

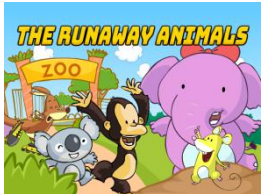






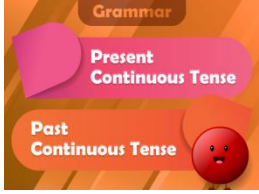


LEVEL 9: LESSON GUIDE

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<p>1.1 Objectives:</p> <ul style="list-style-type: none"> Picture walk and listen to 'Earth Is Sick' Learn vocabulary words within the context of sentences: fever, temperature, storm, flood, gases, fuel, carbon dioxide, ocean, dangerous, extinct Learn -ing words 	<p>1.2 Objectives:</p> <ul style="list-style-type: none"> Echo read 'Earth Is Sick' Learn conjunctions - join related words and sentences with 'and' 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 Listen to the story with the pre-recorded voiceover.</p>	
<p>Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary.</p>	<p>Slide 3: 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.</p>	
<p>Slide 4: -ing Words Pre-activity: -ing words show things that are happening right now. Tell students "I am teaching." Write teach and then add 'ing' on the classroom's whiteboard. Ask students what they are doing right now (I am sitting. I am listening.) Write down the words. Activity: Read the -ing words.</p>	<p>Slide 5: Buzz and the -ing Words Take turns to spell -ing words.</p> <p>Slide 6: Story Worksheets p3-6</p>	
1.2		
<p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> Which planet do we live in? Show a world map/ globe. Can you find where we live on the map/ globe? Why do you think Earth looks this way on the cover of the book? What do factories and cars produce? Are these gases harmful to us? ... to our planet? 	<p style="text-align: right;">Echo Reading</p> <ul style="list-style-type: none"> Can you name the natural disasters you see here? Where else can we find energy? We share Earth with other people around the world. How do we take care of it? 	
<p>Slide 7: Conjunction 'and' Pre-activity: Call out 2 students. Tell both of them to start jumping. Say: "Alan is jumping. Max is jumping." Then say it again: "Alan and Max are jumping." Tell Alan to wave and Max to jump. Then say: "Alan is waving and Max is jumping." Tell students that we use 'and' to join related words or sentences together. Activity: Study the examples.</p>	<p>Slide 8: Listening 1: Listen and Number Turn to Workbook p11. 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: Earth Is Sick Turn to Workbook p12. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.</p>	
<p>Slide 10: Story Worksheets p7-12</p>	<p>Student App Level 9 – Unit 1 (Story)</p>	

2.1 Objectives:

- Shadow read 'Earth Is Sick'
- Develop reading comprehension skills
- Develop speaking skills - Give commands
- Develop writing skills - Make a poster

2.2 Objectives:

- Read 'Earth Is Sick' 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: Bin It

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

Slide 3: Speaking: Commands

Pre-activity: Ask students what would they say to people in order to help save Earth (give time for response).

Activity: Tell students that they are going to learn to make commands that encourage behavior that would help save Earth. Read and say the commands. Then look at the pictures at the bottom. Invite students to use an appropriate command for each picture.

Slide 5: Story Worksheets

p13-17

Slide 4: Writing: A Letter from Earth; Make a poster

Pre-activity: Listen to a letter from Mr Earth. Ask: "What ideas can we get from the letter to help save Earth?"

Activity: Turn to Workbook p16-17. Pair up the students. Tell them to discuss among themselves and make their own 'Do Your Part' posters. They can get ideas from p13 on the commands to use. Do a 'Show and Tell' about the posters created.

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 do people do that makes Earth sick?
- What makes Earth a nice and warm place to live in?
- What is burned when people drive their cars, trucks and planes? What is the name of the gas that goes into the air?
- What happens when there is too much carbon dioxide in the air?
- Can you name some natural disasters that happen because of global warming?
- Name some of the ways energy can be produced without harming Earth.
- What do you think we can do to help Earth get better?
- What have you learned from the story?

