






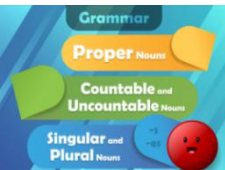




## LEVEL 7: LESSON GUIDE

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**LEVEL 7 - UNIT 1:  
STORY**

**Lesson 1: Sights and Sounds**

**1.1 Objectives:**

- Picture walk and listen to 'Sights and Sounds'
- Learn vocabulary words: sun, rain, thunder, wind, moon, stars, sparrow, rooster, owl, baby

**1.2 Objectives:**

- Echo read 'Sights and Sounds'
- Learn action words: shine, sing, crow, dance, hide, fall, roar, howl, peep, twinkle
- Learn sound words
- Develop listening comprehension skills

**Materials:**

- Multimedia Library
- Story Workbook
- Student App

**1.1**

**Slide 1: Story - Picture Walk**

- 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. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 3: Snap and Match**

Divide students into 2 groups. Each group takes turns to read the word and snap the correct picture. Record their scores and the group with the higher score wins.

**Slide 4: Story Worksheets**

p3-5

**1.2**

**Slide 1: Storytelling 2: Read and Answer Questions**

- What/ Who makes this sound?
- What sound does it make?
- How do you feel when you hear each sound?

**Echo Reading**

**Slide 5: Words: Action Words**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 6: Time to Act**

Option 1: Auto Run

Invite a student or the whole class to act out the words that are shown. Click the 'Pause' icon if the students need more time to act out a word. Click the 'Resume' icon to proceed to the next word.

Option 2: Choose My Act

Choose a particular word to act out.

**Slide 7: Match the Sounds**

Listen and match the sounds (flip left and right to listen to the different sounds).

**Slide 8: Listening**

Turn to Workbook p14. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.

**Slide 9: Story Worksheets**

p6-14

**Student App**

Level 7 – Unit 1 (Story)

LEVEL 7 - UNIT 1: STORY/ ASSESSMENT		Lesson 2: Sights and Sounds	
<b>2.1 Objectives:</b> <ul style="list-style-type: none"> <li>Shadow read 'Sights and Sounds'</li> <li>Develop reading comprehension skills</li> <li>Develop speaking skills - Describe nature's (and made-made) sights and sounds</li> <li>Develop writing skills - Draw and write about nature's (and made-made) sights and sounds</li> </ul>		<b>2.2 Objectives:</b> <ul style="list-style-type: none"> <li>Read 'Sights and Sounds' independently</li> <li>Develop active recall, critical thinking and/or reasoning skills</li> <li>Attempt assessment test</li> </ul>	
<b>2.1</b>			
<b>Slide 1: Story - Shadow Reading</b> Invite students to read aloud <u>along with</u> the pre-recorded voice-over or the teacher's reading.		<b>Slide 2: Comprehension - Catch a Star</b> Read and fill in the blanks.	
<b>Slide 3: Speaking: What Can You See and Hear?</b> Invite students to describe the sights and sounds during different times of the day. At the top of the screen, say: "It is morning. It is afternoon. It is night." Move the cursor over each picture (do not click yet) to see each situation and describe. Invite a student to say what he/ she can see and/or hear in each situation eg. <i>boy wakes up, alarm clock rings</i> . After that, click each picture to listen to the suggested answers.			
<ul style="list-style-type: none"> <li><i>alarm clock – It is morning. The alarm clock rings.</i></li> <li><i>boy sleeping – It is night. The boy snores.</i></li> <li><i>cars – It is afternoon. The cars honk.</i></li> <li><i>fire engine – It is afternoon. The fire engine howls.</i></li> <li><i>fireworks – It is night. The fireworks boom.</i></li> <li><i>owl – It is night. The owl hoots.</i></li> <li><i>girl – It is afternoon. The rain falls.</i></li> <li><i>rooster – It is morning. The rooster crows.</i></li> <li><i>washing machine – It is afternoon. The washing machine rumbles.</i></li> </ul>			
<b>Slide 4: Story Worksheets</b> p15-18			
<b>2.2</b>			
<b>Slide 1: Independent Reading</b> Invite students to read aloud in a group, in pairs, or individually.		<b>Slide 5: Questions for Discussion</b> Answer the questions. <ul style="list-style-type: none"> <li>Can you make the sounds of the animals, people and things in the storybook?</li> <li>Can you name other animals and things that have special sounds? What sounds do they make?</li> </ul>	
<b>Slide 6: Story Worksheets</b> p19-24 (assessment test) <i>(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)</i>		<b>Slide 7: Time to Stretch</b> Use this stretching activity during or after each lesson.	
		<b>Student App</b> Level 7 – Unit 1 (Story)	

