Coping with the Weather (1)**

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**

p6-9

4.2

**Slide 4: Conversation: Coping with the Weather (2)**

- Read *Coping with the Weather (2)*

**Slide 5: Role-Play: Coping with the Weather (2)**

- 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 12 - Unit 2 (Grammar)

LEVEL 12 - UNIT 3: STORY	Lesson 1: Treasures of the Rainforest	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Treasures of the Rainforest'</li> <li>Learn vocabulary words within the context of sentences: expedition, canoe, binoculars, statue, settlement, sapphire, valley, tribe, nomad, herbs</li> <li>Learn adjectives within the context of sentences: worthy, nervous, delighted, forlorn, disappointed, pleased, stunned, troubled</li> </ul>	<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Treasures of the Rainforest'</li> <li>Learn transition words that show time and sequence (after, during, suddenly, soon, at last)</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: Spell the Words</b> Game 1: Fill in the blanks. Game 2: Match the meaning. Pre-activity: Work on Workbook p52-53 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.	
<b>Slide 4: Adjectives</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: Pairing Adjectives</b> Match adjectives with similar meanings.	<b>Slide 6: Story Worksheets</b> p51-57	
<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: Transition Words</b> Transition words connect one idea to the next. Read the sentences to get an idea how the transition words are used.	<b>Slide 8: Listening 1: Listen and Match</b> Turn to Workbook p61. Listen and write down the answer. Click 'See Answers' on the top right corner to reveal the answers.	
<b>Slide 9: Listening 2: True or False</b> Turn to Workbook p62. 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> p58-62	<b>Student App</b> Level 12 – Unit 3 (Story)

**2.1 Objectives:**

- Shadow read 'Treasures of the Rainforest'
- Develop reading comprehension skills
- Develop speaking skills - Explain the skills an explorer needs
- Develop writing skills - Answer comprehension questions

**2.2 Objectives:**

- Read 'Treasures of the Rainforest' 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: Point to the Treasure**

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

**Slide 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:

- I want to be an explorer of ...
- I want to explore ...
- I need skills to ...

I need to know/ learn ...

**Slide 4: Writing: Dr Jane Goodall**

Turn to Workbook p65-66. Read the passage and answer the questions.

**Slide 5: Story Worksheets**

p63-66

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.

- Why did Grandfather give Emily, the narrator of the story, a map of a jungle?
- What did Emily pack for her adventure? How did she get into the jungle?
- What was the village chief worried about?
- How did Emily think her binoculars could help the chief? What did she get in return?
- Did the binoculars prove useful? Why?
- Why was the headman of the settlement fretting?
- How did Emily think her stopwatch could help the headman?
- What did she get in return? Did the stopwatch prove useful? Why?
- What was the problem faced by the leader of the tribe?
- How did Emily think her scale could help the tribe leader?
- What did she get in return? Did the scale prove useful? Why?
- What happened to Emily when she was finding her way out of the jungle?
- Who saved Emily's life? What did the nomads do?
- What did Emily learn about the treasure of the rainforest? Do you agree with her? Why?
- What have you learned from the story?

**Slide 7: Story Worksheets**

p67-72 (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 12 – Unit 3 (Story)

**2.1 Objectives:**

- Learn comparison of adjectives (irregular adjectives)

**2.2 Objectives:**

- Learn gerunds
- Learn phrasal verbs

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

3.1

**Slide 1-3: Comparison of adjectives (Irregular Adjectives)**

Pre-activity: Explain to students that for some comparison of adjectives, they do not follow any rules. We call them irregular comparatives and irregular superlatives.

Give some examples (refer to Grammar Book p36):

Jim is a good guitarist.

John is a better guitarist.

Jake is the best guitarist.

Activity: Go through the lesson and attempt the exercises.

**Slide 4: Grammar Worksheet:**  
p36-42

3.2

**Slide 5-7: Gerunds**

Pre-activity: Write on a whiteboard:

*I am skating.*

*I like skating.*

Compare the two sentences. Explain that for the left column "I am skating.", we are saying that the 'skating' action is happening right now. However, for the right column "I like skating", the word 'skating' here is the name of a sport. 'skating' is used as a noun (and we call it a gerund). (Remember, nouns are naming words.)