Slide 7: Story Worksheets

p18-26 (assessment test)

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

Slide 8: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 9 – Unit 1 (Story)

2.1 Objectives:

- Learn capitalization rules: names of places, countries and languages, books, movies and songs

2.2 Objectives:

- Learn punctuation: comma, apostrophe

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1-2: Capitalization-Places, Countries & Languages

Pre-activity: Invite students to tell you the names of any places, countries or languages they know and write down on a whiteboard:

Example:

Mount Everest
Holland
English

Underline the first letter of the word. Explain to students that the names of places, countries and languages have to be capitalized.

Activity: Go through the lesson and attempt the exercise.

Slide 3-4: Capitalization-Books, Movies and Songs

Pre-activity: Invite students to tell you the names of any books, movies, and songs they know and write down on a whiteboard:

Example:

Star Wars
Twinkle Twinkle Little Stars

Underline the first letter of the word. Explain to students that the names of books, movies and songs have to be capitalized.

Activity: Go through the lesson and attempt the exercise.

Slide 5: Capitalization-Spot and Replace (2)

Slide 6: Read and Edit (2)

Attempt the exercises and read the sentences/passages.

Slide 7: Grammar Worksheet:

p1-10

3.2

Slides 8-9: Punctuation: Comma (Yes, No, Names)

Learn the punctuation rules and attempt the exercises.

Slides 10-11: Punctuation: Apostrophe (Possession)

Learn the punctuation rules and attempt the exercises.

Slide 12-13: Punctuation: Apostrophe (Contraction)

Learn the punctuation rules and attempt the exercises.

Slides 14-15: Revision . ? ! , ' ,

Review the punctuation rules.

Slide 16: Grammar Worksheet:

p11-20

Student App

Level 9 - Unit 1 (Grammar)

4.1 Objectives:

- Learn to ask and answer questions about hobbies and other interests
- Learn to suggest things that one could do with friends with common interests

4.2 Objectives:

- Learn to ask and answer questions about hobbies and other interests
- Learn to inquire about clubs or groups
- Learn to give information and invite someone to join an interest group
- Learn to use simple polite phrases

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: What Do You Do in Your Free Time?

- Read *What Do You Do in Your Free Time?*

Slide 2: Role-Play: What Do You Do in Your Free Time?

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: Do You Want to Join Us?

- Read *Do You Want to Join Us?*

Slide 5: Role-Play: Do You Want to Join Us?

- 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 9 - Unit 1 (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 'The Runaway Animals' Learn vocabulary words within the context of sentences: bored, busy, sick, unhappy, lonely, surprised, worried, frightening, dangerous, noisy Learn more vocabulary words: escape, concert, fair, zookeeper, cafe, tremble, roller coaster, wobble 	<p>1.2 Objectives:</p> <ul style="list-style-type: none"> Echo read 'The Runaway Animals' Learn how to use more than one adjective to describe a noun (rule: number-size-shape-color) Learn conjunctions - join related words and sentences with 'and' 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 Listen to the story with the pre-recorded voiceover.</p>	
<p>Slide 2: Vocabulary Words (I) Pre-activity: Teacher acts out the words and get students to guess the word. Activity: 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: Help the Animals Escape Divide students into 2 groups. Each group takes turns to unscramble a word. Record their scores and the group with the higher score wins.</p>	
<p>Slide 4: Vocabulary Words (II) 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.</p>	<p>Slide 5: Café Terror 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 6: Story Worksheets p29-33</p>	
1.2		
<p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? 	<p style="text-align: right;">Echo Reading</p> <ul style="list-style-type: none"> What was/ were the problem(s)? How was/ were the problem(s) solved? 	
<p>Slide 7: Order of Adjectives Pre-activity: Show students an object (example: a ball). Get students to describe the ball according to these categories: number-size-shape-color. Write down the adjectives (example: one, big, round, yellow). Tell them that when we describe an item with more than one adjective, there is a rule to follow and that is according to this order of adjectives: number-size-shape-color. So, we'll say: "I have one big round yellow ball." Activity: Learn about more examples.</p>	<p>Slide 8: Arrange the Adjectives Divide students into 2 groups. Each group takes turns to order the adjectives. Record their scores and the group with the higher score wins.</p> <p>Slide 9: Listening 1: Listen and Draw Pre-activity: Prepare green, yellow, red, blue and purple coloring pencils for each child. Activity: Turn to Workbook p36. Listen, draw and color pictures as instructed. Give ample time for students to complete each picture. Click 'Show Me' on the top right corner to reveal the answers.</p> <p>Slide 10: Listening 2: The Runaway Animals Turn to Workbook p37. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.</p>	
<p>Slide 11: Story Worksheets p34-37</p>	<p>Student App Level 9 – Unit 2 (Story)</p>	

