

# WIN WIN ENGLISH

Executive Preview  
2025





**MEED**

Educational Publishers

# Executive Preview 2025

# WIN

## ENGLISH

**Student Book**



WIN English is a six-level language series for early and primary learners, K-6. WIN uses a modular approach to fluency and literacy. WIN English is aligned and correlates to standards published by CEFR, CCSS, and Cambridge Primary to ensure a smooth transition from ESL to native fluency. Our ESOL specialists and authors have integrated engaging and fun activities with strong communicative methods getting the learners using the language from the very first page!

Join these fun cast of characters as they explore their world and learn English!

## Unit 1

# Good Morning

### Vocabulary Building

#### 1 Listen. Say.

Good morning! My name is Miss Lee.

Good morning!

Good bye!

Good bye!



Hello! What is your name?

Hello! My name is Dina.

Good bye!

Good bye!



I am Tom. How are you, Dina?

I am fine, thank you!



WIN ENGLISH delivers content in everyday language through authentic situations that are both appealing and familiar to every stage of ELL development. Attractive and charming graphics keep the learner involved and excited to discover fun ways to communicate. Projects and home activities extend the learning outside of the classroom for more meaningful and fluid practice of language expression.

## Unit 1

## Good Morning

### Language Building Grammar

1

#### Vocabulary building

1 Choose. Write.

Hello Good bye I am fine thank you Good morning



Good morning!



\_\_\_\_\_



\_\_\_\_\_



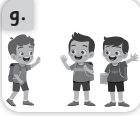
Hello!



How are you?



\_\_\_\_\_



\_\_\_\_\_



Good bye!

4

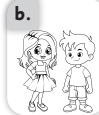
#### Grammar

We use: "I am" when talking about yourself.  
 "She is" when talking about a female.  
 "He is" when talking about a male.  
 "It is" when talking about a thing.  
 "You are" when talking directly to someone.

1 Read and tick.



I am Ben. I am five years old.   
 It is Ben. It is five years old.



I am Rina. It is Ben.   
 I am Rina. You are Ben.



It is a ball.   
 She is a ball.



She is a girl.   
 He is a girl.



He is an ant.   
 It is an ant.



You is a boy.   
 He is a boy.

2 Write in the correct order.

a. four old I years am .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

The series also is supported by a class audio for a more comprehensive practice of pronunciation and accent-achievement. WIN uses the American English for its strong grammar, phonics, and The Workbook provides tangible practice inside and outside of the classroom, providing more opportunities to strengthen and reinforce usable language skills, as well as strengthen understanding of how to use the language in their practical life. Listening exercises and digital e-books are included to embrace the challenges students face in the new millennium.




## Skill Building – Listening and Speaking

### 1 Listen. Choose.

<p>Hello!</p> <input type="checkbox"/>	<p>Good morning!</p> <input type="checkbox"/>	<p>Look here!</p> <input type="checkbox"/>	<p>How are you?</p> <input type="checkbox"/>
<p>Sit down!</p> <input type="checkbox"/>	<p>I'm fine, thank you!</p> <input type="checkbox"/>	<p>Stand up!</p> <input type="checkbox"/>	<p>Good bye!</p> <input type="checkbox"/>

### 2 Match. Say.

<p>Good bye!</p> <input type="checkbox"/>	<p>How are you?</p> <input type="checkbox"/>	<p>Hello!</p> <input type="checkbox"/>	<p>Good morning!</p> <input type="checkbox"/>
<p>Good morning!</p> <input type="checkbox"/>	<p>Hello!</p> <input type="checkbox"/>	<p>I'm fine, thank you.</p> <input type="checkbox"/>	<p>Good bye!</p> <input type="checkbox"/>





For the educator and the classroom, support materials provide both the educational institution and the learner the flexibility to continue to learn in any environment.

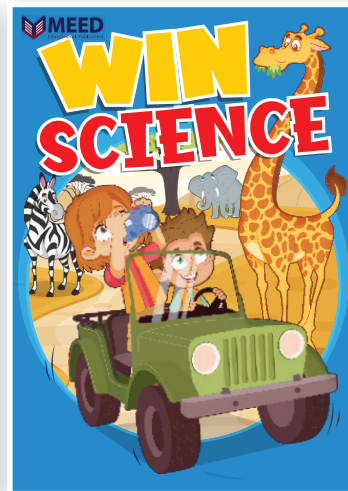
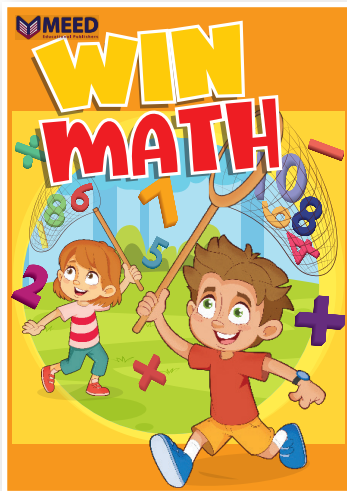


For the learner, WIN incorporates 21st Century skills and a growth mindset methodology throughout the series to ensure that the whole child is nurtured and developed to stand on the international stage with their peers as a strong global English-speaking citizen. Creativity, communication, collaboration, technology, as well as critical thinking are WIN's greatest assets. They are incorporated throughout the series to develop the learner's global skills as a 21st Century Citizen.

Welcome to your learner's first step to success, to English language achievement, and growth. WIN Series Components - Student Book - Workbook/ Practice Book - Teacher's Book - Class Audio Files - Collaboration Cards - Flashcards/Media Cards - Digital E-Book To the Distributor or School Decision Maker, - Everyone at Meed Educational Publishers would like to invite you to







Peruse this Executive Preview and explore our other titles and see for yourself the modern and innovative way WIN combines fun and language learning for an interesting and motivational learning experience.



# MEED

Educational Publishers

If you have any questions that we can answer further for you, please contact us at: [Info@meedpub.com](mailto:Info@meedpub.com) or +1-972-474-6420 (CST).

Unit  
1

# Good Morning

## Vocabulary Building

1 Listen. Say.

Good morning! My name is Miss Lee.

Good morning!

Good bye!

Good bye!



Hello! What is your name?

Hello! My name is Dina.

Good bye!

Good bye!




I am Tom. How are you, Dina?

I am fine, thank you!

## Language Building

1

### 1 Listen. Say.



When we meet someone in the morning, we say...

Good morning!



Good morning!




When we see someone, we say...

Hello!  
How are you?



Hello!  
I am fine,  
thank you!



When someone wants to know our name, we say...

My name is...



I am...

What is your name?



When we are leaving someone, we say...

Good bye!



Good bye!

# Stage 1

## Language Building Grammar

### Grammar

We use the verb **Be** when you speak about yourself, someone or something.

**Example:** I **am** six years old.

<b>am</b>	<b>is</b>	<b>are</b>
I	he/she/it	you/we/they

### 1 Listen. Say.

Hello! I **am** Lisa.

She **is** Amy. She **is** six years old.

He **is** Ben. He **is** six years old.

My name **is** Don.



I **am** six years old.

It **is** Sam. It **is** a rabbit.

They **are** six years old.

We **are** six years old.

# Stage 1

## Word Building and Spelling



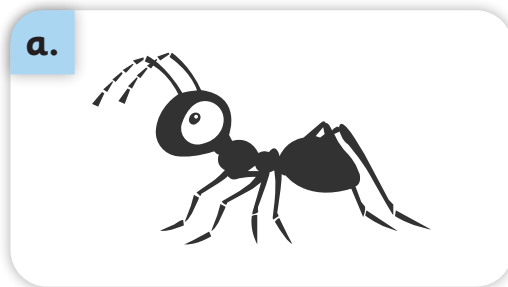
1 Listen (alphabet song).