Activity: Go through the lesson and attempt the exercises.

**Slide 8: Grammar Worksheet:**  
p43-49

**Student App**

Level 12 - Unit 3 (Grammar)

**4.1 Objectives:**

- Learn to help someone who is feeling sad
- Learn to ask questions about personal problems
- Learn to ask someone to elaborate on what they have just said
- Tell someone a piece of good news or bad news
- Give congratulations or consolation in response to the news
- Learn to talk in detail about one's experiences and feelings
- Learn to talk about what one should have done

**4.2 Objectives:**

- Tell someone a piece of good news or bad news
- React enthusiastically or offer suggestions in response to the news
- Learn to talk in detail about one's experiences and feelings
- Learn to talk about what one should have done

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Good News and Bad News (1)**

- Read *Good News and Bad News (1)*

**Slide 2: Role-Play: Good News and Bad News (1)**

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**

p12-15

4.2

**Slide 4: Conversation: Good News and Bad News (2)**

- Read *Good News and Bad News (2)*

**Slide 5: Role-Play: Good News and Bad News (2)**

- As above

**Slide 6: Speaking Worksheets**

p16-17

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 12 - Unit 3 (Grammar)

LEVEL 12 - UNIT 4: STORY	Lesson 1: Christopher Columbus	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Christopher Columbus'</li> <li>Learn vocabulary words within the context of sentences: navigate, harsh, perseverance, native, turkey, tobacco, slave, portray, parade, commemorate</li> <li>Learn more figures of speech</li> </ul>	<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Christopher Columbus'</li> <li>Learn infinitives (to+ verb)</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: Spell the Words</b> Game 1: Fill in the blanks. Game 2: Match the meaning. Pre-activity: Work on Workbook p76-77 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.	
<b>Slide 4: Figure of Speech</b> <i>Pre-activity: Write these expressions on a whiteboard:</i> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> <li>to have one's heart set on something</li> <li>to show someone the ropes</li> <li>to cost a fortune</li> <li>to bear fruit</li> </ul> </div> Invite students to guess the meaning of each expression (refer to the storybook "Christopher Columbus" for clues). Activity: Go through the lesson.	<b>Slide 5: Story Worksheets</b> p75-81	
<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>	
<b>Slide 6: Infinitives</b> Pre-activity: Write on a whiteboard: <span style="border: 1px solid black; padding: 2px 10px;">to + verb</span> Ask students to make phrases with the above structure (infinitive) e.g. <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 (1): Go through the lesson on Workbook p82 and attempt the exercise. Activity (2): Learn more about infinitives.	<b>Slide 7: Listening 1: The Way to the Soccer Game</b> Turn to Workbook p85. Listen and trace the route. Click 'See Answers' on the top right corner to reveal the answers.	
	<b>Slide 8: Listening 2: Names of Places</b> Turn to Workbook p86. Listen and fill in the correct names. Click 'See Answers' on the top right corner to reveal the answers.	
	<b>Slide 9: Story Worksheets</b> p82-86	<b>Student App</b> Level 12 – Unit 4 (Story)

**2.1 Objectives:**

- Shadow read 'Christopher Columbus'
- Develop reading comprehension skills
- Develop speaking skills - Persuasive with reasons
- Develop writing skills - Write persuasive statements

**2.2 Objectives:**

- Read 'Christopher Columbus' 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: Land Ho!**

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

**Slide 3: Speaking: Persuade with Reasons**

Pre-activity: 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."

- 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.

**Slide 4: Story Worksheets**

p87-90

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.

- When was Christopher Columbus born?
- What does the Renaissance period mean?
- What did Columbus like to do? What was he fascinated by?
- How old was Columbus when he became a sailor? What was life like as a sailor? What did he learn?
- Describe the Silk Road. Was it safe for traders? Why?
- Columbus believed there was a better way to travel from Europe to Asia. What was his plan?
- What was wrong with Columbus's plan? Look at the two maps and compare. What are the differences?
- 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?
- Describe Columbus's first voyage.