2.1 Objectives:

- Shadow read 'The Runaway Animals'
- Develop reading comprehension skills
- Develop speaking skills - Express how one feels in different situations
- Develop writing skills - Imagine and write an escape story

2.2 Objectives:

- Read 'The Runaway Animals' 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: How Would You Feel?

Pre-activity: Turn to Workbook p38. Read and say how you would feel in the given situations.

Activity: Invite students to say how they would feel if what is described happens to them. Use this language structure:

I feel .../ I am ... It is ...

Slide 4: Writing: My Escape Story

Pre-activity: Turn to Workbook p40-41. Explain to students that before they write a story, they should plan how and what to write. The questions on the Workbook pages are there to guide them. Read through the outlines and questions to have an idea of what is required.

Activity: Read through the questions and possible answers. Students can select their preferred answers and complete the escape story, or they can write in their own words. Start with:

- Why escape?
- Where did you go?
- What did you do? How did you feel? Did you go back?

Slide 5: Story Worksheets

p38-41

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 did the animals in the zoo decide to run away?
- Where did Edna, Charlie, Kenny and Kara wish to go?
- How did the animals escape?
- Describe the experiences of the different animals. What happened to them when they were outside?
- How did the animals feel after their adventures?
- What have you learned from the story?

Slide 7: Story Worksheets

p42-50 (assessment test)

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

Slide 8: Time to Stretch

Use this stretching activity during or after each lesson.

Student App

Level 9 – Unit 2 (Story)

2.1 Objectives:

- Learn to change singular nouns to plural nouns (-ies, -ves)

2.2 Objectives:

- Learn article: the
- Learn quantifiers: little, some, much

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1-2: Singular and Plural Nouns (add -ies)

If a singular noun ends with a consonant + y, we remove -y and add -ies to make it plural.
Go through the lesson and attempt the exercise.

Slide 3: Singular and Plural Nouns (add -s, -es, -ies)

Review singular and plural nouns.

Slide 4-5: Singular and Plural Nouns (add -ves)

If a singular noun ends with -fe or -fe, we remove -f or -fe and add -ves to make it plural.
Go through the lesson and attempt the exercise.

Slide 6: Singular and Plural Nouns (add -s, -es, -ies, -ves)

Review singular and plural nouns.

Slide 7: Grammar Worksheet:

p21-28

3.2

Slide 8: Articles (the)

Slides 9-10: Articles (a, an, the)

'the' refers to a specific singular or plural noun; a unique thing; it is used when we talk about an item after the first mention. Go through the lesson and attempt the exercise.

Slide 13: Quantifiers (few, many, a little, some, much)

Attempt the revision exercise.

Slide 14: Grammar Worksheet:

p29-36

Student App

Level 9 - Unit 2 (Grammar)

Slides 11-12: Quantifiers (a little, some, much)

Pre-activity: We use 'little' and 'much' only for uncountable nouns. We use 'some' for both countable and uncountable nouns. Ask students to look around the room and give examples of countable nouns and uncountable nouns and use the quantifiers (little, some, much) before them. Example:

	<i>little</i>	<i>some</i>	<i>much</i>
<i>uncountable</i>	<i>a little water</i>	<i>some water</i>	<i>too much water</i>
<i>countable</i>	-	<i>some chairs</i>	-

Activity: Go through the lesson and attempt the exercise.

