

Lesson Plan Module 10 Week 1

Components	E-Reading Scholar (ERS)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Eloquent Speaker (ES)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
IVB	i. Students to independently go through the list of words	15 mins	e-Prep	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	IVB			
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia (Slides 3-5)	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given	10 mins	Multimedia (Slides 7-36)	

	<p>words.</p> <p>iii. Click on the words to check for answer.</p> <p>iv. Feed Franky the Frog!</p> <p>Activity: Click on the 🔊 button and listen to the word. Then, students spell the word by clicking on the flies.</p> <p>iv. Students choose the correct letters to fill in the blanks of the words.</p>			
Read & Circle	<p>i. Ask students to look at the pictures and read the sentences</p> <p>ii. Students annotate by circling/dragging the words that best fits the sentences.</p> <p>iii. Discussion of answers.</p>	10 mins	Multimedia (Slides 38-45)	*Activity can be conducted individually or in a group.
Component 3	ES			
Click and Listen	<p>i. Play the multimedia and introduce the topic.</p> <p>ii. Asks the students to click on each vehicle and say its names.</p>	5 mins	Multimedia (Slides 3)	*Maximize verbal interaction by asking the students about their experiences with the vehicles.
Questions and Answers	<p>i. Teacher conducts Q & A session with the students and use the questions as prompts.</p> <p>ii. Teacher clicks on the ⓘ button to reveal the answer.</p>	15 minutes	Multimedia (repeat for slides car, motorcycle, aeroplane & ship)	
Time to Share!	<p>i. Teacher asks students to share about a transport they know. It could be the transports that they have learnt or the transports provided in the slide.</p> <p>ii. Teacher can ask the students to use the prompts to share about their transports.</p>	10 minutes	Multimedia (slide 11)	*Maximize verbal interaction by asking the students about their experiences with the vehicles.
e-Revision				
E-revision (compulsory)	<p>ERS – Worksheet 10.1.1</p> <p>IVB – Worksheet 10.1.1</p>			

E-revision (optional)	
Additional Remarks:	

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**


Lesson Plan Module 10 Week 2

Components	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
SOG	i. Students independently go through the video and activity.	15 mins		Adjectives
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Recognise the spelling patterns of regular adjectives in comparative and superlative formsApply comparisons of adjectives in sentences			
Teaching	1. Ask students to identify the adjectives in the sample sentences.	25 mins	Multimedia	

	2. Play multimedia on comparison of adjectives 3. Students complete activity on the comparative and superlative forms of adjective			
	3. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students fill in comparative or superlative adjectives to complete sentences	10 mins	Activity 1	If students are stuck on a question, you can either: a) ask how many subjects are being compared b) point out 'than' or 'the' in the sentence
e-Game				
e-Revision				
E-revision (compulsory)	ERS – Worksheet 10.2.1 SOG – Worksheets 10.1.1, 10.1.2, 10.1.3 & 10.1.4			
E-revision (optional)	SOG Worksheets 10.1.5			
Additional Remarks:	SOG Note for lesson 1 provided.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 3

Components	E-Reading Scholar (ERS)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Be able to choose suitable adjectives to describe peopleBe able to describe people based on physical appearance and character traits			
Teaching (I)	i. Explain the use of adjectives to describe people. ii. Introduce some adjectives to describe people's physical appearance.	15 mins	Multimedia (I)	Encourage all students to respond. The first half an hour focuses on

	<p>iii. Relate the use of several adjectives by reading the sample of sentences. Click on the 'Click' button to highlight the adjectives.</p> <p>iv. For Part A:</p> <ul style="list-style-type: none"> • Students to annotate or answer aloud to complete the descriptions based on the options given. • Click on the lines for answers. • Explain for any wrong answers. <p>vi. For Part B:</p> <ul style="list-style-type: none"> • Students to write sentences to describe the characters' looks based on the words given (**Q1 - Q3 are compulsory). • Click on the lines for answers. • Pick students to individually share their answers by reading aloud. Rectify any errors. 			<p>the subtopic Physical Appearance.</p> <p>Writing activity in students' notebooks.</p>
Reinforcement Activity 1	<p>i. Students to look at the pictures and write their own sentences to describe the characters (**Q1 – Q5 are compulsory).</p> <p>ii. Ask students to write the answers in their notebooks.</p> <p>iii. Click on the lines for</p>	15 mins	Activity 1	<p>Writing activity in students' notebooks.</p> <p>Encourage students to write 3 – 4 sentences.</p> <p>Cues: general appearance, age,</p>