**Slide 6: Story Worksheets**

p91-96 (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 12 – Unit 4 (Story)

**2.1 Objectives:**

- Learn adverbs of frequency (definite and indefinite)
- Learn adverbs of degree

**2.2 Objectives:**

- Review simple future tense (be going to)
- Learn simple future tense (will)

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

3.1

**Slide 1: Adverbs of Frequency**

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

Ask: "How often do you brush your teeth?"  
(make sentences with: every morning; every day; once a day; twice a day)

Ask: "How often do you celebrate your birthday?" (make sentences with: every year; once a year)

Activity: Go through the lesson and attempt the exercise.

**Slide 2: Adverbs of Definite Frequency**

Attempt the exercises.

**Slides 3-4: Adverbs of Indefinite Frequency (I), (II)**

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

"How often do you brush your teeth?"

(make sentences with: always)

How often do you celebrate your birthday?"

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

Activity: Go through the lesson and attempt the exercise.

**Slides 5-6: Adverbs of Degree**

Pre-activity: Write on a whiteboard:

<i>I am quite cold.</i>	<i>I am very cold.</i>	<i>I am extremely cold.</i>
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Explain how 'quite' 'very' and 'extremely' change the intensity of the adjective 'cold'.

Activity: Go through the lesson and attempt the exercise.

**Slide 7: Grammar Worksheet:**

p50-59

3.2

**Slide 9: Simple Future Tense (be going to)**

Pre-activity: Write on a whiteboard:

<i>I <u>am going to</u> leave the room in five minutes.</i>
---

Say: "'am going to' expresses an action one intends to do in the future. Here, I express my (future) intention to leave the room in five minutes."

Activity: Review the lesson and attempt the exercise.

**Slide 10-11: Simple Future Tense (will)**

Pre-activity: Write on a whiteboard and say:

<i>I <u>am going to</u> leave the room in five minutes.</i>
---

<i>I <u>will</u> leave the room in five minutes.</i>
--

Say: "The sentences that use 'am going to' and 'will' is the same. The two sentences express the same (future) intention to leave the room in five minutes."

Activity: Go through the lesson and attempt the exercise.

**Slide 12: Grammar Worksheet:**

p61-66

**Student App**

Level 12 - Unit 4 (Grammar)



**4.1 Objectives:**

- Learn to talk about one's vacation plans
- Learn to give descriptions of a place and what one could do there
- Learn to talk about personal likes and preferences
- Learn to talk about past experiences

**4.2 Objectives:**

- Learn to ask about future plans
- Learn to ask for and follow detailed directions at a transport hub
- Learn to seek confirmation of an instruction

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Going on a Vacation (1)**

- Read *Going on a Vacation (1)*

**Slide 2: Role-Play: Going on a Vacation (1)**

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**

p18-21

4.2

**Slide 4: Conversation: Going on a Vacation (2)**

- Read *Going on a Vacation (2)*

**Slide 5: Role-Play: Going on a Vacation (2)**

- As above

**Slide 6: Speaking Worksheets**

p22-25

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 12 - Unit 4 (Grammar)

LEVEL 12 - UNIT 5: STORY	Lesson 1: Amazing Animals	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'Amazing Animals'</li> <li>Learn vocabulary words within the context of sentences: stealthy, texture, quill, skull, honeycomb, limbs, artificial, patient, laboratory, robust</li> <li>Learn verbs and their meanings</li> </ul>	<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'Amazing Animals'</li> <li>Learn transition words that show addition (besides, furthermore, moreover, in addition)</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: Spell the Words</b> Game 1: Fill in the blanks. Game 2: Match the meaning. Pre-activity: Work on Workbook p100-101 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.	
<b>Slide 4: Find the Matching Verbs</b> Pre-activity: Turn to Workbook p103. Learn the words and their meanings. Activity: Attempt the exercise.	<b>Slide 5: Story Worksheets</b> p99-105	
<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: Transition Words</b> Transition words connect one idea to the next. Read the sentences to get an idea how the transition words are used	<b>Slide 7: Listening 1: Listen and Match</b> Turn to Workbook p109. Listen and identify the animals. Click 'See Answers' on the top right corner to reveal the answers.	
	<b>Slide 8: Listening 2: True or False</b> Turn to Workbook p110. 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> p106-110	<b>Student App</b> Level 12 – Unit 5 (Story)

**2.1 Objectives:**

- Shadow read ' Amazing Animals'
- Develop reading comprehension skills
- Develop speaking skills - Ask questions to aid observations
- Develop writing skills - Write facts about animals

**2.2 Objectives:**

- Read ' Amazing Animals' 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: Shark Attack!**

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

**Slide 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).

**Slide 4: Story Worksheets**

p111-114

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.