4.1 Objectives:

- Learn to invite a friend to a movie outing
- Learn to describe one's favorite kind of movie
- Learn to request and pay for movie tickets
- Learn to order food at a snack bar

4.2 Objectives:

- Learn to ask and tell about movie preferences
- Learn to make suggestions for type of movie to watch with friends
- Learn to invite friends to one's house

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: Let's Go to the Movies?

- Read *Let's Go to the Movies?*

Slide 2: Role-Play: Let's Go to the Movies?

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: What Kind of Movie Do You Want to Watch?

- Read *What Kind of Movie Do You Want to Watch?*

Slide 5: Role-Play: What Kind of Movie Do You Want to Watch?

- 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 9 - 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 'Greedy Grace' Learn vocabulary words: cereal, muffins, toast, cheesecake, chicken nuggets, honey, tart, crackers, burgers, jellybeans Learn about rhyming words 	<p>1.2 Objectives:</p> <ul style="list-style-type: none"> Echo read 'Greedy Grace' Learn about irregular verbs in the past tense Learn adverbs of sequence 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 Listen to the story with the pre-recorded voiceover.</p>	
<p>Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.</p>	<p>Slide 3: Grace Goes Shopping Divide students into 2 groups. Read through the shopping list. Each group takes turns to grab the correct food from the shopping list. Record their scores and the group with the higher score wins.</p>	
<p>Slide 4: Rhyming Words Pre-activity: Divide the class into 2 groups. Each group takes turn to read a page of the storybook and identify the rhyming words in the story. Write them down. Read through all the rhyming words. Activity: Listen to the passage and identify the rhyming words.</p>	<p>Slide 5: What Rhymes? Identify the pictures all around the screen. Divide students into 2 groups. Each group takes turns to read the two words in the middle and identify a rhyming word. Record their scores and the group with the higher score wins.</p> <p>Slide 6: Story Worksheets p53-56</p>	
1.2		
<p>Slide 1: Storytelling 2: Read and Answer Questions</p> <ul style="list-style-type: none"> Who were the people/ characters in the story? Where did the story take place? 	<p style="text-align: right;">Echo Reading</p> <ul style="list-style-type: none"> What was/ were the problem(s)? How was/ were the problem(s) solved? 	
<p>Slide 7: Irregular Verbs Turn to Workbook p57-58 and learn more examples of irregular verbs. Activity: Divide students into 2 groups. Each group takes turns to find the irregular verb in the past tense. Record their scores and the group with the higher score wins.</p>	<p>Slide 8: Adverbs of Sequence Pre-activity: Pretend to prepare to brush your teeth and say: "First, I take my toothbrush. Next, I squeeze some toothpaste onto my toothbrush. Finally, I brush my teeth." Tell students the use of 'first, next and finally' tells us the sequence or order of an action. Activity: Learn more examples from the book.</p>	
<p>Slide 9: Listening 1: Listen and Draw Turn to Workbook p63. Listen and draw pictures as instructed. Give ample time for students to complete each picture. Click 'Show Me' to reveal the answers.</p>	<p>Slide 10: Listening 2: Greedy Grace Turn to Workbook p64. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.</p>	
<p>Slide 11: Story Worksheets p57-64</p>	<p>Student App Level 9 – Unit 3 (Story)</p>	

2.1 Objectives:

- Shadow read 'Greedy Grace'
- Develop reading comprehension skills
- Develop speaking skills - Talk about bad habits
- Develop writing skills - Complete a poem

2.2 Objectives:

- Read 'Greedy Grace' 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: Eat a Tart

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

Slide 3: Speaking: Bad Habits

Pre-activity: Learn about Kim's bad habits. Ask: "What are Kim's bad habits?" Next, listen to the other examples of bad habits.

Activity: Invite students to share if they have bad habits.

Use this language structure:

- I have a bad habit ...
- I ...

Slide 4: Writing: Rhyming Poem

Rearrange the phrases to make rhyming poems.
Write down the completed poems on Workbook p67-68.

Slide 5: Story Worksheets

p65-68

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.

