








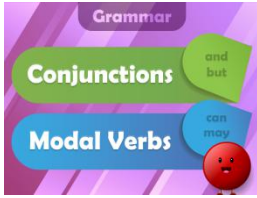


LEVEL 8: LESSON GUIDE

| | | | | |
|---------------|---|---|---------------------|---------|
| UNIT 1 |  |  | LESSON 1 (STORY) | Page 2 |
| | | | LESSON 2 (STORY) | Page 3 |
| | | | LESSON 3 (GRAMMAR) | Page 4 |
| | | | LESSON 4 (SPEAKING) | Page 5 |
| UNIT 2 |  |  | LESSON 1 (STORY) | Page 6 |
| | | | LESSON 2 (STORY) | Page 7 |
| | | | LESSON 3 (GRAMMAR) | Page 8 |
| | | | LESSON 4 (SPEAKING) | Page 9 |
| UNIT 3 |  |  | LESSON 1 (STORY) | Page 10 |
| | | | LESSON 2 (STORY) | Page 11 |
| | | | LESSON 3 (GRAMMAR) | Page 12 |
| | | | LESSON 4 (SPEAKING) | Page 13 |
| UNIT 4 |  |  | LESSON 1 (STORY) | Page 14 |
| | | | LESSON 2 (STORY) | Page 15 |
| | | | LESSON 3 (GRAMMAR) | Page 16 |
| | | | LESSON 4 (SPEAKING) | Page 17 |
| UNIT 5 |  |  | LESSON 1 (STORY) | Page 18 |
| | | | LESSON 2 (STORY) | Page 19 |
| | | | LESSON 3 (GRAMMAR) | Page 20 |
| | | | LESSON 4 (SPEAKING) | Page 21 |

| LEVEL 8 - UNIT 1: STORY | Lesson 1: Mr Presto | |
|--|--|---|
| 1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'Mr Presto' Learn vocabulary words within the context of sentences: magician, vacation, airport, handkerchief, parrots, feathers, sleepy, slip, yell, fluffy Learn more vocabulary words: shirt, collar, necktie, belt, trousers, hat, sleeve, pocket, button, shoes | 1.2 Objectives: <ul style="list-style-type: none"> Echo read 'Mr Presto' Learn prepositions: in, on, in front of, behind, on top of, under, inside, outside, around Develop listening comprehension skills | Materials: <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App |
| 1.1 | | |
| Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. | Storytelling 1: Listen <ul style="list-style-type: none"> Listen to the story with the pre-recorded voiceover. | |
| Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary. | Slide 3: Unscramble the Words Divide students into 2 groups. Each group takes turns to unscramble the words. Record their scores and the group with the higher score wins. | |
| Slide 4: Words: Clothes 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: Help Mr Presto Pack Listen to the clue and help Mr Presto pack the correct clothing item. | Slide 6: Story Worksheets p3-6 |
| 1.2 | | |
| Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? What was/ were the problem(s)? How was/ were the problem(s) solved? | Echo Reading | |
| Slide 7: Words: Prepositions 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: Activity: Prepositions Look at the picture and identify the correct prepositional phrase. | |
| Slide 9: Listening 1: Listen and Draw Turn to Workbook p9. Listen to the instructions from 'a' to 'd'. Click the 'headphone' icon on the left and right to listen to the instructions. Highlight to students that they can follow the outlines of the pictures (below the headphone icon) to draw as instructed. Click 'Show Me' for the answers. | Slide 10: Listening 2: Mr Presto Turn to Workbook p10. Listen and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers | |
| Slide 11: Story Worksheets p7-10 | Student App Level 8 – Unit 1 (Story) | |

2.1 Objectives:

- Shadow read 'Mr Presto'
- Develop reading comprehension skills
- Stretch phrases by adding numbers and descriptive words
- Develop speaking skills - Give instructions
- Develop writing skills - Complete a passage "Mr Presto's Magic Show"

2.2 Objectives:

- Read 'Mr Presto' 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 - Catch the Birds

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

Slide 3: Speaking: Giving Instructions

Invite one student to role-play at a time. Click on a magician's hat. Use the preposition word to make an instruction:

Put the (object) ...

Slide 4: Stretch a Phrase

Click the highlighted bubble.
Learn how to stretch a phrase (describe a noun) with numbers and adjectives.

Slide 5: Story Worksheets

p11-16

2.2

Slide 1: Independent Reading

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

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

Slide 6: Questions for Discussion

Answer the questions.

- What is Mr Presto's occupation?
- What do you think Mr Presto has in his bag of magic tricks?
- What happens at the airport?
- Why do you think the airport officer is angry with Mr Presto?
- Why do you think the airport officer needs a vacation too?
- Do you think Mr Presto likes his job as a magician? Why do you think so?