2 Draw.



3 Make a word.



a t n \_\_\_\_\_



o y b \_\_\_\_\_

# Stage 1

## Skill Building – Listening and Speaking

### 1 Listen. Choose.

Hello!

Good morning!

Look here!

How are you?

Sit down!

I'm fine, thank you!

Stand up!

Good bye!

### 2 Match. Say.

Good bye!



How are you?



Hello!



Good morning!



Good morning!



Hello!



I'm fine,  
thank you.



Good bye!



# Stage 1

## Skill Building – Reading and Writing



1 Write 1, 2, or 3 to show the correct order.

Good bye! Ron!

Good bye! Lucy!

Hello! James!

Good morning! Lucy!

I am Sara!

I am Nina! She is Sara!

My name is James! He is Danny!

I am Danny! It is Snowy the dog!

2 Read. Choose.

- Good morning, James! \_\_\_\_\_  
(**Good bye/Good morning**) Lucy!
- My \_\_\_\_\_ (**name/hello**) is Sara and \_\_\_\_\_  
(**you/he**) is Danny.
- Hello, Sara! \_\_\_\_\_ (**Bye/Hello**) Danny!

Unit  
1

# Good Morning

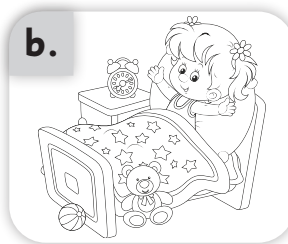
## Vocabulary building

1 Choose. Write.

Hello Good bye I am fine thank you Good morning



Good morning!



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



Hello!



How are you?



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



Good bye!



### Grammar

We use: **"I am"** when talking about yourself.


**"She is"** when talking about a female.

**"He is"** when talking about a male.


**"It is"** when talking about a thing.

**"You are"** when talking directly to someone.


### 1 Read and tick.

**a.**  I am Ben. I am five years old.


It is Ben. It is five years old.

**b.**  I am Rina. It is Ben.


I am Rina. You are Ben.

**c.**  It is a ball.


She is a ball.

**d.**  She is a girl.

He is a girl.

**e.**  He is an ant.

It is an ant.

**f.**  You is a boy.

He is a boy.

### 2 Write in the correct order.

a. four old I years am .

---



---

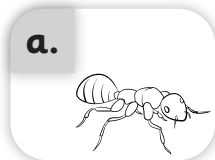


---

# Stage 1

## Word Building and Spelling

1 Circle.



aent

ent

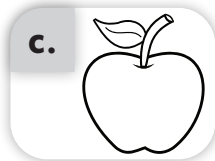
ant



bet

bat

boat



apple

aple

epple



boye

bay

boy



axo

axe

exa



bee

bea

boe

2 Write the missing letters. Copy.

a. \_ \_ \_ pt \_ \_

b. \_ \_ x \_ \_

c. \_ \_ \_ y \_ \_

d. b \_ \_ t

# Stage 1

## Skill Building – Reading and Writing

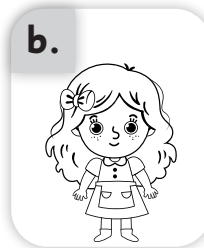


### 1 Read and Tick.



Good morning!

Good merning!



Hallo!

Hello!



Haw are yew? I em fine, thank you!

How are you? I am fine, thank you!



Good bye!

Good buy!

### 2 Read. Write the missing words.

\_\_\_\_\_ morning!



How

\_\_\_\_\_ you?

Good morning!



I \_\_\_\_\_ fine.

\_\_\_\_\_ you!

My \_\_\_\_\_ is Tony.



Good \_\_\_\_\_!

I \_\_\_\_\_ Rina.



Good bye!

## Unit 1 Good Morning

### Unit 1

### Good Morning

#### Vocabulary Building

#### 1 Listen. Say.

Good morning! My name is Miss Lee.

Good morning!

Good bye!

Good bye!



Hello! What is your name?

Hello! My name is Dina.

Good bye!

Good bye!



I am Tom. How are you, Dina?

I am fine, thank you!

#### Objective:

- Students will be able to identify and repeat different greetings in English.
- Students will be able to use greetings appropriately in different contexts.
- Students will be able to differentiate formal and informal greetings

#### Materials

Board Markers, Media Cards G1

Hello

Good bye

# Stage 1

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

In the Ss native language, inform the Ss that they will be learning how to greet each other in English. Activate prior knowledge by discussing how people in their country greet each other. Also discuss how people in other countries greet each other (e.g. shaking hands, bowing, fist bumps, touching foreheads, kissing cheeks, rubbing noses) For comic information tell Ss that in Tibet, some people stick out their tongue as a way to greet each other. Discuss how these greetings are accepted or not accepted in the Ss's culture.

Allow Ss to talk about greetings to different people (kids-adults, adults-adults, etc)

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Write Hello on the board and say the word. Clarify in Ss native language if needed.

Ask Ss to repeat. Next, say Hello to individual Ss and have them reply Hello.

Model greetings by shaking hands with individual Ss and saying hello. Make sure the Ss say hello back.

5 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Ask Ss to stand up and greet each other by saying hello.

Open books to Vocabulary Building and ask Ss to listen to the conversation.

On an audio device, play the track several times. Each time, pause the track to allow Ss to repeat. This gives the Ss opportunity to practice accent and pronunciation.

Choose volunteers to repeat.

Continue with the remaining exercises on the page.

Discuss how to ask How are you? and How to Answer. Followed by Good bye Greetings.

7 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Take the Ss into the hallway and have them stand in line. The Teacher will stand in the doorway.

Ask the Ss to come back into the classroom one at a time.

As they enter the classroom, the Teacher will greet them and the Ss will apply the conversation as in the book. Students will greet and introduce self. Teacher will respond accordingly as in the book.)

After Ss greet the teacher, they will return to their seats.

Teacher and Ss will discuss when and how to say goodbye. Then practice.

10 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Collaboration Card 1.2 Musical Greetings

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Ask Ss to think about what they just learned and give a Thumbs Up or a Thumbs Down as their feedback. Choose a few volunteers to explain their feedback. (Allow them to speak in their native language)

Make sure to praise and thank the Ss for their feedback.

Wrap up the lesson by practicing saying Goodbye to the teacher. The teacher or S volunteers can "leave" the classroom while the Ss say goodbye.

3 minutes

**V**  
**A**  
**R**  
**K**

## Language Building

1

### 1 Listen. Say.

When we meet someone in the morning, we say...

Good morning!



Good morning!

When we see someone, we say...

Hello!  
How are you?



Hello!  
I am fine,  
thank you!

When someone wants to know our name, we say...

My name is...



I am...

What is your name?

When we are leaving someone, we say...

Good bye!



Good bye!

5

Good morning

I am

### Objective:

- Recognize and respond to common greetings.
- Initiate greetings in various contexts.
- Use polite expressions when greeting others.

### Materials

SB P5, WB P5

# Stage 1

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Warm up Ss by talking about the different times in the day: morning, afternoon, evening, night. Discuss the times, then complete the explanation and exercise 1

4 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Model a conversation using the greeting on page 5 with Ss. Give everyone a chance to practice. Reinforce the phrases/expressions on the board. Write different times on the board and have Ss give the correct expression. Review, model, and reinforce the different expressions and phrases in exercise 1.