- Grace had a problem. What was it?
- Being greedy is a bad habit.. What other bad habits can you think of?
- Do you think Grace was honest when she said, "I don't care if I get too fat?" Why do you think so?
- Why did Grace decide to slim down one day?
- How did her friend, Kim, help her to slim down?
- Would you like to have a friend just like Kim? Why?
- What have you learned from the story?

Slide 7: Story Worksheets

p69-76 (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 9 – Unit 3 (Story)

2.1 Objectives:

- Review subject and object pronouns
- Learn that possessive determiners are used before a noun to express possession or belonging

2.2 Objectives:

- Learn that interrogative pronouns are used at the beginning of a question

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slides 1-4: Subject Pronouns, Object Pronouns

Pre-activity: Write on a whiteboard and invite students to make sentences with any of the subject pronouns and/ or object pronouns.

<i>Subject Pronouns</i>	<i>Object Pronouns</i>
<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>she</i>	<i>her</i>
<i>it</i>	<i>it</i>
<i>we</i>	<i>us</i>
<i>they</i>	<i>them</i>

Example:

I like to go to school.

Do you want to go to school with me?

Activity: Go through the lessons and attempt the exercises.

Slides 5-7: Possessive Determiners; Possessive Determiners (I) & (II)

Go through the lessons and attempt the exercises.

Slide 8: Subject Pronouns, Object Pronouns, Possessive Determiners

Pre-activity: Review all pronouns and determiners:

<i>Subject Pronouns</i>	<i>Object Pronouns</i>	<i>Possessive Determiners</i>
<i>I</i>	<i>me</i>	<i>my</i>
<i>you</i>	<i>you</i>	<i>your</i>
<i>he</i>	<i>him</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>her</i>
<i>it</i>	<i>it</i>	<i>its</i>
<i>we</i>	<i>us</i>	<i>our</i>
<i>they</i>	<i>them</i>	<i>their</i>

Activity: Complete the passage with the correct pronouns/ determiners. Read the passage.

Slide 9: Grammar Worksheet:

p37-50

3.2

Slide 10: Interrogative Pronouns

Pre-activity: Write on a whiteboard:

We use 'who, what, which and whose' at the beginning of questions.

<i>who</i>	<i>refers to a</i>	<i>person</i>
<i>what</i>		<i>thing</i>
<i>which</i>		<i>person/ thing</i>
<i>whose</i>		<i>person</i>

Activity: Go through the lesson and attempt the exercise.

Slides 11-12: Interrogative Pronouns (I) and (II)

Attempt the exercises.

Slide 13: Subject Pronouns, Object Pronouns, Interrogative Pronouns, Possessive Determiners

Slide 14: Grammar Worksheet:

p51-57

Student App

Level 9 - Unit 3 (Grammar)

4.1 Objectives:

- Learn to ask and tell about family members
- Learn to ask and answer simple personal questions
- Learn to describe the appearance of family members

4.2 Objectives:

- Learn to ask and tell about friends
- Learn to ask and answer simple personal questions
- Learn to describe the personality of a friend

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: This Is My Family

- Read *This Is My Family*

Slide 2: Role-Play: This Is My Family

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: Who's Your Best Friend?

- Read *Who's Your Best Friend?*

Slide 5: Role-Play: Who's Your Best Friend?

- 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 9 - Unit 3 (Grammar)

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

LEVEL 9 - UNIT 4: STORY		Lesson 1: Isaac Newton	
1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'Isaac Newton' Learn vocabulary words within the context of sentences: scientist, professor, experiment, discovery, wonder, modest, knight, famous, lonely, sickly Listen and solve riddles 		1.2 Objectives: <ul style="list-style-type: none"> Echo read 'Isaac Newton' Learn about regular and irregular verbs in the 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 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. Click on the highlighted words to view their meanings.		Slide 3: Listen and Unscramble Divide students into 2 groups. Each group takes turns to unscramble the words correctly. Record their scores and the group with the higher score wins.	
Slide 4: What am I? Listen to the riddle and solve it. The students can refer to their own storybooks to look for the items.		Slide 5: Story Worksheets p79-82	
1.2			
Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Who was Isaac Newton? Why was Newton unable to play with other children? What kind of toys did Newton make? 		Echo Reading	
Slide 6: Regular and Irregular Verbs Listen and find the past tense of a regular verb (ends with -d, -ed, -ied) or irregular verb (does not follow a regular pattern). If the game is too challenging, refer to the Workbook p83-84 before playing.		Slide 7: Listening 1: Sir Isaac Newton Turn to Workbook p86. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	
Slide 8: Listening 2: Listen and Number Turn to Workbook p64. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.	Slide 9: Story Worksheets p83-87	Student App Level 9 – Unit 4 (Story)	