**LEVEL 7 - UNIT 1:  
GRAMMAR**

**Lesson 3: Capitalization (First Letter, Names and I) . Punctuation (Period, Question Mark)**

**2.1 Objectives:**

- Learn capitalization rules: first letter of a sentence
- Learn capitalization rules: names and I

**2.2 Objectives:**

- Learn punctuation mark: period
- Learn punctuation mark: question mark

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1-2: Capitalization: First Letter**

- Refer to the storybook "School is Fun" and point out to students the capital letters at the beginning of sentences.
- Recite the capital letter chant. Click to capitalize the first letter of a sentence and read the sentence together.

**Slide 3-4: Capitalization: Names**

- Invite a few students to write their names on the whiteboard. Point out to them that names start with capital letters.
- Learn the 'name' chant. Learn more names that start with capital letters and read the sentences.
- Click and replace the first letter of a name with a capital letter.

**Slides 5-6: Capitalization- I**

- Learn the 'I' chant. Learn more sentences with 'I' that start with capital letters. Read the sentences.
- Click and replace 'i' with a capital letter.

**Slide 7: Capitalization: Names and I**

- Names and I always begins with a capital letter. Click to capitalize names and I of a sentence and read the sentence together.
- Attempt the exercise and read the names or sentences.

**Slide 8: Grammar Worksheet:**

p1-7

**3.2**

**Slides 9-10: Punctuation: Period**

- Recite the full stop chant. Click to add a full stop to a sentence and read the sentence together.
- Click and add a full stop to the end of a sentence. Read the sentence.
- Recite the period chant. Click to add a full stop to a sentence and read the sentence together.
- Click and add a full stop to the end of a sentence. Read the sentence.

**Slides 11-12: Punctuation: Question Mark**

- Pre-activity: Write on a whiteboard and ask:

*Which one is a question, (a) or (b)?  
(a) Who is this?  
(b) This is Sam.*

- Highlight to students that sentences that start with 'who, what, where, when & how' are questions. They end with question marks.
- Go through the lesson and attempt the exercises.

**Slides 13-15: Revision: Capital Letters and Punctuation (I) (II) (III)**

- Review the rules of capitalization and punctuation.
- Attempt the exercises.

**Slide 16: Grammar Worksheet:**

p8-15

**Student App**

Level 7 - Unit1 (Grammar)

**4.1 Objectives:**

- Learn to make greetings and introductions
- Learn to ask and answer simple personal questions
- Learn to make friends

**4.2 Objectives:**

- Learn to make greetings corresponding to different times of the day

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: What's Your Name?**

- Read *What's Your Name?*

**Slide 2: Role-Play: What's Your Name?**

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**

p1-3

4.2

**Slide 4: Conversation: Good Morning**

- Read *Good Morning*

**Slide 5: Role-Play: Good Morning**

- As above

**Slide 6: Speaking Worksheets**

p4-5

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 7 - Unit 1 (Grammar)