Slide 7: Story Worksheets

p17-24 (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 8 – Unit 1 (Story)

2.1 Objectives:

- Learn subject pronouns: I, you, he, she, it
- Learn subject pronouns: we, they

2.2 Objectives:

- Learn object pronouns: me, you, him, her, it
- Learn object pronouns: us, them

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1-2: Subject Pronouns - I, You

Pre-activity: *Say and point: "I am a teacher. You are students."*

Explain to students that 'I' refers to the person who is speaking. 'You' refers to the person or persons being spoken to. Read the sentences for 'I' and 'You'.

Activity: Attempt the exercise.

Slide 3-4: Subject Pronouns - He, She, It

Pre-activity: *Say and point: "He is a boy. She is a girl. It is a table."*

Explain to students that 'he' refers to a boy or a man. 'She' refers to a girl or a woman. 'It' refers to an animal, a thing or a place. Read the sentences for 'He', 'She' and 'It'.

Activity: Attempt the exercise.

Slide 5: Subject Pronouns- I, You, He, She, It

Attempt the exercise.

Slides 6-7: Subject Pronouns- We, They

Pre-activity: *Say and point: "We are girls. They are boys."*
Explain to students that 'we' refers to the person speaking and other people with him/ her. 'They' refers to other people, animals or things. Read the sentences for 'We' and 'They'.

Activity: Attempt the exercises.

Slide 8: I, You, He, She, It, We, They

Review the subject pronouns.

Slide 9: Grammar Worksheet:

p1-10

3.2

Slides 10-11: Object Pronouns- me, you

Pre-activity: Write and say:

| | |
|--|--|
| <i>Father buys the robot for *me. (point to yourself)</i> | <i>Father buys the robot for *you. (point to a student)</i> |
| * me: refers to the speaker (1 st person) | * you: refers to the person being spoken to (2 nd person) |

Activity: Go through the lesson and attempt the exercise.

Slide 14: me, you, him, her, it

Review the object pronouns.

Slides 12-13: Object Pronouns- him, her, it

Pre-activity: Write and say:

| Revision | | |
|--|--|---|
| <i>Father buys the robot for *me. (point to yourself)</i> | <i>Father buys the robot for *you. (point to any student)</i> | <i>Father buys the robot for *him. (point to a male student)</i> |
| * me: refers to the speaker (1 st person) | * you: refers to the person being spoken to (2 nd person) | * him: refers to a boy/ man * her: refers to a girl/ woman * it: refers to an animal/ a thing/ a place (3 rd person) |

Activity: Go through the lesson and attempt the exercise.

Slides 15-16: Object Pronouns: us, them

Pre-activity: Write and say:

| | |
|--|--|
| <i>Father buys the robot for *us. (point to yourself and someone else)</i> | <i>Father buys the robot for *them. (point to 2 or more people)</i> |
| * us: refers to the speaker (1 st person) + another person/ people (2 nd person) | * them: refers to other people (3 rd person) |

Activity: Go through the lesson and attempt the exercise.

Slide 17: me, you, him, her, it, us, them

Review the object pronouns.

Slide 18: Grammar Worksheet:

p11-19

Student App

Level 8 - Unit 1 (Grammar)

| LEVEL 8 - UNIT 1: SPEAKING AND CONVERSATION | Lesson 4: Feeling Unwell | |
|--|--|--|
| 4.1 Objectives: <ul style="list-style-type: none"> Learn to talk about physical ailments Learn to tell about the parts of the body that feel unwell | 4.2 Objectives: <ul style="list-style-type: none"> Learn to ask and answer questions about how someone is feeling Learn to give advice about how to feel better | Materials: <ul style="list-style-type: none"> Multimedia Library Speaking and Conversation Workbook Student App |
| 4.1 | | |
| Slide 1: Conversation: What's the Matter? <ul style="list-style-type: none"> Read <i>What's the Matter?</i> | Slide 2: Role-Play: What's the Matter? Role-Play (1): Practice the Dialogue <ul style="list-style-type: none"> Divide class into 2 groups Assign each group a speaking part, and say the lines Switch roles Role-Play (2): Dialogue with Prompts <ul style="list-style-type: none"> Pair up students Show them the dialogue with prompts Complete the dialogue using the prompts Role-Play (3): Improvise the Whole Dialogue <ul style="list-style-type: none"> Pair up students Review with students the scenario/ context in which the dialogue takes place Instruct them to improvise a dialogue based on it | Slide 3: Speaking Worksheets p1-2 |
| 4.2 | | |
| Slide 4: Conversation: What's Wrong? <ul style="list-style-type: none"> Read <i>What's Wrong?</i> | Slide 5: Role-Play: What's Wrong? <ul style="list-style-type: none"> As above | Slide 6: Speaking Worksheets p3-4 Slide 7: Time for Yoga Use this stretching activity during or after each lesson. Student App Level 8 - Unit 1 (Grammar) <i>Note: The conversation activities can be found at the end of the grammar activities.</i> |