- How have animals like birds and fish inspired mankind?
- What is the secret of a shark's stealthiness? What is the skin of a shark made up of?
- How does a swimsuit that mimics shark skin help swimmers?
- How do porcupines protect themselves? How do the backward-facing barbs of a quill work?
- How did people in the past use porcupine quills? What are scientists studying about the quills now? Why do woodpeckers peck holes in tree trunks? How fast can they peck? How do they protect their brains?
- What have the woodpeckers inspired designers to make?

**Slide 6: Story Worksheets**

p115-121 (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 12 – Unit 5 (Story)

**2.1 Objectives:**

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

**2.2 Objectives:**

- Learn conjunctions that show condition (if, unless, until)

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

3.1

**Slide 1: Modal Verbs (can, may, must, should, will, shall)**

Pre-activity: Write on a whiteboard:

*can may must should will shall*

Invite students to form sentences with the modal verbs.

Activity: Review the lessons and attempt the exercises.

**Slide 2: Modal Verbs (could)**

**Slide 3: Modal Verbs (might)**

**Slide 4: Modal Verbs (could, might)**

Pre-activity: Write on a whiteboard:

*I can run today.*

*I could not run yesterday.*

*I think it may rain today.*

*I thought it might rain yesterday.*

Explain that 'could' is used as the past tense of 'can'; and 'might' is used as the past tense of 'may'.

Activity: Go through the lesson and attempt the exercises.

**Slides 5: Revision: Modal Verbs**

Attempt the revision exercises.

**Slide 6: Grammar Worksheet:**

p67-73

3.2

**Slide 7: Conjunction (if, unless, until)**

**Slide 8: Conjunction (if)**

Pre-activity: The conjunction 'if' is used to show a condition; something must happen (condition) before another thing can happen (outcome). Write on a whiteboard:

*If I study hard, I will do well.*

(condition) (outcome)

*If I don't study hard, I won't do well.*

(condition) (outcome)

Activity: Go through the lesson and attempt the exercises.

**Slide 9: Conjunction (unless)**

**Slide 10: Conjunction (if, unless)**

Pre-activity: The conjunction 'unless' is also used to show a condition. It is used in place of 'if ...not'. Write on a whiteboard:

*If I don't study hard, I won't do well.*

(condition) (outcome)

*Unless I study hard, I won't do well.*

(condition) (outcome)

Activity: Go through the lesson and attempt the exercises.

**Slide 11: Conjunction (until)**

Pre-activity: The conjunction 'until' is used to state a condition in the context of time. It means before and up to the time of the event or condition mentioned. Write on a whiteboard:

*I will study until it is time for dinner.*

(before/ up to time of event)

*I ate until I threw up.*

(before/ up to time of event)

Activity: Go through the lesson and attempt the exercises.

**Slide 12: Revision: Conjunctions**

Attempt the revision exercises.

**Slide 13: Grammar Worksheet:**

p74-82

**Student App**

Level 12 - Unit 5 (Grammar)

**Objectives:**

- Learn to make predictions about the distant future
- Learn to show uncertainty
- Learn to give or seek opinions on life in the future
- Learn to repeat part of what someone has said to confirm understanding
- Learn to explain and justify one's opinions
- Learn to make predictions and provide examples to confirm understanding

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Looking Into the Future (1)**

- Read *Looking Into the Future (1)*

**Slide 2: Role-Play: Looking Into the Future (1)**

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**

p26-31

4.2

**Slide 4: Conversation: Looking Into the Future (2)**

- Read *Looking Into the Future (2)*

**Slide 5: Role-Play: Looking Into the Future (2)**

- As above

**Slide 6: Speaking Worksheets**

p32-35

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 12 - Unit 5 (Grammar)