LEVEL 7 - UNIT 2: STORY		Lesson 1: A Caterpillar's Adventure	
<b>1.1 Objectives:</b> <ul style="list-style-type: none"> <li>Picture walk and listen to 'A Caterpillar's Adventure'</li> <li>Learn vocabulary words: caterpillar, adventure, fence, grass, log, tree, house</li> </ul>	<b>1.2 Objectives:</b> <ul style="list-style-type: none"> <li>Echo read 'A Caterpillar's Adventure'</li> <li>Learn describing words: tall, wet, dark, shady, cozy, sunny</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> <ul style="list-style-type: none"> <li>Listen to the story with the pre-recorded voiceover.</li> </ul>	
<b>Slide 2: Vocabulary Words</b> Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>Slide 3: Word Jumble</b> Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.	<b>Slide 4: Story Worksheets</b> p27-28	
<b>1.2</b>			
<b>Slide 1: Storytelling 2: Read and Answer Questions</b> <ul style="list-style-type: none"> <li>Describe the places the caterpillar passes by.</li> <li>What happened to the caterpillar in the end?</li> </ul>		<b>Echo Reading</b>	
<b>Slide 5: Describing Words</b> Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		<b>Slide 6: Time to Act</b> Option 1: Auto Run Invite a student or the whole class to act out the words that are shown. Click the 'Pause' icon if the students need more time to act out a word. Click the 'Resume' icon to proceed to the next word. Option 2: Choose My Act Choose a particular word to act out.	
<b>Slide 7: Word Jumble (Describing Words)</b> Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.			
<b>Slide 8: Listening</b> Turn to Workbook p33. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	<b>Slide 9: Story Worksheets</b> p29-33	<b>Student App</b> Level 7 – Unit 2 (Story)	

**LEVEL 7 - UNIT 1:  
STORY/ ASSESSMENT**

**Lesson 2: A Caterpillar's Adventure**

**2.1 Objectives:**

- Shadow read 'A Caterpillar's Adventure'
- Develop reading comprehension skills
- Learn action words and phrases
- Develop speaking skills - Imagine and talk about one's adventure as a caterpillar with the given sentence structure
- Develop writing skills - Imagine, draw and write about one's adventure as a caterpillar with the given sentence structure

**2.2 Objectives:**

- Read 'A Caterpillar's Adventure' independently
- Develop active recall, 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: Make Up New Sentences**

Pre-activity: Turn to Workbook p34. Read the sentences.

Activity: Invite students to imagine that they are Harry and he has visited many more places in his adventure. Make sentences with this language structure to describe the places:

*I ... (action phrase) a/ the ... (place)*

*The ... (place) is .... (describing word)*

**Slide 4: Story Worksheets**

p34-38

**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 is the life cycle of a butterfly?
- What would happen to a butterfly if someone breaks the chrysalis when the butterfly is still inside?
- A caterpillar feeds on leaves. What does a butterfly eat?
- How long do you think a caterpillar stays inside the chrysalis before becoming a butterfly?
- How does a caterpillar move? How does a butterfly move?

**Slide 6: Story Worksheets**

p39-44 (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 7 – Unit 2 (Story)

**2.1 Objectives:**

- Learn parts of a sentence: naming words

**2.2 Objectives:**

- Learn parts of a sentence: action words
- Learn parts of a sentence: descriptive words

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1: Naming words**

Pre-activity: Write on a whiteboard:

person	animal	thing	place
--------	--------	-------	-------

Invite students to think of words that can be placed under each category. Example:

- *person (father, mother, doctor)*
- *animal (cat, dog, cow)*
- *thing (table, chair, bed)*
- *place (school, home, library)*

Activity: Learn the naming words chant. Learn more examples about naming words.

**Slide 2: Group the Naming Words**

Group each word into its correct category: person, animal, thing or place.

**Slides 3-4: Pop the Naming Word I & II**

Review what are naming words and the naming words chant. Read the sentences and identify the naming words.

**Slide 5: Grammar Worksheet:**

p17-23

**3.2**

**Slide 6: Action Words**

Pre-activity: Write on a whiteboard:

walk, run, swim, talk, cry, comb
----------------------------------

Invite students to act out as they read. Tell them these words are action words because they are words that show actions. Ask them if they can share more action words.

Activity: Learn the action words chant. Learn more examples about action words.

**Slide 7: Hit the Action Word**

Look at the picture and identify the correct action word.