4 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Put Ss into groups and ask them to role play with the members in the group. Walk around and help where necessary, then choose some volunteers to role play greeting. Praise and ask for more Ss to perform.

7 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Complete Workbook page 4 in groups. (this can be a homework exercise) Explain how to complete. Share answers with class.

7 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Collaboration Card 1.2  
Have Ss create greeting cards with crayons and colored pencils. Have them address it to someone in another group. They will color it and address to another person. Teacher will make sure that every student has a friend in another group to make a card. When complete, have the Ss give their cards to the friend. Choose some volunteers to describe/read their card.

12 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Before class, print copies of the emoji thumbs up and a thumbs down. Cut and attach to a stick/ruler/etc. Pass out to the Ss. Discuss the class and ask them different questions about how they felt about certain parts of the lesson. The Ss will hold up their sign with either the thumbs up or thumbs down facing the teacher. A fun differentiation might be to ask feedback/self assessment questions and have Ss move to one of the room for "thumbs up" and another side of the room for "thumbs down". Repeat and have some fun letting the Ss explain their opinion. Say good bye as the students leave the classroom at the end of the day.

5 minutes

**V**  
**A**  
**R**  
**K**

## Language Building Grammar

### Grammar

We use the verb **Be** when you speak about yourself, someone or something.

**Example:** I **am** six years old.

am	is	are
I	he/she/it	you/we/they

### 1 Listen. Say.

Hello! I **am** Lisa.

She **is** Amy. She **is** six years old.

He **is** Ben. He **is** six years old.

My name **is** Don.



I **am** six years old.

It **is** Sam. It **is** a rabbit.

They **are** six years old.

We **are** six years old.

6



My name is



### Objective:

- To recognize and use the verb 'be' properly with the noun.

### Materials

Board Markers, grade 1 media cards, SBP6



# Stage 1

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

On the board, write the pronouns I/You/He/She/It/We/They along with their respective verb to be. Tell Ss they will be learning how to talk about people and things. Explain to Ss how pronouns work. Explain that they take the place of names. Give examples. John = he, Lisa = she  
Point to objects and explain that those things us "it"  
Reinforce subject pronouns: he, she, it, we, they and their "be" verbs

12 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Have Ss open Student book to P6. Explain how pronouns and verb "be" works. Use the native language if necessary. Have Ss repeat the pronouns with the "be" verbs. Point to them as you speak. Read the sentences aloud and choose Ss to repeat. Differentiate that using a name also goes with the verb "be"  
Show examples. Lis is six years old. Point out the verb "is".

12 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Have Ss complete Exercise 1 together. Choose volunteers to share the answers. Explain how they are correct, address any incorrect pronouns.

12 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Have Ss walk around the room and introduce themselves to each other. Hello, I am Lisa. I am six years old. After a few minutes, stop the Ss and have them introduce themselves and their partner to the class. Example: "Hello. I am Lisa. She is Mary. We are Girls. Let everyone have a chance to speak.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Put the Ss into groups and ask Ss to work together to put a name in the blank for Exercise 1 SBP6. As an added practice, choose a student in each group to write the sentence on the board. Reinforce and praise.

12 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the "Thumbs up/down" signs and talk about different parts of the lesson and ask them to show if they understood or not. Give some sample sentences, some correct, some not, have the Ss give a Thumbs up if the sentence is correct and a Thumbs down if incorrect. Ask a student to correct the incorrect sentence. Reinforce on the board. At the end of the day, have Ss say goodbye and say their name and how old they are. Example: "Goodbye Teacher. I am Lisa. I am six years old."

12 minutes

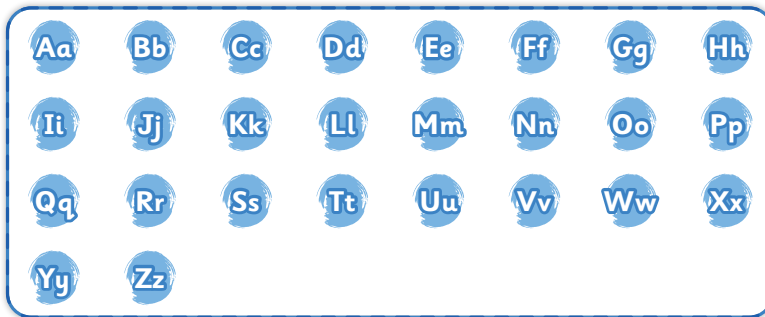
**V**  
**A**  
**R**  
**K**

# Stage 1

## Word Building and Spelling

1

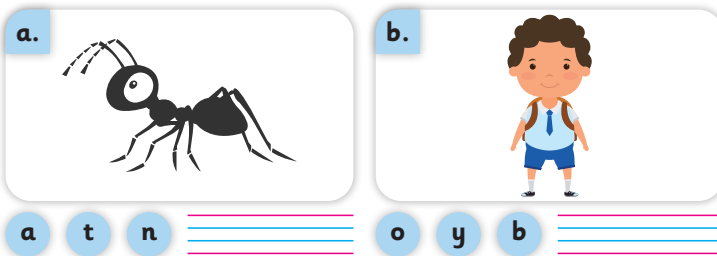
1 Listen (alphabet song).



2 Draw.



3 Make a word.



7

### Objective:

- Review Alphabet and letter sounds (beginning and ending)
- Students will be able to identify and name the letters of the alphabet and recognize and sound out words that begin with the letters 'a' and 'b'

### Materials

SB p7, alphabet media cards, crayons or colored pencils  
Create a worksheet for Alphabet Hunt.



# Stage 1

## ACTIVITIES AND STRATEGIES

INTRODUCE  
I

Activate prior knowledge by asking Ss if they know the alphabet song. Take volunteers to sing if the class enjoys it

Play a game of singing the alphabet, but skipping a letter and the Ss must shout out the letter. Play game several times.

You can also write the alphabet on the board, skipping letters and the Ss have to shout out the missing letter.

- Play Baseball with the alphabet cards (See TG Games).

12 minutes

V  
A  
R  
K

Model  
M

Show the alphabet cards (upper case) and then show the lower case

Name the letter and have Ss repeat.

Mix the cards up Play again and have the Ss shout out the letter shown.

12 minutes

V  
A  
R  
K

Practice  
P

Pass out the alphabet cards out of order and have the Ss line up in alphabetical order.

Have the Ss say their alphabet card and the sound it makes

Talk about the letters 'a' and 'b' and their sounds.

Complete Exercise 2 in the SB and have them draw the object.

Practice saying the beginning sound and then the word.

- Let Ss show their art. Mention that "art" begins with 'a'. Write 'art' on the board.

12 minutes

V  
A  
R  
K

Apply  
A

Complete Exercise 3

Have Ss take turns sharing their answers with the class and ask volunteers to write the word on the board.

12 minutes

V  
A  
R  
K

Collaborate  
C

### Alphabet Hunt:

Put Ss into pairs or groups.

Provide a worksheet grid with mixed-up letters. Challenge kids to work together to find and circle all the letter "A"s among other letters.

- Share with the class

12 minutes

V  
A  
R  
K

Think  
T

Ask Ss to think about the lesson and give a Thumbs up or Thumbs down regarding if they can identify the letters 'a' or 'b' and if they know the sounds. For example:

"Do you know what sound an 'a' makes?"

"Can you write the uppercase 'b'?"

Show some picture cards and ask them if they know what letter the word starts with. The Ss will answer with Thumbs up or Thumbs down. Take volunteers to say the beginning letter.