| | | |
|---|--|--|
| <p>1.1 Objectives:</p> <ul style="list-style-type: none"> Picture walk and listen to 'The Cleverest Cheese Thief' Learn vocabulary words within the context of sentences: cheese, thief, quiet, hungry, bottle, jar, cooker, sink, cupboard, trap | <p>1.2 Objectives:</p> <ul style="list-style-type: none"> Echo read 'The Cleverest Cheese Thief' Learn action words: jump, crawl, creep, lift, run, dive, slide, look, swim, peep Develop listening comprehension skills | <p>Materials:</p> <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App |
| 1.1 | | |
| <p>Slide 1: Story - Picture Walk</p> <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. | <p>Storytelling 1: Listen</p> <ul style="list-style-type: none"> Listen to the story with the pre-recorded voiceover. | |
| <p>Slide 2: Vocabulary Words</p> <p>Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.</p> | <p>Slide 3: Unscramble the Words</p> <p>Divide students into 2 groups. Each group takes turns to unscramble the words. Record their scores and the group with the higher score wins.</p> | |
| <p>Slide 4: Word Match</p> <p>Look at the pictures and form the correct compound nouns.</p> | <p>Slide 5: Story Worksheets</p> <p>p27-30</p> | |
| 1.2 | | |
| <p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? What was/ were the problem(s)? How was/ were the problem(s) solved? | <p>Echo Reading</p> | |
| <p>Slide 6: Action Words</p> <p>Listen to all the action 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.</p> | <p>Slide 7: Active Rodney</p> <p>Read and match the action words to the pictures.</p> | |
| <p>Slide 8: Listening 1: Listen and Draw</p> <p>Turn to Workbook p33. Listen to the instructions from 'a' to 'h'. Click the 'headphone' icon if you need to listen to the instructions again. Click 'Show Me' for the answers.</p> <p><i>Note:</i></p> <p>(1) Highlight to students that they can follow the outlines of the pictures (below the headphone icon) to draw as instructed.</p> <p>(2) The pictures drawn by the students do not need to be exactly the same as shown in 'Show Me'. E.g. The bird's nest can be on any tree. The pond can be under any tree. The house can be beside the right or left tree.</p> | <p>Slide 9: Listening 2: The Cleverest Cheese Thief</p> <p>Turn to Workbook p34. Listen and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.</p> | |
| <p>Slide 10: Story Worksheets</p> <p>p31-34</p> | <p>Student App</p> <p>Level 8 – Unit 2 (Story)</p> | |

2.1 Objectives:

- Shadow read 'The Cleverest Cheese Thief'
- Develop reading comprehension skills
- Stretch phrases by adding prepositions
- Develop speaking skills - Telling positions
- Develop writing skills - Complete a passage "Rodney's Cheese Hunt"

2.2 Objectives:

- Read 'The Cleverest Cheese Thief' 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 - Toss the Cheese

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

Slide 3: Speaking: Where Is It?

Pre-Activity: Tell the Position

Turn to Workbook p35. Read and say the sentences. Invite students to open up their storybook "The Cleverest Cheese Thief." Find pictures that match the sentences. Point to the correct place and tell the position of Rodney. Turn to p36. Practice the telling of positions. Take an item and put it in places as described on the page. Invite friends to tell the position.

Activity: Identify all the kitchen items (click the pictures to learn their names). Invite two students to role-play at a time. One student points to an item in the kitchen and asks the question:

Where is the ... (kitchen item 1)? The other student answers appropriately with: It is ... (preposition) the ... (kitchen item 2)

Slide 4: Action Phrases

Click the highlighted bubble. Learn how to stretch a phrase by adding an action phrase to a noun.

Slide 5: Story Worksheets

p35-39

2.2

Slide 1: Independent Reading

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

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

Slide 6: Questions for Discussion

Answer the questions.

- Where does Rodney live?
- Why is Rodney called a cheese thief?
- Do you think Rodney would like to eat something else other than cheese? Why do you think so?
- How does Rodney get to the cheese?
- What happened to Rodney in the end?
- Do you have a cat at home? What does a cat like to do?