**Slides 8-9: Pop the Action Word I & II**

Review what are action words and the action words chant. Read the sentences and identify the action words.

**Slide 10: Descriptive Words**

Pre-activity: Draw on a whiteboard an ice cream. Ask: "Can you tell me more about the ice cream?" Write down the descriptive words shared.

*Example: cold, sweet, delicious, tasty, cream, milky, fruity*

Say: "All these words describe the ice cream. They are called descriptive words."

Activity: Learn the descriptive words chant. Learn more examples about descriptive words.

**Slide 11: Hit the Descriptive Word**

Look at the picture and identify the correct descriptive word.

**Slides 12-13: Spot the Descriptive Word I & II**

Review what are descriptive words and the descriptive words chant. Read the sentences and identify the descriptive words.

**Slide 14: Grammar Worksheet:**

p24-35

**Student App**

Level 7 – Unit 2 (Grammar)



**4.1 Objectives:**

- Learn what to say and respond when getting ready for school
- Learn to give commands
- Learn to answer with appropriate responses

**4.2 Objectives:**

- Learn talk about what one is looking for
- Learn to ask for help or seek a favor
- Learn to give commands and follow simple instructions

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Time for School**

- Read *Time for School*

**Slide 2: Role-Play: Time for School**

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: I Can't Find My Things**

- Read *I Can't Find My Things*

**Slide 5: Role-Play: I Can't Find My Things**

- As above

**Slide 6: Speaking Worksheets**

p8-9

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 7 - Unit 2 (Grammar)

**LEVEL 7 - UNIT 3:  
STORY**

**Lesson 1: A Rainbow Feast**

**1.1 Objectives:**

- Picture walk and listen to 'A Rainbow Feast'
- Learn vocabulary words: spider, ladybug, firefly, honeybee, grasshopper, butterfly

**1.2 Objectives:**

- Echo read 'A Rainbow Feast'
- Learn vocabulary words: red, orange, yellow, green, blue, purple, colorful, rainbow, apples, tomatoes, oranges, pumpkins, lemons, corn, peas, lettuce, blueberries, grapes
- Learn about one and many
- Develop listening comprehension skills

**Materials:**

- Multimedia Library
- Story Workbook
- Student App

**1.1**

**Slide 1: Story - Picture Walk**

- 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. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 3: Word Jumble**

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

**Slide 4: Story Worksheets**

p47-49

**1.2**

**Slide 1: Storytelling 2: Read and Answer Questions**

- What does each of the creepy crawlies like to eat?
- What is a feast?
- Would you like to eat such a feast? Why?

**Echo Reading**

**Slide 5: Words: Colors**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 6: Word Jumble: Colors**

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

**Slide 7: Words: Fruits and Vegetables**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 8: One and Many**

Highlight to students that plural nouns of the fruits and vegetables end with -s (except for 'lettuce' and 'corn'). Read and match the fruits and vegetables.

**Slide 9: Listening**

Turn to Workbook p5. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.

**Slide 10: Story Worksheets**

p50-55

**Student App**

Level 7 – Unit 3 (Story)

**2.1 Objectives:**

- Shadow read 'A Rainbow Feast'
- Develop reading comprehension skills
- Develop speaking skills: Make new sentences with the given language structure
- Develop writing skills - Draw and write about one's favorite fruits/ vegetables

**2.2 Objectives:**

- Read 'A Rainbow Feast' independently
- Develop active recall, 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: Making Up New Sentences**

Pre-activity: Turn to Workbook p56. Read the sentences.

Activity: Invite students to talk about their favorite fruits and vegetables in this given language structure:

*I like to eat food that is ... (color).*

*Daddy and Mommy buy some ... (food) and ... (food).*

**Slide 4: Story Worksheets**

p56-60

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.

- Do you like to eat fruits and vegetables? Why?
- What kinds of fruits and vegetables do you eat?
- Name the fruits and vegetables you see in the book.
- Name the insects you see in the book.
- What kinds of fruits and vegetables that are red, orange, yellow, green, blue and purple?
- Why do you think it is important that we eat fruits and vegetables?