2.1 Objectives:

- Shadow read 'Sir Isaac Newton'
- Develop reading comprehension skills
- Develop speaking skills - Ask questions using 'why' and 'how'
- Develop writing skills - Rewrite a report as a first-person account

2.2 Objectives:

- Read 'Sir Isaac Newton' 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: Rainbow Light

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

Slide 3: Speaking: Why & How

Pre-activity: Write 'Why' and 'How' on the whiteboard. Say: "We ask 'why' when we want to know the reason something happened. Why is the weather so hot? We ask 'how' when we want to know what must take place for something to happen. "How do birds fly?" Invite students to make questions that start with 'why' and 'how'.

Activity: Invite students to make more questions using the following question structure:

- Why is/ are the ...
- How does/ do ...?!

Slide 4: Writing: An Experiment on Light

Turn to Workbook p90-91. Read the report and rewrite the report as a first-person account in the simple present tense.

Slide 5: Story Worksheets

p88-91

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 scientist do?
- Why do you think things fall down and not fall up?
- What was Newton like when he was a child?
- What did the young Newton do when he was lonely? What do you do when you feel lonely?
- What did Newton do in order to explore science?
- What did Newton discover about light?
- What did Newton discover about gravity?
- What do you think is most impressive about Sir Isaac Newton? Why?

Slide 7: Story Worksheets

p92-100 (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 9 – Unit 4 (Story)

2.1 Objectives:

- Review verb 'to be' (is, are, am) and verb 'to have' (has, have) in simple present tense
- Learn verb 'to be' (was, were) and verb 'to have' (had) in simple past tense

2.2 Objectives:

- Review regular verbs in simple past tense (-d, -ed, -ied)
- Learn irregular verbs in simple past tense

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1: Verb 'to be' in Simple Past Tense

Slides 2-3: Verb 'to be' in Simple Past Tense (I) and (II)

Review verbs 'to be' in simple present tense. (is, are am)

Verb 'to be' (was, were)

Pre-activity: Write on a whiteboard:

<i>Past (yesterday)</i>	<i>Present (today)</i>
<i>I <u>was</u> sick yesterday.</i>	<i>I <u>am</u> sick today.</i>
<i>He <u>was</u> sick today.</i>	<i>He <u>is</u> sick today.</i>
<i>They <u>were</u> sick today.</i>	<i>They <u>are</u> sick today.</i>

Activity: Learn verbs 'to be' in simple past tense and attempt the exercise.

Slides 4-5: Verb 'to have' (had)

Review verb 'to have' in simple present tense.

Pre-activity: Write on a whiteboard:

<i>Past (yesterday)</i>	<i>Present (today)</i>
<i>I <u>had</u> a cold yesterday.</i>	<i>I <u>have</u> a cold yesterday.</i>
<i>He <u>had</u> a cold yesterday.</i>	<i>He <u>has</u> a cold yesterday.</i>
<i>They <u>had</u> a cold yesterday.</i>	<i>They <u>have</u> a cold yesterday.</i>

Activity: Learn verbs 'to have' in simple past tense and attempt the exercise.

S6: Verb 'to be' and 'to have' in Simple Past Tense

Attempt the exercises.

Slide 7: Grammar Worksheet:

p59-69

3.2

Slide 8: Regular in Simple Past Tense

Review regular verbs in the simple past tense.

Slide 11: Regular and Irregular verbs in Simple Past Tense

Attempt the exercises.