Slide 7: Story Worksheets

p40-47 (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 8 – Unit 2 (Story)

2.1 Objectives:

- Learn verb 'to be' (is, are, am) with singular & plural nouns, subject pronouns and demonstrative pronouns

2.2 Objectives:

- Learn verb 'to have' (has, have) with singular & plural nouns and subject pronouns

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1-2: 'is, are' with Singular and Plural Nouns

Pre-activity: Write on a whiteboard:

*The tree is tall.
(one tree)*

*The trees are tall.
(many trees)*

Say: "'is' refers to singular nouns (one tree) and 'are' refers to plural nouns (more than one tree)."

Activity: Go through the lesson and attempt the exercise.

Slide 3-4: 'is, are, am' with Subject Pronouns

(Review: A singular pronoun takes the place of a singular noun. A plural pronoun takes the place of a plural noun.)

Pre-activity: Write on a whiteboard and say:

I am happy.

He is happy.

You are happy.

She is happy.

We are happy.

It is happy.

They are happy

Say: "'is' refers to singular pronouns (one person) and 'are' refers to plural pronouns (more than one person).

Exceptions are 'I am' and 'You are' ('you' can refer to one or more than one person)."

Activity: Go through the lesson and attempt the exercise.

Slide 5-6: 'is, are, am' with Demonstrative Pronouns

Pre-activity: Write on a whiteboard and say:

This is tall.

That is short.

These are tall.

Those are short.

Say: "'this and that' refer to singular nouns and 'these and those' refer to plural nouns."

Activity: Go through the lesson and attempt the exercise.

Slide 7: Grammar Worksheet:

p21-31

3.2

Slides 8-9: 'has, have' with Singular and Plural Nouns

Pre-activity: Write on a whiteboard:

*The tree has fruits.
(one tree)*

*The trees have fruits.
(many trees)*

Say: "'has' refers to singular nouns (one tree) and 'have' refers to plural nouns (more than one tree)."

Activity: Go through the lesson and attempt the exercise.

Slides 10-11: 'has, have' with Subject Pronouns

(Review: A singular pronoun takes the place of a singular noun. A plural pronoun takes the place of a plural noun.)

Pre-activity: Write on a whiteboard and say:

It has long legs.

He has long legs.

I have long legs.

She has long legs.

You have long legs.

We have long legs.

They have long legs.

Say: "'has' refers to singular pronouns (one person) and 'have' refers to plural pronouns (more than one person). Exceptions are 'I have' and 'You have' (even if 'I' or 'You' refers to only one person)"

Activity: Go through the lesson and attempt the exercise.

Slide 12: Grammar Worksheet:

p32-40

Student App

Level 8 - Unit 2 (Grammar)

4.1 Objectives:

- Learn to ask and answer questions about what one likes to do at a park
- Learn to respond with agreement or disagreement

4.2 Objectives:

- Learn to ask and answer questions during play
- Learn to respond politely and show appreciation or gratitude

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: Do You Want to Play?

- Read *Do You Want to Play?*

Slide 2: Role-Play: Do You Want to Play?

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

p5-8

4.2

Slide 4: Conversation: You're Welcome

- Read *You're Welcome*

Slide 5: Role-Play: You're Welcome

- As above

Slide 6: Speaking Worksheets

p9-10

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 8 - Unit 2 (Grammar)