**Slide 6: Story Worksheets**

p61-66 (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 7 – Unit 3 (Story)

**LEVEL 7 - UNIT 3:  
GRAMMAR**

**Lesson 3: Capitalization . Punctuation**

**3.1 Objectives:**

- Learn capitalization rules: days and months; festivals and special events

**3.2 Objectives:**

- Learn punctuation rules: exclamation mark; comma

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

**3.1**

**Slide 1: Capitalization - Days**

**Slide 2: Capitalization - Months**

**Slide 3: Capitalization: Days and Months**

Pre-activity: Days and months begin with capital letters. Invite students to recite the days of the week and the months of the year. Write them down on a whiteboard:

- Monday Tuesday Wednesday Thursday Friday Saturday Sunday
- January February March April May June July August September October November December

Highlight to students that the words begin with capital letters.

Activity: Go through the lesson and attempt the exercise.

**Slides 4-5: Capitalization: Festivals and Special Events**

Pre-activity: Festivals and special events begin with capital letters. Invite students to name festivals (holidays) that they know. Write them down on a whiteboard. Remember to capitalize the first letter of the word(s).

Activity: Go through the lesson and attempt the exercise.

**Slide 6: Capitalization - Sort and Replace (1)**

**Slide 7: Capitalization - Read and Edit (1)**

Attempt the revision exercises: sentences, names and I, days and months, festivals and special events.

**Slide 8: Grammar Worksheet:**

p37-44

**3.2**

**Slides 9-10: Punctuation: Exclamation Mark**

The exclamation mark shows strong feelings. Read the phrase/ sentence that ends with a full stop. Replace the full stop with an exclamation mark. Read again with stronger feelings.

**Slide 13: Revision (1): . ? ! ,**

**Slide 14: Revision (2): . ? ! ,**

Attempt the revision exercises.

**Slides 11-12: Punctuation: Comma**

The comma separates things or people in a list. Read the sentence. Explain that the 'and' highlighted in red is unnecessary. Click 'and' to replace it with a comma. Read again.

**Slide 15: Grammar Worksheet:**

p45-52

**Student App**

Level 7 – Unit 3 (Grammar)

**4.1 Objectives:**

- Learn to understand and tell the time
- Learn to associate activities with time of day

**4.2 Objectives:**

- Learn to ask questions about the time for daily activities
- Learn to give responses with specific time

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

**4.1**

**Slide 1: Conversation: What Time Is It?**

- Read *What Time Is it?*

**Slide 2: Role-Play: What Time Is It?**

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**

p10-11

**4.2**

**Slide 4: Conversation: What Time Do You Wake Up?**

- Read *What Time Do You Wake Up?*

**Slide 5: Role-Play: What Time Do You Wake Up?**

- As above

**Slide 6: Speaking Worksheets**

p12-13

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 7 - Unit 3 (Grammar)

**LEVEL 7 - UNIT 4:  
STORY**

**Lesson 1: Millie Monkey**

**1.1 Objectives:**

- Picture walk and listen to 'Millie Monkey'
- Learn vocabulary words: crocodile, hyena, bat, polar bear, dolphin, hamster, giraffe, monkey, snake, camel
- Learn numbers (in tens): ten to one hundred

**1.2 Objectives:**

- Echo read 'Millie Monkey'
- Learn descriptive words: smelly, high, dark, small, hot, cold, noisy, wet, scary
- Develop listening comprehension skills

**Materials:**

- Multimedia Library
- Story Workbook
- Student App

**1.1**

**Slide 1: Story - Picture Walk**

- 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: Words: Animal Names**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 3: Snap and Match**

Divide students into 2 groups. Each group takes turns to read the word and snap the correct picture. Record their scores and the group with the higher score wins.

**Slide 4: Words: Numbers 10-100**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 5: Counting Animals**

Divide students into 2 groups. Each group takes turns and race against time to find the specified number of animals. Record their scores and the group with the higher score wins.