12 minutes

V  
A  
R  
K









# Stage 1

## Skill Building – Listening and Speaking

### 1 Listen. Choose.

Hello!	Good morning!	Look here!	How are you?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit down!	I'm fine, thank you!	Stand up!	Good bye!
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2 Match. Say.

Good bye!	How are you?	Hello!	Good morning!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good morning!	Hello!	I'm fine, thank you.	Good bye!
			
			

### Objective:

- To listen and identify questions and answers.

### Materials

SBP8, pencils

8

# Stage 1

## ACTIVITIES AND STRATEGIES

INTRODUCE  
I

Activate prior knowledge by reviewing greetings and classroom directions.  
Ask questions and let the Ss chorally answer.  
Give classroom commands and have Ss act out.  
Repeat several times and address any mistakes.  
Write the phrases from the SB P8 on the board.  
Point to the phrases and read, then have Ss respond.

12 minutes

V  
A  
R  
K

Model  
M

Point to each phrase and say out loud.  
Repeat but only point and have the Ss say the phrase/sentence.

12 minutes

V  
A  
R  
K

Practice  
P

Play Simon Says with questions and answers.  
Example:  
Teacher: "Simon Says, hello." Ss: "hello."  
Teacher: "Simon Says, Stand Up."  
SS: (Ss will stand up.)  
Teacher: "Good bye."  
If any student replies, "Goodbye." They are "out."  
Play game several times.

12 minutes

V  
A  
R  
K

Apply  
A

Ss will complete SB, Exercise 1.  
Play audio and observe Ss ticking the correct reply box.  
Play again for the Ss to have another chance.  
Play again, but this time pause and have the Ss chorally say which box they ticked.  
Go over answers, then play one more time and make sure every student has ticked the correct box.

12 minutes

V  
A  
R  
K

Collaborate  
C

Create four sentence strips for every sentence from Exercise 2.  
Tape the strips randomly around the room.  
Put Ss into four groups.  
Instruct Ss to work together to find the strips, take them back to the group and have the group work together to put them in a conversation format.  
Have Ss share their collaboration. Address any issues.  
If time, choose a volunteer from each group to write one conversation on the board. Then have them read what they wrote.

12 minutes

V  
A  
R  
K

Think  
T

Pass out the thumbs Up/Down signs to the Ss.  
Ask questions about the lesson. The Ss will respond by holding the sign that describes how they feel.  
Example: "I know how to greet my friends."  
Example: "I know what this says. (Write a phrase from Ex 2 on the board.)"  
Example: "I know how to greet people."  
Example: "I liked this lesson."  
**Note** to teacher: You can always translate your question in the native language for lower level students.  
Ask any other questions that are related to the lesson.  
Observe and assess Ss and ask them to explain their responses.

12 minutes

V  
A  
R  
K

## Skill Building – Reading and Writing

1

1 Write 1, 2, or 3 to show the correct order.

Good bye! Ron!

Good bye! Lucy!

Hello! James!

Good morning! Lucy!

I am Nina!  
She is Sara!

I am Sara!

My name is James!  
He is Danny!

I am Danny! It is Snowy the dog!

2 Read. Choose.

- Good morning, James! \_\_\_\_\_  
(Good bye/Good morning) Lucy!
- My \_\_\_\_\_ (name/hello) is Sara and \_\_\_\_\_  
(you/he) is Danny.
- Hello, Sara! \_\_\_\_\_ (Bye/Hello) Danny!

### Objective:

- To reinforce greetings and read and write correct greetings .  
To use the verb 'be' properly.

### Materials

SB P9, pencil

# Stage 1

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Activate knowledge of conversations of greetings and introductions using the verb 'be'

Ask Ss if they remember what to say in situations.

Example: "What do you say when you are leaving? (Good bye.)

How do you say hello to your mom when you wake up?" (Good morning)

Continue, giving every Ss a chance to show their knowledge.

12 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Simulate conversations with Ss by using the phrases from the unit and guide Ss to recall the appropriate responses. Do this in an authentic way (without the Ss knowing that you are role playing the SB page.

Repeat several times making sure to include everyone.

Ensure that Ss are using proper annunciations and accents.

12 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Have Ss open books to page 9.

Explain how to complete exercise 1.

Complete the exercise as a class.

12 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Create signs for each student to carry.

Each sign will have either a greeting or a greeting response/answer

Pass out the signs to the Ss.

Ss will get up and find their mate based on the sign that they have.

Example: Student A has a "Good Morning" sign.

The student will walk around the room saying their phrase/greeting to each other. When the student finds another student with the correct response, they will both stop and stand next to each other.

When everyone has found a match, ask them to role play their matching greetings. Example: Good Morning → Good Morning.

Have students sit down after they role play their conversation.

Should any Ss be matched up wrong, address it and help them find their correct mate.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Put Ss into pairs or groups.

Explain Exercise 2

Instruct Ss to work together to complete the exercise.

12 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Have Ss get out or pass out the Thumbs up/down signs

Ask self-assessment questions.

Ss will respond with their sign.

Observe and evaluate their self-assessment. Choose Ss to explain their response.

Example: "I know how to introduce myself to others.

Example: "I know how to ask others how they are.

Example: "I can use he and she correctly.

Example: I like speaking English.

Continue with any other observations or objectives.

12 minutes

**V**  
**A**  
**R**  
**K**

Unit  
7

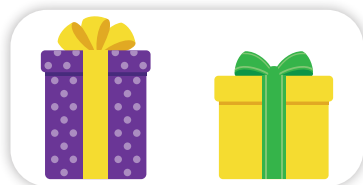
# I Like Presents

## Vocabulary Building

1 Listen, Point and Repeat:



2 Listen and Read:



40

a. Let's buy presents

b. I like balloons

c. He likes chocolate



## Language Building

7

### 1 Listen and Read:

It's Tim's birthday!

Let's buy presents!

I like balloons!

I don't like balloons. I like flowers.

a.



b.



Does Dan like presents?

Yes, he likes presents.

I like cake!

c.



d.



I don't like sweets!

I like my card!

e.



f.



## Language Building Grammar

### Grammar

We use **I like** to talk about things that you are happy with  
**I like** chocolate

We use **I don't like** to talk about things that we don't like

### 1 Listen and Read:

What do you like?

I like presents!

I don't like sweets!

a.



b.



What does he like?

He likes chocolate!

She doesn't like balloons.

c.



d.