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

| | | | | | | |
|---|--|---|--|--|---|--|
| <p>1.1 Objectives:</p> <ul style="list-style-type: none"> Picture walk and listen to 'Genes and Us' Learn vocabulary words within the context of sentences: picture, parents, children, animals, plants, recipe, potato, onion, sea creature, twins | <p>1.2 Objectives:</p> <ul style="list-style-type: none"> Echo read 'Genes and Us' Learn action words: jump, crawl, creep, lift, run, dive, slide, look, swim, peep Develop listening comprehension skills | <p>Materials:</p> <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App | | | | |
| 1.1 | | | | | | |
| <p>Slide 1: Story - Picture Walk</p> <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. | <p>Storytelling 1: Listen</p> <ul style="list-style-type: none"> Listen to the story with the pre-recorded voiceover. | | | | | |
| <p>Slide 2: Vocabulary Words</p> <p>Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.</p> | <p>Slide 3: Word Builder</p> <p>Race against time to spell as many words as possible.</p> | <p>Slide 4: Story Worksheets</p> <p>p51-54</p> | | | | |
| 1.2 | | | | | | |
| <p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> What is the reason we can look like our parents? Do plants and animals have genes too? How does genes work? | | <p>Echo Reading</p> <ul style="list-style-type: none"> What happens when you cut off the top of a potato? What happens when a starfish breaks its arm? | | | | |
| <p>Slide 5: Words With the Same Meaning</p> <p>Learn the words. Invite students to make sentences with the words. Example:</p> <table border="1" data-bbox="120 1002 766 1254"> <tr> <td><i>alike and same</i> Our bags look <i>alike</i>. Our bags look <i>the same</i>.</td> <td><i>create and make</i> Can you <i>create</i> a chart? Can you <i>make</i> a chart?</td> </tr> <tr> <td><i>picture and photograph</i> Take a <i>picture</i> of me! Take a <i>photograph</i> of me!</td> <td><i>children and kids</i> These are my <i>children</i>. These are my <i>kids</i>.</td> </tr> </table> | <i>alike and same</i> Our bags look <i>alike</i> . Our bags look <i>the same</i> . | <i>create and make</i> Can you <i>create</i> a chart? Can you <i>make</i> a chart? | <i>picture and photograph</i> Take a <i>picture</i> of me! Take a <i>photograph</i> of me! | <i>children and kids</i> These are my <i>children</i> . These are my <i>kids</i> . | <p>Slide 6: Listening 1: Draw Me</p> <p>Turn to Workbook p57. Prepare black and brown color pencils or crayons. Listen to the instructions from '1' to '8'. Click 'Show Me' for the answers</p> <p>Slide 7: Listening 2: Genes and Us</p> <p>Turn to Workbook p58. Listen and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.</p> | |
| <i>alike and same</i> Our bags look <i>alike</i> . Our bags look <i>the same</i> . | <i>create and make</i> Can you <i>create</i> a chart? Can you <i>make</i> a chart? | | | | | |
| <i>picture and photograph</i> Take a <i>picture</i> of me! Take a <i>photograph</i> of me! | <i>children and kids</i> These are my <i>children</i> . These are my <i>kids</i> . | | | | | |
| <p>Slide 8: Story Worksheets</p> <p>p55-58</p> | <p>Student App</p> <p>Level 8 – Unit 3 (Story)</p> | | | | | |

2.1 Objectives:

- Shadow read 'Genes and Us'
- Develop reading comprehension skills
- Develop speaking skills - Describe a friend and other people
- Develop writing skills - Describe a family member and other people

2.2 Objectives:

- Read 'Genes and Us' 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

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

Slide 3: Speaking: Appearances (I); Describe a Friend

Click the picture to describe the appearances of these people: Mrs Johnson, Mr Johnson and Jane (helping words are given)
Click 'Help' to listen to the suggested answers after students have attempted the activity.

Slide 4: Writing: Appearances (II); Fill in the Descriptive Words

Pre-activity: Click on the first picture. Click and drag phrases to form sentences to describe the person. Listen and read the description made. Proceed with other pictures.
Activity: Turn to Workbook p61-62. Describe and write down the face/ body features of those people.

Slide 5: Story Worksheets

p59-64

2.2

Slide 1: Independent Reading

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

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

Slide 6: Questions for Discussion

Answer the questions.

- Why do we look like our parents? Which parts of you look like your father or mother?
- Can you explain how some plants can copy themselves?
- Can you explain how some animals can copy themselves?
- What is a clone? What are twins?

Slide 7: Story Worksheets

p65-72 (assessment)

(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 8 – Unit 3 (Story)

2.1 Objectives:

- Learn the simple present tense (with subject-verb agreement)

2.2 Objectives:

- Learn the simple past tense (with subject-verb agreement)

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1-2: Verbs in Simple Present Tense; Using Simple Present Tense

Pre-activity: Review how to form verbs in simple present tense with –s, -es and –ies.

Example:

laugh – laughs

beach - beaches

cry – cries

Activity: Learn the rules of subject-verb agreement in simple present tense.

Example:

The girl laughs.

The girls laugh.

Slide 3-4: Simple Present Tense (I) and (II)

Attempt the exercises.

Slide 5: Grammar Worksheet:

p41-50

3.2

Slides 6-7: Verbs in Simple Past Tense; Using Simple Past Tense

Verbs in Simple Past Tense; Using Simple Past Tense

Pre-activity: Review how to form verbs in simple past tense with –d, -ed and –ied.

Example:

love - loved

laugh – laughed

cry – cried

Activity: Learn the rules of subject-verb agreement in simple past tense. Attempt the exercise.

Example:

The girl laughed.

The girls laughed.

Slides 8-9: Simple Past Tense (I) and (II)

Attempt the exercises.

Slide 10: Simple Present Tense and Simple Past Tense

Read the sentences and select the verbs in the correct tenses.