Slide 12: Grammar Worksheet:

p70-79

Slide 9-10: Irregular verbs in Simple Past Tense

Pre-activity: Regular verbs in simple past tense follow a pattern. They end with -d, -ed or -ied. Irregular verbs in simple past tense do not follow any patterns. For example:

<i>go</i>	→	<i>went</i>
<i>swim</i>		<i>swam</i>
<i>eat</i>		<i>ate</i>

Activity: Learn irregular verbs in simple past tense and attempt the exercises.

Student App

Level 9 - Unit 4 (Grammar)

4.1 Objectives:

- Learn to give and ask for help at a supermarket
- Learn to ask and tell about finding specific grocery items
- Learn to speak with courtesy
- Learn to follow instructions

4.2 Objectives:

- Learn to ask and tell the location of store
- Learn to speak with courtesy
- Learn to follow instructions
- Communicate with a shopkeeper to make a purchase

Materials:

- Multimedia Library
- Speaking and Conversation Workbook
- Student App

4.1

Slide 1: Conversation: Where Can I Find It?

- Read *Where Can I Find It?*

Slide 2: Role-Play: Where Can I Find 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

p14-16

4.2

Slide 4: Conversation: How Can I Help You?

- Read *How Can I Help You?*

Slide 5: Role-Play: How Can I Help You?

- As above

Slide 6: Speaking Worksheets

p17-18

Slide 7: Time for Yoga

Use this stretching activity during or after each lesson.

Student App

Level 9 - Unit 4 (Grammar)

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

1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to 'Beethoven the Great Composer' Learn vocabulary words within the context of sentences: choir, harsh, force, practice, punish, mistake, composer, countryside, inspire, deaf Learn to express feelings and emotions: emotions, stormy, peaceful, impressed, angry, quiet, moody, frustrated 		1.2 Objectives: <ul style="list-style-type: none"> Echo read 'Beethoven the Great Composer' Learn words with opposite meanings (antonyms) Learn conjunctions (and, or, when) Develop listening comprehension skills 		Materials: <ul style="list-style-type: none"> Multimedia Library Story Workbook Student App
1.1				
Slide 1: Story - Picture Walk <ul style="list-style-type: none"> What do you think the book is about? (Turn to each page of the storybook) Describe what you see. 		Storytelling 1: Listen Listen to the story with the pre-recorded voiceover.		
Slide 2: Vocabulary Words Listen to all the words without interruption. Listen again and invite students to say the words, and then the sentences. Pay attention to the pronunciation and repeat if necessary. Click on the highlighted words to view their meanings.		Slide 3: Spell a Tune (I) Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.		
Slide 4: Feelings and Emotions Pre-activity: Make different face expressions (impressed, angry, quiet, moody, frustrated) and invite students to guess the emotions portrayed. Invite the students to make the face expressions too. Activity: 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. Click on the highlighted words to view their meanings.		Slide 5: Spell a Tune (II) Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.	Slide 6: Story Worksheets p103-106	
1.2				
Slide 1: Storytelling 2: Read and Answer Questions <ul style="list-style-type: none"> Beethoven was a composer. Do you know what does a composer do? Looking at their expressions, what can you tell? Do you think Beethoven can play well? 		<ul style="list-style-type: none"> Why do you think there is a man shouting at Beethoven? What do you call a person who can't hear? Why do you think Beethoven is angry/ upset? How would you feel if you couldn't hear? 		Echo Reading
Slide 7: Antonyms Pre-activity: An antonym is a word with an opposite meaning to another word. Say these words and invite students to give you the opposite word. Examples: calm – (noisy); start – (end); remember –(forget) (refer to Workbook p107 for more words) Activity: Find a matching pair of antonym words.	Slide 8: Conjunctions and, or, when Pre-activity: Refer to Workbook p109 to learn about the conjunctions Activity: Join the sentences using the correct conjunctions.		Slide 9: Listening 1: True or False Turn to Workbook p113. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
	Slide 10: Listening 2: Emotional Words Turn to Workbook p114. Listen and guess the emotion words. Write it down. Click 'See Answers' on the top right corner to reveal the answers.		Slide 11: Story Worksheets p107-114	Student App Level 9 – Unit 5 (Story)