**Slide 6: Story Worksheets**  
p69-72

**1.2**

**Slide 1: Storytelling 2: Read and Answer Questions**

- What is the name of the monkey? Describe how she looks.
- Why do you think Millie is unhappy?
- How do you think Millie feels when she is with the different animals?

**Echo Reading**

- Would you like to visit the homes of these animals? Why?
- What do you think happened in the end?

**Slide 7: Words: Millie Monkey (adjectives)**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 8: Banana Toss**

Read the sentence. Throw the banana to the monkey with the correct description.

**Slide 9: Listening: School is Fun**

Turn to Workbook p76. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.

**Slide 10: Story Worksheets**

p73-76

**Student App**

Level 7 – Unit 4 (Story)

**2.1 Objectives:**

- Shadow read 'Millie Monkey'
- Develop reading comprehension skills
- Stretch phrases by adding descriptive words
- Develop speaking skills: Pretend to be an animal and make greetings. Say what makes one happy. Introduce oneself and write down a thing that one loves.
- Develop writing skills: Imagine, draw and write about Millie Monkey's adventure while it tries to live with other animals

**2.2 Objectives:**

- Read 'Millie Monkey' independently
- Develop active recall, 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: Greetings**

Pre-activity: Make a selection in the given 3 categories:

Choose the time; Choose the animal; Choose what makes the animal happy.

Listen to the animal's introduction. Invite a student to repeat what the animal says.

*Good ... My name is ...*

*I'm very happy. I love to ...*

Activity: Turn to Workbook p78. Invite students to write about themselves and what makes them happy.

**Slide 4: Writing: Words That Describe/ Stretch a Phrase**

Pre-activity: Click the pictures as instructed. See how a descriptive word is added to a word (noun) to give us more information about the word.

Activity: Complete p79-80

Note for p81-82: Invite students to imagine that Millie Monkey has chosen to live with another animal. Write the name of the animal and describe the place.

**Slide 5: Story Worksheets**

p77-82

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.

- Why is Millie Monkey sad?
- Millie does not like to live with the other animals. Why is this so?
- Think of an animal that you like. Would you want to live with it? Why?
- Why do you think Millie is happy at the end of the story?
- Millie loves bananas and her swing. She loves her home. Share the things you love about your home.

**Slide 6: Story Worksheets**

p83-90 (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 7 – Unit 4 (Story)

**3.1 Objectives:**

- Learn about common nouns
- Learn about proper nouns

**3.2 Objectives:**

- Learn about countable and uncountable nouns
- Learn about singular and plural nouns

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

3.1

**Slide 1-2: Common Nouns**

Pre-activity: Invite students to name the things they can see around their classroom. Explain to them that they are nouns. Nouns are words that name people, animal, things or places.  
Go through the lesson and attempt the exercise.

**Slide 3-4: Proper Nouns**

Go through the lesson and attempt the exercise.

**Slide 5: Revision (1) - Common and Proper Nouns**

**Slide 6: Revision (2) - Common and Proper Nouns**

Attempt the revision exercises.

**Slide 8: Grammar Worksheet:**

p53-59

3.2

**Slides 8-9: Countable and Uncountable Nouns**

Pre-activity: Write on a whiteboard:

<i>countable nouns are people, animals, things or places that can be counted</i>	<i>uncountable nouns people, animals, things or places that <u>cannot</u> be counted</i>
<i>Examples:</i>  <i>eyes</i>  <i>stars</i>  ...	<i>Examples:</i>  <i>hair</i>  <i>rain</i>  ...

Invite students to give more examples. Write them down and correct if necessary.  
Go through the lesson and attempt the exercise.

**Slides 10-11: Revision 1 & 2 - Countable and Uncountable Nouns**

Attempt the revision questions.

**Slides 12-13: Singular and Plural Nouns (-s)**

Go through the lesson and attempt the exercise.

**Slides 14-15: Singular and Plural Nouns (es)**

Go through the lesson and attempt the exercise.