Slide 11: Grammar Worksheet:

p51-57

Student App

Level 8 - Unit 3 (Grammar)

4.1 Objectives:

- Learn to extend and accept invitations
- Learn to decline an invitation and explain why
- Learn to accept and decline politely

4.2 Objectives:

- Learn to accept and decline politely
- Learn to offer food and drinks to party guests

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: Come to My Party

- Read *Come to My Party*

Slide 2: Role-Play: Come to My Party

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: Would You Like Some?

- Read *Would You Like Some?*

Slide 5: Role-Play: Would You Like Some?

- As above

Slide 6: Speaking Worksheets

p13-14

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 8 - Unit 3 (Grammar)

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

| LEVEL 8 - UNIT 4: STORY | | Lesson 1: The Tortoise and the Hare | |
|--|--|--|--|
| 1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'The Tortoise and the Hare' Learn vocabulary words within the context of sentences: hare, tortoise, proud, tease, whistle, nap, cheer, delight, whine, embrace | | 1.2 Objectives: <ul style="list-style-type: none"> Echo read 'The Tortoise and the Hare' Learn about the simple past tense Develop listening comprehension skills | |
| 1.1 | | | |
| Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. | | Storytelling 1: Listen <ul style="list-style-type: none"> Listen to the story with the pre-recorded voiceover. | |
| Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary. | | Slide 4: Whack the Word Click the word that does not rhyme. Pre-activity: Turn to Workbook p77. Write the rhyming words on post-it notes (sticky notes). Prepare one for each student (repeat the words if there are more students than words). Randomly distribute the notes to the students and have them stick the notes on their shirts. Instruct them to find a friend(s) to make a set of two/ three rhyming words. Teacher goes round to check if the pairing is correct. Collect back the sticky notes and repeat the activity. | |
| Slide 3: Word Builder Race against time to spell as many words as possible. | | | |
| Slide 5: Story Worksheets p75-78 | | | |
| 1.2 | | | |
| Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? What was/ were the problem(s)? How was/ were the problem(s) solved? | | Echo Reading | |
| Slide 6-7: Talking About the Past; Looking Into the Past Pre-activity: Follow the chart and learn to use words in the simple past tense (-d, -ed, -ied). Activity: Read the word in the simple present tense. Find the correct word in the simple past tense. | | Slide 8: Listening 1: Listen and Draw Turn to Workbook p83. Listen to the instructions 1 to 5 and draw. Click 'Show Me' to reveal the answers. | |
| | | Slide 9: Listening 2: The Tortoise and the Hare Turn to Workbook p84. Listen and tick the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers. | |
| Slide 10: Story Worksheets p79-84 | | Student App Level 8 – Unit 4 (Story) | |

2.1 Objectives:

- Shadow read 'The Tortoise and the Hare'
- Develop reading comprehension skills
- Learn about speech bubbles and quotation marks
- Develop speaking skills - Learn to say words of encouragement or ask for help
- Develop writing skills - Write the beginning, middle and ending of short stories

2.2 Objectives:

- Read 'The Tortoise and the Hare' 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: What Can You Say?

Click on a 'face' and listen to what it says about a situation. Continue or respond appropriately: Can you help me? Will you cheer for me? I will work harder next time! I will not give up! I will try my best!

Slide 4: Writing: Who Says What?; Say It With Speech Bubbles

Pre-activity: Read the passage. Click and drag the sentences into the speech bubbles.
Activity: Turn to Workbook p87-88. Read and re-write the words in quotation marks into the speech bubbles.

Slide 5: Story Worksheets

p85-90

2.2

Slide 1: Independent Reading

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

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

Slide 6: Questions for Discussion

Answer the questions.

- What did the hare do to upset the tortoise?
- What did the hare and the tortoise agree to do?
- Who blew the whistle at the start of the race?
- Why did the hare stop for a nap?
- What were the attitudes of the hare and the tortoise during the race?
- What did the hare do to upset the tortoise?
- What did the hare and the tortoise agree to do?
- Who blew the whistle at the start of the race?
- Why did the hare stop for a nap?
- What were the attitudes of the hare and the tortoise during the race?

Slide 7: Story Worksheets

p91-98 (assessment)

(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 8 – Unit 4 (Story)

2.1 Objectives:

- Use adjectives to describe nouns

2.2 Objectives:

- Learn prepositions of place

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slides 1-3: Adjectives, Adjectives (I) & (II)

Pre-activity: An adjective is a descriptive word that gives us more information about a person, an animal, a thing or a place. Show an item e.g. a picture of a flower. Invite students to describe the flower and write them down.

Example:

This is a pretty flower. This flower is pretty.

(adjectives can be placed before or after a noun).

Activity: Go through the lesson and attempt the exercise.

Slide 4-5: Pop the Adjectives (I) & (II)

Attempt the exercises.