	<p>answers.</p> <p>iv. Choose students to share their written answers verbally. Correct and explain for any mistakes.</p>			height, size, hair & eyes
Teaching (II)	<p>i. Introduce some examples of adjectives to describe character traits.</p> <p>ii. Click on the 'Click' button for sentences to appear. Click again to highlight on the adjectives.</p> <p>iii. Explain that supportive sentences are required to describe the selected traits.</p> <p>iv. For Part A:</p> <ul style="list-style-type: none"> Students to annotate or answer aloud to complete the descriptions based on the options given. Click on the lines for answers. Explain for any wrong answers. <p>v. For Part B:</p> <ul style="list-style-type: none"> Students to write a paragraph (4 sentences) to describe the people based on the pictures and words given (**Q1 – Q3 are compulsory). Click on the 'Sample Answer' button for answers. Select students to 	15 mins	Multimedia (II)	<p>The second half an hour focuses on the subtopic Character Traits.</p> <p>Writing activity in students' notebooks.</p>

	share their answers by reading aloud. Give explanation for any mistakes.			
Reinforcement Activity 2	i. Students to use the words provided to write full descriptions of each person in a paragraph (**Q1 – Q5 are compulsory). ii. Click on the 'Sample Answer' button for answers. iii. Discussion session. Correct any mistakes detected.	15 mins	Activity 2	Writing activity in students' notebooks. Encourage students to write at least 3 sentences for every paragraph.
e-Revision				
E-revision (compulsory)	ERS – Worksheet 10.3.1 WRC – Worksheet 10.1.1 & 10.1.2			
E-revision (optional)	WRC – Worksheet 10.1.3 & 10.1.4			
Additional Remarks:	WRC Module 10 Lesson 1 Notes are included for students' references.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 4

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
IVB Activity	i. Students to independently go through the list of words	15 mins	e-Prep	
Classroom				
Component 1	IVB			
Activities	Procedures	Duration	Material Resources	Note
Listen & Click	i. Click on a number and listen to the words ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. Feed Franky the Frog! Activity: Click on the 🔊 button and listen to the word. Then, students spell the word by clicking on the flies. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia	*Maximize verbal interaction and ensure students get equal chance to do the activity.

Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	10 mins	Multimedia	
Idioms of the Day	i. Click on the ► button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia	*Maximize verbal interaction with the students by relating the idiom with their experiences.
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word iii. Discussion of answers.	10 minutes	Revision (Part 1)	
Read and Drag	I. Teacher asks the students to read the sentences. ii. Students annotate by choosing the correct words to fill in the blanks. iii. Discussion of answers	3 minutes	Revision (Part 2)	
Read and Tick	i. Students choose the correct sentence with the correct word.	5 minutes	Revision (Part 2)	
Read and Choose	i. Students choose the correct word to be used in the sentences given.	5 minutes	Revision (Part 2)	
e-Game (Dig the Dino!)	I. Students need to dig the bones of the dinosaurs by clicking on the correct word to fill in the blank of the sentence. ii. Discussion of answers.	7 minutes	e-Game	
Component 2	WRC			

Learning Objective:	<p>Upon completion, students will:</p> <ul style="list-style-type: none"> • Be able to use the correct form of adjectives to make comparison • Be able to write comparative and superlative sentences to compare people 			
Teaching	<p>i. Recap the use of adjectives to add descriptions to people. For Part A:</p> <ul style="list-style-type: none"> • Students to rewrite the sentences by adding suitable adjectives. Options are given. • Click on the boxes for answers. • Students to share their answers verbally after the questions are attempted. Discuss with the class if there are any errors. <p>ii. Explain briefly on comparative and superlative adjectives.</p> <p>iii. For Part B:</p> <ul style="list-style-type: none"> • Choose students to annotate or answer aloud to complete the sentences. • Click on the lines for answers. • Ask students why they answer in comparative/superlative form to ensure their understanding. <p>iv. For Part C:</p> <ul style="list-style-type: none"> • Students to build comparative and superlative sentences based on the pictures. 	30 mins	Multimedia	<p>Encourage all students to respond.</p> <p>Writing activity in students' notebooks.</p>

	<ul style="list-style-type: none"> Click on the lines for answers. Ask students to read and show their answers during discussion session. 			
e-Revision				
E-revision (compulsory)	IVB – Worksheet 10.2.1 & 10.2.2 WRC – Worksheet 10.2.1 & 10.2.2			
E-revision (optional)	WRC – Worksheet 10.2.3 & 10.2.4			
Additional Remarks:	WRC Module 10 Lesson 2 Notes are included for students' references.			