**Slides 16: Revision 1 - Singular and Plural Nouns (-s, -es)**

Attempt the revision exercises.

**Slides 17: Revision 2 - Uncountable Nouns, Singular and Plural Nouns (-s, -es)**

Attempt the revision exercises.

**Slide 18: Grammar Worksheet:**

p60-70

**Student App**

Level 7 – Unit 4 (Grammar)



**4.1 Objectives:**

- Learn to ask for help or favor from a classmate
- Learn to give help to a classmate in need
- Learn to borrow things

**4.2 Objectives:**

- Learn to ask about a new classmate
- Learn to introduce oneself to new classmates
- Learn to ask questions in class
- Learn to ask a person to repeat or spell something

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

**4.1**

**Slide 1: Conversation: Can I Borrow It, Please?**

- Read *Can I Borrow It, Please?*

**Slide 2: Role-Play: What Time Is It?**

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**

p14-15

**4.2**

**Slide 4: Conversation: Could You Repeat That, Please?**

- Read *Could You Repeat That, Please?*

**Slide 5: Role-Play: What Time Do You Wake Up?**

- 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 7 - Unit 4 (Grammar)

**LEVEL 7 - UNIT 5:  
STORY**

**Lesson 1: The Story of Water**

**1.1 Objectives:**

- Picture walk and listen to 'The Story of Water'
- Learn vocabulary words: cloud, air, sky, land, stream, river, ocean, snow, ice, rain

**1.2 Objectives:**

- Echo read 'The Story of Water'
- Learn action words: flow, warm, rise, float, fall, freeze, shine, melt
- Learn about words with opposite meanings
- Learn comparison of adjectives
- Develop listening comprehension skills

**Materials:**

- Multimedia Library
- Story Workbook
- Student App

**1.1**

**Slide 1: Story - Picture Walk**

- 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: Words: The Story of Water**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**Slide 3: Snap and Match**

Divide students into 2 groups. Each group takes turns to read the word and snap the correct picture. Record their scores and the group with the higher score wins.

**Slide 4: Story Worksheets**

p93-96

**1.2**

**Slide 1: Storytelling 2: Read and Answer Questions**

- Where does water come from? Where can we find water?
- How does water change its look?
- How does water move around?

**Echo Reading**

**Slide 5: Words: Action Words**

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary. Act out the words.

**Slide 6: Action words**

Divide students into 2 groups. Each group takes turns to identify the word. Record their scores and the group with the higher score wins.

**Slide 7: Pair Up the Opposites**

Pre-activity: Ask: "What are the opposites of these words?" (answers in brackets) and write on a whiteboard:

Warm (cool), same (different), rise (fall), float (sink), light (heavy), freeze (melt), low (high)

Activity: Attempt the exercise.

**Slide 8: Comparison of Adjectives**

Learn comparison of adjectives.

**Slide 9: Listening: School is Fun**

Turn to Workbook p102. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.

**Slide 10: Story Worksheets**

p97-102

**Student App**

Level 7 – Unit 5 (Story)