Slide 6: Grammar Worksheet:

p59-65

3.2

Slides 7-9: Prepositions, Prepositions of Place (I) and (II)

Pre-activity: A preposition of place tells us about the position of things. It answers the question "Where?"

Ask: "Where are the chairs? (They are behind the desks) Where are the books? (They are on the teacher's table. Where is the fan? (It is above our heads.)"

Look around the classroom and ask questions that require the use of prepositions of place when answering.

Activity: Go through the lesson and attempt the exercise.

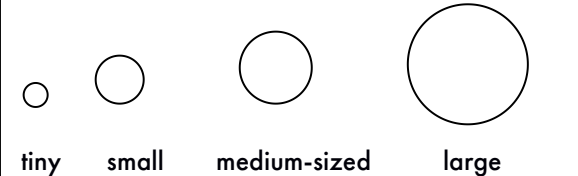
Slide 10: Grammar Worksheet:

p66-71

Student App

Level 8 - Unit 4 (Grammar)

| LEVEL 8 - UNIT 4: SPEAKING AND CONVERSATION | Lesson 4: Transportation | |
|---|--|--|
| 4.1 Objectives: <ul style="list-style-type: none"> Learn to name different types of transportation Learn to ask and answer questions about how one goes to school Learn to say how often one does something | 4.2 Objectives: <ul style="list-style-type: none"> Learn to ask and answer questions about how one can get to different places Learn to say if a place is near or far Learn to express gratitude | Materials: <ul style="list-style-type: none"> Multimedia Library Speaking and Conversation Workbook Student App |
| 4.1 | | |
| Slide 1: Conversation: How Do You Go to School? <ul style="list-style-type: none"> Read <i>How Do You Go to School?</i> | Slide 2: Role-Play: How Do You Go to School? Role-Play (1): Practice the Dialogue <ul style="list-style-type: none"> Divide class into 2 groups Assign each group a speaking part, and say the lines Switch roles Role-Play (2): Dialogue with Prompts <ul style="list-style-type: none"> Pair up students Show them the dialogue with prompts Complete the dialogue using the prompts Role-Play (3): Improvise the Whole Dialogue <ul style="list-style-type: none"> Pair up students Review with students the scenario/ context in which the dialogue takes place Instruct them to improvise a dialogue based on it | Slide 3: Speaking Worksheets p15-17 |
| 4.2 | | |
| Slide 4: Conversation: How Do I Get There? <ul style="list-style-type: none"> Read <i>How Do I Get There?</i> | Slide 5: Role-Play: How Do I Get There? <ul style="list-style-type: none"> As above | Slide 6: Speaking Worksheets p18-19 Slide 7: Time for Yoga Use this stretching activity during or after each lesson. Student App Level 8 - Unit 4 (Grammar) <i>Note: The conversation activities can be found at the end of the grammar activities.</i> |

| | | |
|--|--|---|
| <p>1.1 Objectives:</p> <ul style="list-style-type: none"> Picture walk and listen to 'In the Garden' Learn vocabulary words within the context of sentences: hunter, garden, jungle, shady, tadpole, nest, gills, web, insect, hive | <p>1.2 Objectives:</p> <ul style="list-style-type: none"> Echo read 'In the Garden' Learn about contractions Develop listening comprehension skills | <p>Materials:</p> <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App |
| 1.1 | | |
| <p>Slide 1: Story - Picture Walk</p> <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. | | <p>Storytelling 1: Listen</p> <ul style="list-style-type: none"> Listen to the story with the pre-recorded voiceover. |
| <p>Slide 2: Vocabulary Words</p> <p>Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.</p> | <p>Slide 4: Let's Pack</p> <p>Pre-activity: Draw circles of these different sizes on the classroom's whiteboard. Invite students to name the different sizes as teacher points to the circles in random.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>tiny small medium-sized large</p> </div> <p>Activity: Match the pictures with the correct sizes.</p> | |
| <p>Slide 3: Feed the Frog</p> <p>Divide students into 2 groups. Each group takes turns to identify a word. Record their scores and the group with the higher score wins.</p> | | |
| <p>Slide 5: Story Worksheets</p> <p>p101-105</p> | | |
| 1.2 | | |
| <p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> Who is this boy? Can you name the creatures you see in the book? | <ul style="list-style-type: none"> Why do you think the boy is hunting these creatures? What do you think he is going to do with them? If you were a hunter, what would you like to hunt? | <p>Echo Reading</p> |
| <p>Slide 6: Contractions</p> <p>Pre-activity: Say: "I do not like to jump. I don't like to jump." Write the words on the whiteboard:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>I do not like to jump.</i></p> <p><i>I don't like to jump.</i></p> </div> <p>Tell students both sentences mean the same thing, 'don't' is the shortened version of 'do not'. Turn to Coursebook p8-10. Read sentences with 'don't'.</p> <p>Activity: Learn more words that can be combined with 'not' and shortened into contractions.</p> | <p>Slide 7: Buzz and the Blooms</p> <p>Divide students into 2 groups. Each group takes turns to find the original form of a contraction. Record their scores and the group with the higher score wins.</p> | |
| | <p>Slide 8: Listening 1: Listen and Draw</p> <p>Turn to Workbook p111. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.</p> | |
| | <p>Slide 9: Listening 2: In the Garden</p> <p>Turn to Workbook p112. Listen and tick the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.</p> | |
| <p>Slide 10: Story Worksheets</p> <p>p106-112</p> | <p>Student App</p> <p>Level 8 – Unit 5 (Story)</p> | |