**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 5

Components	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
SOG	i. Students independently go through the video and activity.	15 mins		Comparison of adjectives
Classroom				
Component 1	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Recall the comparative and superlative forms of regular adjectivesRecognise the spelling rules of comparative and superlative forms for irregular adjectives			
Activities	Procedures	Duration	Material Resources	Note
Teaching	1. Play multimedia on comparison of adjectives	30 mins	Multimedia	Students do not necessarily have to complete all the questions in this section. Should you wish to complete all the questions, you may cut down on time by having them answer verbally instead.
	2. Students recall the rules of comparative and superlative forms of regular adjectives and complete review questions.			
	3. Play multimedia on spelling rules for two or more syllabled adjectives. 4. Students fill in the adjectives 5. Play multimedia on spelling rules for irregular adjectives 6. Students complete sections A to C:			
	A → Students sort the provided adjectives by dragging and dropping the words B → Students match the adjectives to the comparative and superlative forms. C → Students complete sentences with comparative			

	or superlative forms of irregular adjectives.			
	7. Complete lesson preview before proceeding to activity.			
Reinforcement Activity 1	1. Students choose the adjective to complete the sentence from two choices provided.	20 mins	Activity 1	
Reinforcement Activity 2	1. Get students to analyse the images before attempting the questions. Some image will have information provided as well. 2. Students will need to choose the right adjective to complete the sentences based on the image/information given.	25 mins	Activity 2	<i>*Students need to think critically to complete the activity. As such, they may struggle a bit. You may help by discussing the details of the image/information before beginning the questions.</i>
e-Game				
e-Revision				
E-revision (compulsory)	SOG – Worksheets 10.2.1, 10.2.2, 10.2.3 & 10.2.4			
E-revision (optional)	SOG – Worksheet 10.2.5			
Additional Remarks:	SOG Note for lesson 2 provided.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 6				
Components	E-Reading Scholar (ERS)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*Ensure all students get opportunity to answer
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Be able to select suitable adjectives to describe foodBe able to describe food based on appearance, taste and texture			
Teaching (I)	i. Explain the use of adjectives to describe food. ii. Introduce some adjectives to describe food based on appearance. iii. Click on the 'Click' button for sentences to appear. Highlight on the usage of the adjectives.	15 mins	Multimedia (I)	Encourage all students to respond. The first half an hour focuses on the subtopic Appearance

	<p>iv. For Part A:</p> <ul style="list-style-type: none"> Students to annotate or answer aloud to complete the descriptions based on the options given. Click on the lines for answers. Explain for any wrong answers. <p>vi. For Part B:</p> <ul style="list-style-type: none"> Students to write sentences to describe the appearance of the food based on the words given (**Q1 – Q5 are compulsory). Click on the lines for answers. Pick students to individually share their answers by reading aloud. Rectify any errors. 			Writing activity in students' notebooks.
Reinforcement Activity 1	<p>i. Students to look at the pictures and write their own sentences to describe the food (**Q1 – Q6 are compulsory).</p> <p>ii. Ask students to write the answers in their notebooks.</p> <p>iii. Click on the lines for answers.</p> <p>iv. Choose students to share their written answers verbally. Correct and explain for any mistakes.</p>	15 mins	Activity 1	<p>Writing activity in students' notebooks.</p> <p>Encourage students to write 3 – 4 sentences.</p> <p>Cues: size, shape, colour and pattern (if any).</p>
Teaching (II)	<p>i. Introduce some examples of adjectives to describe food's taste and texture.</p>	15 mins	Multimedia (II)	The second half an hour focuses on the subtopic