### 2 Write likes/doesn't like:

a. He \_\_\_\_\_  
sweets.

b. he \_\_\_\_\_  
chocolate.

c. I \_\_\_\_\_  
balloons

## Word Building and Spelling

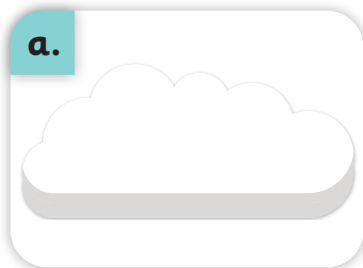
7

1 Listen and Read:

cl

sl

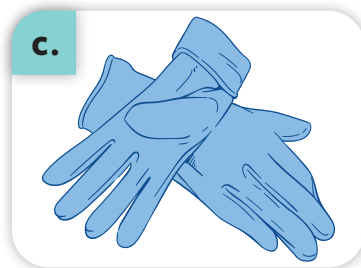
gl



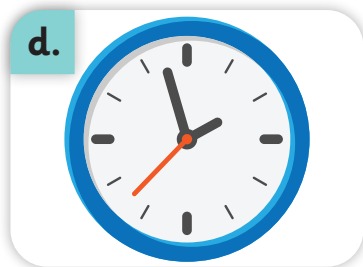
cloud



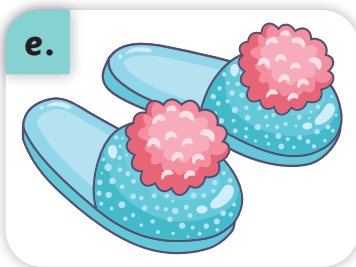
slide



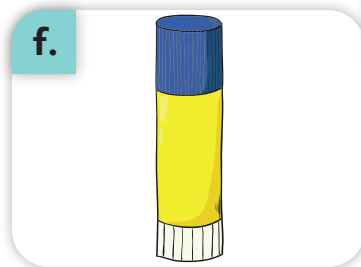
gloves



clock



slippers



glue

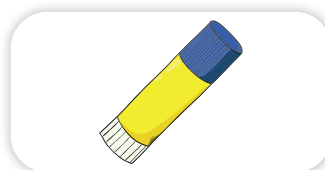
2 Read and Write:



a. \_\_\_\_ide



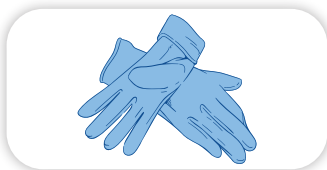
b. \_\_\_\_ock



c. \_\_\_\_ue



d. \_\_\_\_ippers



e. \_\_\_\_oves



f. \_\_\_\_oud

# Stage 2

## Skill Building – Listening and Speaking

### 1 Listen and Read:

a. Take a piece of paper and fold in half.

b. Draw a picture on the front.

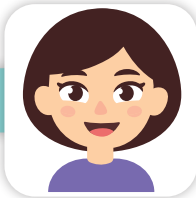
c. Color the picture.



d. Write inside "I like my mom."

### 2 Match:

a.



She likes cake.



b.



He likes balloons.



c.



She likes sweets.



## Skill Building – Reading and Writing

7

### 1 listen and Read:

What does she like?

She likes sweets.

What does he like?

He likes chocolate.

a.



b.



What does she like?

She likes presents.

What do you like?

I like cake.

c.



d.



### 2 Write the long form (I don't → do not/ he doesn't → does not)

a. She doesn't like cake.

She \_\_\_\_\_ like cake.

b. He doesn't like a card.

He \_\_\_\_\_ like a card.

c. I don't like sweets.

I \_\_\_\_\_ like sweets.

Unit  
7

# I Like Presents!

## Vocabulary building

1 Find and Circle:

chocolate sweets presents balloons cake card

chocolatesweetspresntsballoonscakecard

2 Match and Write:

a. balloon   b. presents   c. card   d. chocolate   e. sweets   f. cake



## Language building

# 7

### 1 Read and Write (likes, doesn't like):

a. What does he like? He

\_\_\_\_\_ cake.



b. What does she like? She

\_\_\_\_\_ chocolate.



c. Does he like sweets? He

\_\_\_\_\_ sweets.



d. Does she like a card? She

\_\_\_\_\_ a card.



### 2 Read:

What do you like?

I like chocolate!

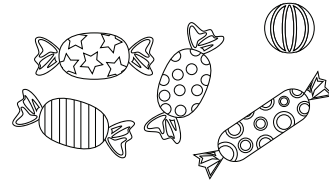
What does he like?

He likes sweets!

a.



b.



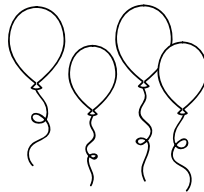
Do you like balloons?

I like balloons.

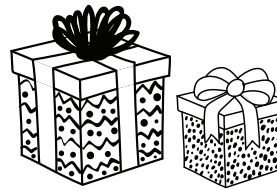
Does she like presents?

She likes presents.

c.



d.



## Stage 2

### Language Building Grammar

#### Grammar

We use **I like** to talk about things that we prefer/**like**.

**I like** milk.

We use **I don't** like to talk about things that we don't really like.

**I don't** like cake.

#### 1 Write:

I like    I don't like    he likes    he doesn't like

a. \_\_\_\_\_  
sweets.



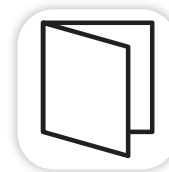
b. \_\_\_\_\_  
cake.



c. \_\_\_\_\_  
presents.



d. \_\_\_\_\_  
a card.



#### 2 Write and Read:

long form

- a. He does not like sweets.
- b. She \_\_\_\_\_ like a card.
- c. I \_\_\_\_\_ like chocolate.
- d. He does not like balloons.

short form

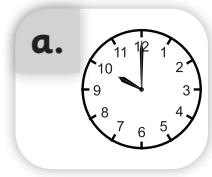
- He \_\_\_\_\_ like sweets.
- She doesn't like a card.
- I don't like chocolate.
- He \_\_\_\_\_ like balloons.



## Word Building and Spelling

7

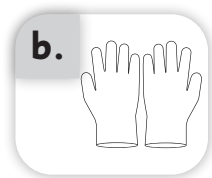
### 1 Read and Circle:



glue

clock

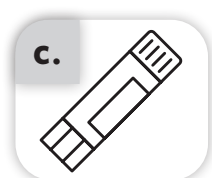
slide



slippers

gloves

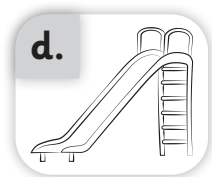
clouds



slide

glue

slippers

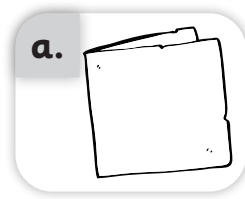


clock

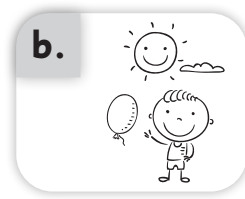
slide

glue

### 2 Make a card:



Cut a rectangle paper Then fold it in half



Draw yourself on the cover

### 3 Write and Draw:

- a. I like presents.
- b. I don't like \_\_\_\_\_ .
- c. I like \_\_\_\_\_ .
- d. I don't like \_\_\_\_\_ .



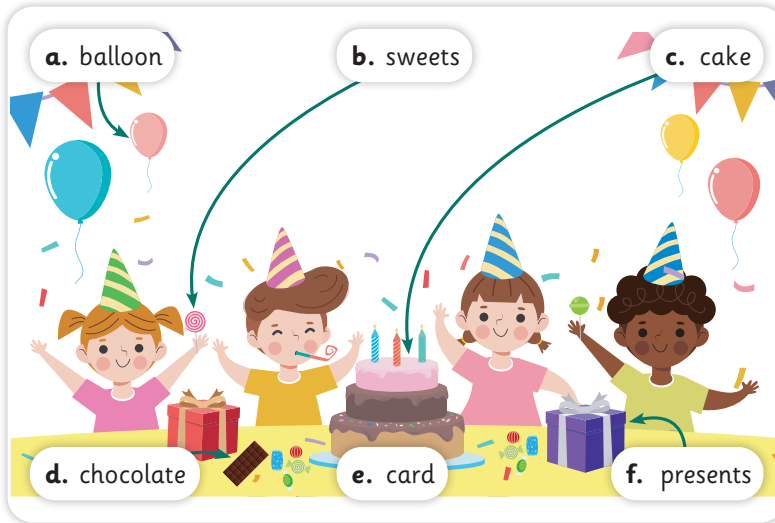
## Unit 7 I Like Presents

### Unit 7

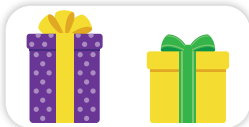
### I Like Presents

#### Vocabulary Building

#### 1 Listen, Point and Repeat:



#### 2 Listen and Read:



40

a. Let's buy presents

b. I like balloons

c. He likes chocolate

#### Objective:

- To identify "like" as a way to express enjoyment.
- To use the word "like" in sentences to express their preferences

#### Materials

- Whiteboard, whiteboard markers, crayons, pictures of various activities
- Index cards
- SB Pg ##

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Greet the Ss and activate prior knowledge of the topic of expressing enjoyment.  
Ask Ss if they can think of different ways to say they enjoy something.  
Introduce the word “like” to express enjoyment.  
Explain that when we say “like” followed by something, we are saying that we enjoy that thing.