2.1 Objectives:

- Shadow read 'Beethoven the Great Composer'
- Develop reading comprehension skills
- Develop speaking skills - Answer questions in an interview
- Develop writing skills - Write a biography

2.2 Objectives:

- Read 'Beethoven the Great Composer' 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: Conduct Like Beethoven

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

Slide 3: Speaking: An Interview with Beethoven

Pre-activity: An interview is a meeting in which someone asks another person questions about themselves, their work or their ideas. Invite students to ask questions to interview their teacher. (Teacher answers the questions; switch roles if time permits.)

Activity: Listen to the interview and invite students to pretend that they were Beethoven and answer the given questions.

Slide 4: Story Worksheets

p115-118

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.

- When was Beethoven born? How old would he be if he were still alive today?
- Can you tell me more about Beethoven's family? What did his grandfather and father do?
- How old was Beethoven when he started to play the piano and violin? Who was his first teacher?
- What kind of teacher was Beethoven's father?
- What would inspire Beethoven to write beautiful music?
- Describe Beethoven's music.
- What happened after Beethoven started to lose his hearing?
- What did you learn from Beethoven's life story?

Slide 7: Story Worksheets

p119-127 (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 9 – Unit 5 (Story)

2.1 Objectives:

- Learn to form sentences in present continuous tenses
- Learn to form questions in present continuous tenses

2.2 Objectives:

- Learn to form sentences in past continuous tenses
- Learn to form questions in past continuous tenses

Materials:

- Multimedia Library
- Grammar Workbook
- Student App

3.1

Slide 1: Using Present Continuous Tense

Slide 2: Verbs in Present Continuous Tense

Pre-activity: The present continuous tense is used to show an action that is happening right now. The verbs we use end with –ing. Write on a whiteboard:

I am standing.

I am writing.

I am talking.

Activity: Go through the lesson and attempt the exercises.

Slides 3-4: Present Continuous Tense (Part 1) (I) and (II)

Attempt the exercises.

Slide 5: Grammar Worksheet:

p80-84

3.2

Slide 6: Using Past Continuous Tense (Part 1)

Slide 7-8: Using Past Continuous Tense (Part 1) (I) and (II)

Pre-activity: The past continuous tense is used to show an action that was happening at a particular time in the past. The verbs we use end with –ing. Write on a whiteboard:

I was standing just now.

I am sitting now.

(past)

(present)

Activity: Go through the lesson and attempt the exercises.

Slide 9: Present and Past Continuous Tense (Revision)

Attempt the exercises for revision.

Slide 10: Grammar Worksheet:

p85-90

Student App

Level 9 - Unit 5 (Grammar)

LEVEL 9 - UNIT 5: SPEAKING AND CONVERSATION	Lesson 4: A Day at the Amusement Park	
4.1 Objectives: <ul style="list-style-type: none"> Learn to request permission from parents Learn to make interactions at a sales counter Learn to ask and answer questions about prices Learn to talk about feelings, needs and rides at an amusement park 	4.2 Objectives: <ul style="list-style-type: none"> Learn to make an order for food at a snack bar Learn to understand numbers and prices Learn to ask and answer questions about prices 	Materials: <ul style="list-style-type: none"> Multimedia Library Speaking and Conversation Workbook Student App
4.1		
Slide 1: Conversation: Let's Go on a Ride? <ul style="list-style-type: none"> Read <i>Let's Go on a Ride?</i> 	Slide 2: Role-Play: Let's Go on a Ride? 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 p19-20
4.2		
Slide 4: Conversation: How Much Is That? <ul style="list-style-type: none"> Read <i>How Much Is That?</i> 	Slide 5: Role-Play: How Much Is That? <ul style="list-style-type: none"> As above 	Slide 6: Speaking Worksheets p21-22 Slide 7: Time for Yoga Use this stretching activity during or after each lesson. Student App Level 9 - Unit 5 (Grammar) <i>Note: The conversation activities can be found at the end of the grammar activities.</i>