LEVEL 7 - UNIT 5: STORY/ ASSESSMENT		Lesson 2: The Story of Water	
<b>2.1 Objectives:</b> <ul style="list-style-type: none"> <li>Shadow read 'The Story of Water'</li> <li>Develop reading comprehension skills</li> <li>Develop speaking skills: Look at the pictures and answer the questions</li> <li>Develop writing skills: Write about the water cycle</li> </ul>		<b>2.2 Objectives:</b> <ul style="list-style-type: none"> <li>Read 'The Story of Water' independently</li> <li>Develop active recall, critical thinking and/or reasoning skills</li> <li>Attempt assessment test</li> </ul>	
<b>2.1</b>			
<b>Slide 1: Story - Shadow Reading</b> Invite students to read aloud <u>along with</u> the pre-recorded voice-over or the teacher's reading.		<b>Slide 2: Comprehension: Reach for the Clouds</b> Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
<b>Slide 3: Speaking: What Happens to Walt?</b> Ask students to imagine that they were Walt, the water droplet. Answer the questions and describe the journey of the water cycle. Turn to Workbook p103-104 to get help to form the answers.		<b>Slide 4: Writing: Order and Write (Walt's Water Cycle)</b> Read and complete the water cycle story with the given helping words. p105-106	
		<b>Slide 5: Story Worksheets</b> p103-106	
<b>2.2</b>			
<b>Slide 1: Independent Reading</b> Invite students to read aloud in a group, in pairs, or individually.			
<b>Slide 6: Questions for Discussion</b> Answer the questions. <ul style="list-style-type: none"> <li>What is the water cycle? How does it work?</li> <li>What are the different forms of water?</li> <li>Where can we find water on Earth?</li> <li>What happens when water is heated?</li> <li>What happens when clouds become heavy?</li> <li>What is the difference between rain and snow?</li> <li>What happens when snow freezes on land?</li> <li>What happens when the Sun shines on ice?</li> </ul>		<b>Slide 7: Story Worksheets</b> p107-114 (assessment test) <i>(Scan the QR codes to listen to the words/ sentences for spelling and dictation.)</i>	
		<b>Slide 8: Time to Stretch</b> Use this stretching activity during or after each lesson.	
		<b>Student App</b> Level 7 – Unit 5 (Story)	

**3.1 Objectives:**

- Learn demonstrative pronouns (this, that, these, those)
- Learn demonstrative determiners (this, that, these, those- used before nouns)

**3.2 Objectives:**

- Learn articles: a, an
- Learn quantifiers: few, many

**Materials:**

- Multimedia Library
- Grammar Workbook
- Student App

3.1

**Slides 1-2: Demonstrative Pronouns**

Click on the yellow box to see examples. After that, proceed to learn more about 'these' and 'those'.

**Slides 3-4: Demonstrative Determiners**

Click on the yellow box to see examples. After that, proceed to learn more about 'these' and 'those'.

**Slide 5: Revision (1) - Demonstrative Pronouns and Determiners**

**Slide 6: Revision (2) - Demonstrative Pronouns and Determiners**

Attempt the revision exercises.

**Slide 7: Grammar Worksheet:**

p71-76

3.2

**Slides 8-9: Articles 'a' and 'an'**

Pre-activity: Explain what are consonants and vowels.

vowels: a, e, i, o, u

consonants: all letters a to z, excluding the vowels

We use the article 'an' before nouns that start with a vowel sound. Click the first picture. Click the picture again to see how article *a/an* is used.

Activity: Attempt the exercise.

**Slides 10-11: Revision 1 & 2 - Articles 'a' and 'an'**

Attempt the revision questions.

**Slides 12-13: Quantifiers 'few' and 'many'**

Pre-activity: Ask: "Polly has a few friends. Sarah has many friends. Who do you think has more friends?" (Sarah- 'many' is more than 'a few') Click '?' to see how 'few' and 'many' are used. Click the pictures at the bottom row for more examples, then proceed to attempt the exercise.

**Slides 14-15: Quantifiers 'few' and 'many'**

Attempt the revision questions.

**Slide 16: Grammar Worksheet:**

p77-83

**Student App**

Level 7 – Unit 5 (Grammar)

**4.1 Objectives:**

- Learn to ask questions about getting around or looking for places (location of facilities in a school)
- Learn to give directions and describe the location of places

**4.2 Objectives:**

- Learn to order food in a cafeteria
- Learn to use common courtesies

**Materials:**

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

**Slide 1: Conversation: Where's the Cafeteria, Please?**

- Read *Where's the Cafeteria, Please?*

**Slide 2: Role-Play: Where's the Cafeteria, Please?**

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**

p18-19

4.2

**Slide 4: Conversation: Can I Have This, Please?**

- Read *Can I Have This, Please?*

**Slide 5: Role-Play: Can I Have This, Please?**

- As above

**Slide 6: Speaking Worksheets**

p20-21

**Slide 7: Time for Yoga**

Use this stretching activity during or after each lesson.

**Student App**

Level 7 - Unit 5 (Grammar)