	<p>ii. Click on the 'Click' button for the bullet points to appear.</p> <p>iii. Show an example of food description. Explain that adding information on its content / ingredients supports for why it tastes or feels the way it does.</p> <p>iv. For Part A:</p> <ul style="list-style-type: none"> • Students to annotate or answer aloud to complete the descriptions based on the options given. • Click on the lines for answers. • Explain for any wrong answers. <p>v. For Part B:</p> <ul style="list-style-type: none"> • Students to use the words provided to complete the sentences in describing the food (**Q1 – Q5 are compulsory). • Click on the lines for answers. • Select students to share their answers by reading aloud. Give explanation for any mistakes. 			<p>Taste and Texture.</p> <p>Writing activity in students' notebooks.</p>
Reinforcement Activity 2	<p>i. Students to choose the most suitable words to write full descriptions of the food (**Q1 – Q5 are compulsory).</p> <p>ii. Click on the lines for answers.</p> <p>iii. Discussion session. Correct any mistakes detected.</p>	15 mins	Activity 2	<p>Writing activity in students' notebooks.</p> <p>Encourage students to write at least 3 sentences.</p>
e-Revision				

E-revision (compulsory)	ERS – Worksheet 10.4.1 WRC – Worksheet 10.3.1 & 10.3.2
E-revision (optional)	WRC – Worksheet 10.3.3 & 10.3.4
Additional Remarks:	WRC Module 10 Lesson 3 Notes are provided for students' references.

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 7

Components	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
SOG	i. Students independently go through the video and activity.	15 mins		Verb to-be
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*Ensure all students get opportunity to answer
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> Recall verb to-be Differentiate present and past forms of verb to-be Change present tense statements into past tense using verb to-be 			
Teaching	1. Play multimedia on verb to-be 2. Students complete sections A and B: A → Fill in 'was' or 'were' in sentences B → Change sentences into	30 mins	Multimedia	

	negative forms after choosing the verb to-be			
	5. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students change the sentences into past tense form after choosing the verb to-be.	30 mins	Activity 1	
Reinforcement Activity 2	<p>1. Prompt students to recall the present and past forms of the verb to-be.</p> <p>2. Get students to look at the questions before attempting them.</p> <p>3. Students complete sections A and B:</p> <p>A → Students complete sentences with the verb to-be</p> <p>B → Students complete paragraphs using verb to-be</p>			<p><i>*Questions are a mixture of present and past forms.</i></p> <p><i>Students may find the task difficult to complete. You may provide help by pointing out clues (time stamps, other verbs used) in the sentences.</i></p>
e-Revision				
E-revision (compulsory)	ERS – Worksheet 10.5.1 SOG – Worksheet 10.3.1, 10.3.2, 10.3.3 & 10.3.4			
E-revision (optional)	SOG – Worksheet 10.3.5			
Additional Remarks:	SOG Note for lesson 3 provided			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 8

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Eloquent Speaker (ES)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
IVB	i. Students to independently go through the list of words	15 mins	e-Prep	
Classroom				
Component 1	IVB			
Activities	Procedures	Duration	Material Resources	Note
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. Feed Franky the Frog! Activity: Click on the 🔊 button and listen to the word. Then, students spell the word by clicking on the flies. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia	
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling/dragging the words	5 mins	Multimedia	

	that best fits the sentences. iii. Discussion of answers.			
Idioms of the day	i. Click on the 🔊 button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia	
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word iii. Discussion of answers.	10 mins	Revision (Part 1)	
Read and Drag	i. Students drag the names of each vehicle to match the pictures. ii. Students read the sentences and drag the words to fill in the blanks.	5 mins	Revision (Part 2)	
Read and Tick	i. Choose the correct sentence with the correct word.	10 mins	Revision (Part 2)	
Read and Choose	i. Choose the correct word to be used in the sentences given.	10 mins	Revision (Part 2)	
Read and Tick	i. Students choose the correct answer. ii. Discussion of answers.	5 mins	Revision (Part 3- idioms)	
e-Game (Jinx! Game)	i. Students click on each flashcard. ii. Students choose the correct spelling of the word on the back of the flashcards. iii. For every 3 words answered correctly, one JINX! card will light up.	10 mins	e-Game	

Component 2		ES		
Questions and Answers	i. Teacher continues previous lesson by conducting Q & A session of the other three transports (train, bicycle & train).	15 mins	Multimedia (Activity 1)	
Time to Share!	i. Students present about their favorite transport to the class. ii. Teacher helps students to present by using the language bank as a prompt.	15 mins	Multimedia (Activity 2)	
e-Revision				
E-revision (compulsory)	IVB – Worksheet 10. 8 .1			
E-revision (optional)				
Additional Remarks:				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 9