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

From your media cards, choose picture cards that show food, or things.  
Model using the word “like” by showing a picture card and saying: “I like \_\_\_\_”. Show another that you don’t like by saying: “I don’t like \_\_\_\_,”

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Pass cards with pictures on it. Teacher can use cards from media cards resources.  
Ss will hold up card and say if they “like” or “don’t like”  
E.g. I like apples. I don’t like basketball.  
Let every student have a turn. Play several times.  
Complete Exercise.  
Go over answers with class.

5 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Hang some pictures around the classroom.  
Instruct Ss to stand up and find a picture that they “like” and stand under it.  
Ss will move to stand under the picture of something they like.  
Have Ss use like in a sentence about self and others. E.g. “I like cookies. She likes cookies. We like cookies.” Then instruct Ss to point to other students and say, “They don’t like cookies.”  
Continue with other groups.  
Have Ss move to other pictures and repeat. Then to pictures that they “don’t like.” Let the Ss repeat the sentences with “don’t like/like”

6 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Put Ss into two or three groups.  
Instruct Ss to find three things in common that they ALL like.  
Have groups share their findings.  
Change groups and repeat the activity with ‘don’t like’.  
Groups will share their common dislikes.

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students.  
Ask questions, reviewing the page and have the Ss think and give their opinion.  
Elicit responses for their opinion.  
Summarize the lesson and Thank Ss for their efforts.

3 minutes

**V**  
**A**  
**R**  
**K**

## Language Building

7

### 1 Listen and Read:

It's Tim's birthday!

Let's buy presents!

I like balloons!

I don't like balloons. I like flowers.

a.



b.



Does Dan like presents?

Yes, he likes presents.

I like cake!

c.



d.



I don't like sweets!

I like my card!

e.



f.



41

### Objective:

- To listen and identify like/don't like in listening exercises.
- To use "like"/"don't like" to express preferences.
- To ask and answer questions about likes and dislikes.
- Engage in conversations about likes and dislikes.

### Materials

Whiteboard, markers, audio file, audio player

### Lesson Time

20 minutes

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Recall "like" and "don't like" verbs.

Ask Ss to give examples of likes and dislikes.

Write them on the board in columns.

Point out like and don't like are verbs that express our preferences. Teacher can use native language to help explain if Ss are struggling with expressing preferences. Always translate any examples Ss give.

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Write "LIKE" and "Don't Like" on the board and choose picture cards and put them in the column for the teacher's like/don't like.

Say the sentence and have Ss repeat.

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Open Student Books Exercise 1.

Listen to audio file. Pause between each sentence to allow the Ss to repeat. Give plenty of opportunities to repeat after audio.

have the Ss take turns practicing the conversation.

Substitute some of the words with other words and practice the conversation again.

5 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Put Ss into pairs.

Pass out picture cards.

Have Ss practice the conversation from Exercise 1, substituting their picture cards with the words in the exercise.

7 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Pass out picture cards and word cards to the Ss.

Ask Ss to move around the room asking others, "Do you like \_\_\_\_?"

The Ss will answer according to their card.

When the Ss find their partner/match, they will share it with the class.

E.g. Q: "Do you like cake?" (If the student is holding the same card: "Yes, I like cake.")

If the student does NOT have the same card: "No I don't like cake."

Share with class: "I like cake. She likes cake. We like cake."

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students.

Ask questions, reviewing the page and have the Ss think and give their opinion.

Elicit responses for their opinion.

Summarize the lesson and Thank Ss for their efforts.

3 minutes

**V**  
**A**  
**R**  
**K**

## Language Building Grammar

### Grammar

We use **I like** to talk about things that you are happy with  
**I like** chocolate

We use **I don't like** to talk about things that we don't like

### 1 Listen and Read:

What do you like?

I like presents!

I don't like sweets!

a.



b.



What does he like?

He likes chocolate!

She doesn't like balloons.

c.



d.



### 2 Write likes/doesn't like:

- a. He likes sweets.      b. he likes chocolate.      c. I She doesn't like balloons

42

### Objective:

- To use "like" and "don't like" to express preference/enjoyment.
- To use "like" + noun to build a sentence.

### Materials

White board, paper, pencil, board markers index cards

### Lesson Time

25-30 minutes

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Review and recall the rules for using “like” / “don’t like”  
Choose a student to read the Grammar box out loud

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Model using like/don’t like/Do you / Does \_\_\_\_ like +noun by writing several sentences on the board.  
Read and have the Ss repeat.  
Ask questions to the Ss and write their answers on the board.  
Example: I like fried chicken. (Student Name), Do you like fried chicken? Write the Ss answers on the board. Write in 3rd person. (Student Name) likes fried chicken., etc  
Read and have Ss repeat.

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Open Student Books Exercise 1.  
Instruct Ss to listen to the conversations and read along.  
Play the entire track while Ss read along and point with finger.  
Play again, pausing after each conversation and ask Ss to repeat.  
Have student volunteers read the conversation using the Look Up and Say technique.  
Give every Ss a chance to practice using “like / don’t like”.

5 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Complete Exercise 2  
Share answers with the class.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Play “going on a Picnic Collaboration Card 7.2  
Put Ss into a circle.  
Tell Ss that they are going on a picnic. What do they like?  
In turns, the Ss will say what they like. The next student will say what they like and say what the others before them said.  
E.g. S1: “I like apples.  
S2 “Bob likes apples. I like grapes.”  
S3: “Bob likes apples. Suzy likes grapes. I like flowers.”  
Continue to the end. Help when needed.  
Put Ss into two or three groups and repeat game. Walk around and observe Ss. Choose a group to perform for the class. Change

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students.  
Ask questions, reviewing the page and have the Ss think and give their opinion.  
Elicit responses for their opinion.  
Summarize the lesson and Thank Ss for their efforts.