2.1 Objectives:

- Shadow read 'In the Garden'
- Develop reading comprehension skills
- Learn about speech bubbles and quotation marks
- Develop speaking skills - Show and tell about an animal
- Develop writing skills - Write information charts and an information report

2.2 Objectives:

- Read 'In the Garden' 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: Show and Tell

Pre-activity: Listen to the descriptions of the animals.
Activity: Invite students to choose an animal and share information they know about its diet, behavior, movement, habitat, appearance and/or life cycle.

Slide 4: Writing: Information Reports

Pre-activity: Learn what is an information report. Read the information report on 'Kangaroos' and complete the information chart.
Activity: Turn to Workbook p115-120. Complete the information charts; report on kangaroos, lions and dolphins.

Slide 5: Story Worksheets

p113-120

2.2

Slide 1: Independent Reading

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

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

Slide 6: Questions for Discussion

Answer the questions.

- What does a hunter do?
- What does Jim take with him when he goes hunting?
- What kinds of animals does Jim hunt?
- Why do you think Jim only hunts tiny animals?
- What kinds of animals and creatures can one find in a garden?
- Why do you think Jim releases the animals after he has caught them?
- Can you share what you know about these animals?
- What have you learned from the story?

Slide 7: Story Worksheets

p121-128 (assessment)
(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 8 – Unit 5 (Story)

2.1 Objectives:

- Learn conjunctions 'and' and 'but'

2.2 Objectives:

- Learn modal verbs 'can', 'cannot', 'may' and 'may not'

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slides 1: Conjunction 'and'

Pre-activity: Write on the whiteboard:

The flowers are pretty.

The flowers are colorful.

Invite students to use 'and' to join the sentences:

The flowers are pretty.

The flowers are colorful. → *and colorful.*

Activity: Go through the lesson and attempt the exercise.

Slide 2: Conjunction 'but'

Pre-activity: Write on the whiteboard:

The flowers are ugly.

The flowers are colorful.

Invite students to use 'but' to join the sentences.

The flowers are ugly.

The flowers are colorful. → *The flowers are ugly but colorful.*

Activity: Go through the lesson and attempt the exercise.

Slide 3: Conjunctions 'and'

Slides 4-5: Conjunctions 'and, but' (I) and (II)

Attempt the exercises.

Slide 6: Grammar Worksheet:

p73-81

3.2

Slides 7: Modal Verbs - can

Pre-activity: Ask: "What does 'can' mean? Form a sentence with 'can'." Example: We can walk.

Ask: "What does 'cannot' mean? Form a sentence with 'cannot'." Example: We cannot fly.

Activity: Go through the lesson and attempt the exercise.

Slide 8: Modal Verbs - may

Pre-activity: Ask: "What does 'may' mean? Form a sentence with 'may'." Example: You may go to the toilet now.

Ask: "What does 'may not' mean? Form a sentence with 'may not'." Example: You may not go to the toilet now.

Activity: Go through the lesson and attempt the exercise.

Slides 9-10: Modal Verbs - can, may (I) and (II)

Attempt the exercises.

Slide 11: Grammar Worksheet:

p82-88

Student App

Level 8 - Unit 5 (Grammar)

4.1 Objectives:

- Learn to describe different things in nature
- Learn to show agreement with enthusiasm

4.2 Objectives:

- Learn to ask someone to repeat what he/she said
- Learn to repeat a comment upon request

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: Let's Do It!

- Read *Let's Do It!*

Slide 2: Role-Play: Let's Do 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

p20-21

4.2

Slide 4: Conversation: What Did You Say?

- Read *What Did You Say?*

Slide 5: Role-Play: What Did You Say?

- As above

Slide 6: Speaking Worksheets

p22-24

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 8 - Unit 5 (Grammar)

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