Components	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
Classroom				
Component 1	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Understand and differentiate countable and uncountable nounsApply the right quantifiers for countable and uncountable nouns			
Activities	Procedures	Duration	Material Resources	Note
Teaching	1. Play multimedia on countable nouns.	45 mins	Multimedia	
	2. Students complete sections A and B: A→ Students pick out the countable nouns from list of words. Students provide 3 more examples of nouns that can be counted. B→ Students fill in the blanks with a/an for singular nouns and many for plural nouns.			
	3. Play multimedia on uncountable nouns. 4. Students complete sections A to D: A → Students fill in the blanks with 'many' for countable nouns and 'much' for uncountable nouns B → Students complete sentences with much or many. C → Students fill in the blanks with 'a few' for countable nouns and			

	'a little' for uncountable nouns. D → Students complete sentences with few or little.			
	5. Complete lesson review before proceeding to activity.			
Reinforcement Activity 1	1. Students to complete What is in the fridge . 2. Students select an item from the image of a fridge. 3. Students read the sentence and identify the noun in the sentence. Then, students need to tell if the noun is countable or uncountable.	15 mins	Activity 1	
Reinforcement Activity 2	1. Students to complete Go for Gold 2. Students choose the right quantifier to complete the sentence.	15 mins	Activity 2	
e-Game				
e-Revision				
E-revision (compulsory)	SOG – Worksheets 10.4.1, 10.4.2, 10.4.3 & 10.4.4			
E-revision (optional)	SOG – Worksheet 10.4.5			
Additional Remarks:	SOG Notes for Lesson 4 is provided.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 10 Week 10

Components	Write Right Composer (WRC)	35 Mins		
	Write Right Composer (WRC)	35 Mins		
	ECLA	20 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
Classroom				
Component 1	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Be able to recall points to describe people and foodBe able to write suitable descriptions for people and food			
Activities	Procedures	Duration	Material Resources	Note
Revision	i. Revise on describing people. ii. Elicit more adjectives to describe physical appearance and character traits from the students. Teachers may ask them to promptly form verbal sentences using the adjectives mentioned. iii. For Part A: <ul style="list-style-type: none">Students to write comparative or superlative sentences using the word prompts.Discuss the answers with	35 minutes	Multimedia (I)	Encourage all students to respond. The first half an hour focuses on Describing People. Writing activity in students' notebooks.

	<p>students.</p> <ul style="list-style-type: none"> Click on the lines for answers. <p>iv. For Part B:</p> <ul style="list-style-type: none"> Students to write two paragraphs for each question to describe the people (word and pictorial guided). Click on the 'Sample Answer' button for answers. Discussion session. Choose students to share and read aloud their answers. 			
Revision	<p>i. Revise on describing food.</p> <p>ii. Draw out more adjectives to describe food's appearance, taste and texture from the students. Teachers may ask them to think of food related to the chosen adjectives and to promptly form verbal sentences.</p>	35 minutes	Multimedia (II)	<p>The second half an hour focuses on Describing Food.</p> <p>Writing activity in students' notebooks.</p>

	<p>iii. For Part A:</p> <ul style="list-style-type: none"> • Students to write full sentences to show comparison among food shown. Word prompts are given. • Click on the lines for answers. • Discuss the answers with the students. Rectify any errors found. <p>iv. For Part B:</p> <ul style="list-style-type: none"> • Students to write a paragraph to describe each food based on the word guidance. • Click on the 'Sample Answer' button for answers. • Discuss the answers with the students. 			
Component 2	ECLA			
e-Creative Learning Application (ECLA) Writing	<p>i. Students may choose to answer either Question (A) or (B).</p> <p>ii. For Question (A):</p>	20 minutes	Activity 1	Writing activity in students' notebooks.

	<ul style="list-style-type: none"> • Students to study the pictures and words given. • For each character, students need to write the descriptions (describe physical appearances and compare the character traits using comparative and superlative sentences). • During discussion session, call out students to show and read their answers aloud. • Click on 'Sample Answer' button for answers. <p>iii. For Question (B):</p> <ul style="list-style-type: none"> • Students to study the pictures and words given. • For each food, students need to write the descriptions in a paragraph accordingly. 			
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	<ul style="list-style-type: none"> During discussion session, call out students to show and read their answers aloud. Click on 'Sample Answer' button for answers. 			
e-Revision				
E-revision (compulsory)	WRC – Worksheet 10.4.1 & 10.4.2			
E-revision (optional)	WRC – Worksheet 10.4.3 & 10.4.4			
Additional Remarks:	WRC Module 10 Lesson 4 Notes are included for students' references.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**