3 minutes

**V**  
**A**  
**R**  
**K**

## Word Building and Spelling

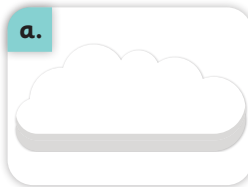
7

### 1 Listen and Read:

cl

sl

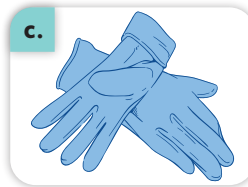
gl



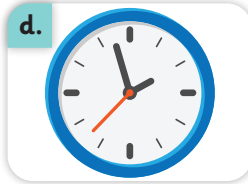
cloud



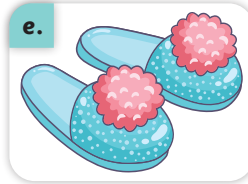
slide



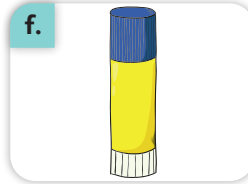
gloves



clock



slippers



glue

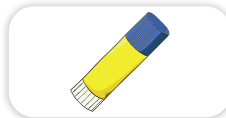
### 2 Read and Write:



a. slide



b. clock



c. glue



d. slippers



e. gloves



f. cloud

43

### Objective:

- To identify, distinguish between, and pronounce cl, gl, sl consonant beginning sounds/blends. To practice producing the sounds

### Materials

White board, markers, audio file, audio player, phonics cards, bingo card

### Lesson Time

30 minutes



## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Review sounds, g, l, s, and c  
Have Ss produce the sounds in isolation  
Introduce blending the sounds, gl, cl, sl

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Write the blends on the board  
Explain that the letters represent consonant blends, which are two or more consonants that are pronounced together as once sound.  
Have Ss say the blends in isolation

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Ask Ss if they can name anything that starts with gl, cl, or sl write them on the board.  
If Ss are struggling, give clues or show pictures, then write the words in columns on the board.  
Open books to page ##. Ss will listen and read along.  
Play audio file and have Ss repeat words

5 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Erase board and rewrite gl, sl, cl in columns on the board.  
Show the Phonics picture cards one at a time, and ask Ss to say the word and what column it belongs in  
Choose a volunteer to put the Phonics picture card under the correct label.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Before class, create 5 Bingo cards with a grid of 16 boxes containing the blends gl, cl, sl, fl randomly placed on each card (each card is different).  
Put the Ss into four groups  
Pass out the Bingo cards.  
Using phonics cards, shuffle, then say the word.  
The Ss in groups will mark the box. The first group to get 4 in a row, wins!  
Shuffle the phonics cards and pass out new Bingo cards to the groups  
Play as many games as time / supplies allows.

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students.  
Ask questions, review the page and have the Ss think and give their opinion.  
Elicit responses for their opinion.  
Summarize the lesson and Thank Ss for their efforts.

3 minutes

**V**  
**A**  
**R**  
**K**

## Skill Building – Listening and Speaking

### 1 Listen and Read:

a. Take a piece of paper and fold in half.

b. Draw a picture on the front.

c. Color the picture.



d. Write inside “I like my mom.”

### 2 Match:

a.  She likes cake.

b.  He likes balloons.

c.  She likes sweets.



44

### Objective:

- Practice listening for instruction skills.
- Practice following instructions..
- Practice speaking in front of others.
- Ask and answer questions about likes/dislikes.

### Materials

paper, coloring tools, writing tool, audio file,

### Lesson Time

30 minutes

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Introduce lesson by asking students if they would like to make a card for their mom. Elicit responses and ask Ss what they like about their moms. Allow Ss that do not have a mother present to use any female figure that is important to them.

12 minutes

V  
A  
R  
K

**Model**  
**M**

Instruct Ss that they will listen to the audio and follow the instructions. They should read along with listening in Exercise 1. Model some instructions for the students. Play the first instruction and model and observe their action. Help/Model again where necessary and repeat the audio as many times as needed.

12 minutes

V  
A  
R  
K

**Practice**  
**P**

Play audio again and instruct Ss to check their work and make any corrections necessary. Allow Ss to start over if they want. Observe and address any common mistakes.

12 minutes

V  
A  
R  
K

**Apply**  
**A**

Instruct Ss to circle any picture that they agree with. Ask Ss to share the things that they agree with. Observe language and correct when needed. Write any common mistakes on the board. Move on only after all Ss have responded grammatically correct.

12 minutes

V  
A  
R  
K

**Collaborate**  
**C**

Collaboration Card 7.2  
Put Ss into a circle.  
• Tell Ss that they are going on a picnic. What do they like?  
• In turns, the Ss will say what they like. The next student will say what they like and say what the others before them said.  
• E.g. S1: "I like apples."  
• S2 "Bob likes apples. I like grapes."  
• S3: "Bob likes apples. Suzy likes grapes. I like flowers."  
Continue to the end. Help when needed.  
Put Ss into two or three groups and repeat game. Walk around and observe Ss. Choose a group to perform for the class. Change groups

12 minutes

V  
A  
R  
K

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students. Ask questions, reviewing the page and have the Ss think and give their opinion. Elicit responses for their opinion. Summarize the lesson and Thank Ss for their efforts.

12 minutes

V  
A  
R  
K

## Skill Building – Reading and Writing

7

### 1 listen and Read:

What does she like?

She likes sweets.

a.



What does he like?

He likes chocolate.

b.



What does she like?

She likes presents.

c.



What do you like?

I like cake.

d.



### 2 Write the long form (I don't → do not/ he doesn't → does not)

- a. She doesn't like cake.      She does not like cake.
- b. He doesn't like a card.      He does not like a card.
- c. I don't like sweets.      I do not like sweets.

### Objective:

- recognize and read the verb "like" to express preferences.
- identify the verb "like" in different contexts.
- write the verb "like" in simple sentences.

### Materials

Student Book, pencil, white board

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Instruct Ss to open books and read the title of the page.  
Ask Ss what they think they will be doing on this page. Elicit that they will be reading and writing about likes and dislikes.  
Review the instructions for Exercise 1 and play the audio.  
Discuss what they heard and allow Ss to take turns reading the dialogue.  
Play audio several times and ask questions to assess understanding.

12 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Elicit why they answered the way they did.

12 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Complete the remaining sentences with the class.  
Choose student volunteers to share their answers and ask class to agree or disagree if correct. Why or why not?

12 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Instruct Ss to circle any picture that they agree with.  
Ask Ss to share the things that they agree with. Observe language and correct when needed.  
Write any common mistakes on the board.  
Do not move on to the next step until all Ss have spoken correctly.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Collaboration Card 7.1  
Pass out the worksheet that has several likes on them. (e.g. football, TV, movies, apples, words from unit)  
• Review instructions and explain activity.  
• Model asking a student what they like from the worksheet and write the student's name that have similar like. . Move to another student if they do not have similar likes. Play music in the background.  
• Have Ss share their likes with the class :e.g. "I like apples. He likes apples. We like apples."  
• Variation: Put the SS into groups based on their likes  
• E.g. "(if you like apples, sit here!" Ss will rush to that table. Ask Ss to share likes. Repeat

12 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students.  
Ask questions, reviewing the page and have the Ss think and give their opinion.  
Elicit responses for their opinion.  
Summarize the lesson and Thank Ss for their efforts.

12 minutes

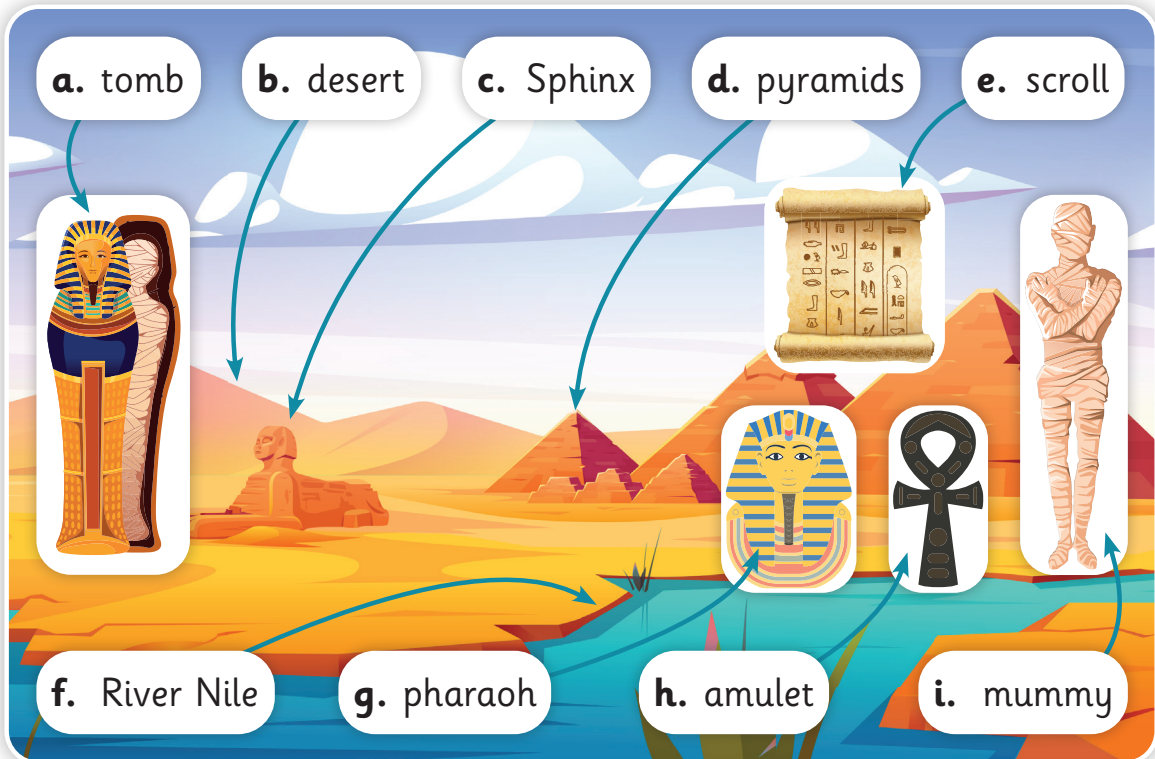
**V**  
**A**  
**R**  
**K**

Unit  
11

# Exploring the Past

## Vocabulary Building

1 Listen, Point and Read:



2 Look at the picture and write the number next to the word:

pharaoh

Sphinx

desert

pyramids

River Nile

mummy

tomb

amulet

scroll

### 1 Listen and Read:

**Tia** Was Ancient Egypt an interesting place?

**Sam** Yes, it was. Last week we went to the museum to learn about some Egyptian history. Do you know about the Nile River?

**Tia** Yes, the Nile River was very important for watering the plants.

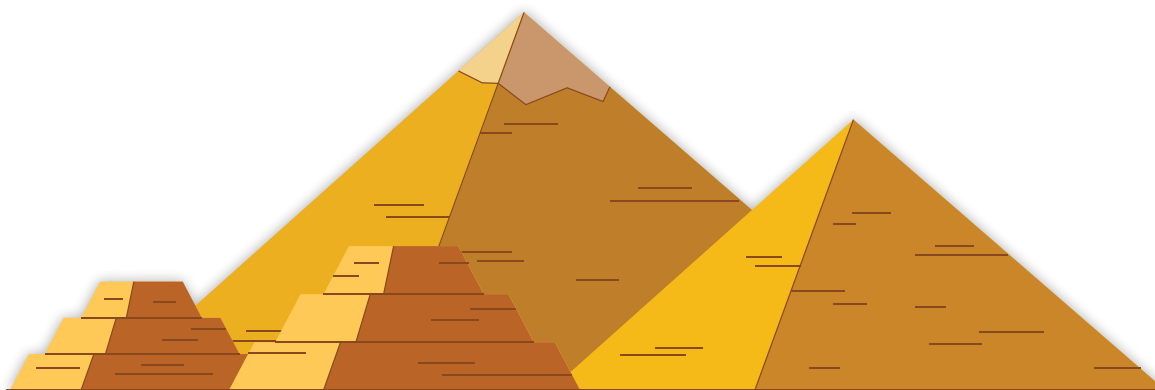
**Sam** There weren't computers back then.

**Tia** No, there weren't. They had scrolls for writing.

**Sam** There were pyramids in Ancient Egypt, too.. They were built a very long time ago!

**Tia** There were also pharaohs back then.

**Sam** That's true. The pharaohs were powerful rulers. They weren't like normal kings.



## Language Building Grammar

### Grammar

We use simple past tense positive **was** when we talk about something that happened in the past and we want to say that it did happen for **Example**, (I **was** happy yesterday)

When we want to say that something did not happen in the past, we use the past simple tense negative **was not** we add (not) and a contraction (**wasn't**) or (**weren't**.)

**Example:** (She **wasn't** at the museum last night)

We use the past tense of verb (be) (**were and weren't**)

**Example:** (The pharaohs **were** powerful rulers. They **weren't** regular kings.)

We use I - he - she - it with **was**. you - we - they with **were**.

### 1 Look and Say:

- a. The pharaoh \_\_\_\_\_ a powerful ruler in ancient Egypt.
- b. The pyramids \_\_\_\_\_ homes for pharaohs.
- c. The Sphinx \_\_\_\_\_ the head of a pharaoh and the body of a lion.
- d. The Nile River \_\_\_\_\_ the source of water and life.
- e. The pyramids \_\_\_\_\_ easy to build. It took a lot of work.



## Word Building and Spelling

11

Long vowel sound **e**

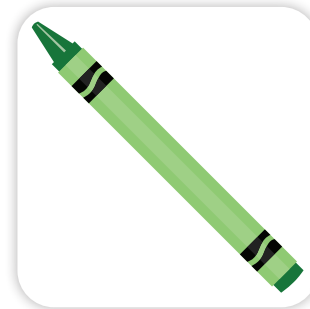
### 1 Listen, Point and Repeat.



ice cream



dream



green



queen



jelly



happy

### 2 Write:

- a. The grass is \_\_\_\_\_ in the park.
- b. I'm feeling so \_\_\_\_\_ today!
- c. The \_\_\_\_\_ wore a beautiful crown.
- d. I love to eat \_\_\_\_\_ on hot summer days.
- e. Last night, I had a \_\_\_\_\_ about flying.
- f. Peanut butter and \_\_\_\_\_ make a delicious sandwich.

## Skill Building – Listening and Speaking

### 1 Listen and answer the questions:



- a. What river did people live near? \_\_\_\_\_
- b. What were the pyramids used for? \_\_\_\_\_
- c. What were the scrolls? \_\_\_\_\_
- d. What was the Sphinx like? \_\_\_\_\_
- e. Where did they put the mummies? \_\_\_\_\_

### 2 Talk about...

- a. Who were pharaohs in Ancient Egypt?
- b. What are tombs and what was inside them?
- c. What was the Sphinx?

## Skill Building – Reading and Writing

11

### 1 Reading and Writing

#### Facts about Egypt!

##### Paragraph One: The River Nile.

In ancient Egypt, a long time ago, there was a special river called the Nile. People lived near the Nile because it gave them water and helped their crops grow.

##### Paragraph Two: Amulets

They wore special necklaces called amulets. These amulets were like lucky charms that protected them from bad things. The pyramids were built as tombs for important people.

##### Paragraph Three: How Ancient Egyptians lived

The desert in Egypt was very hot and sandy. People in Ancient Egypt didn't live in the desert, they lived along the Nile. The Ancient Egyptians wrote on scrolls made from a special plant. They used pictures to write the words.

We use paragraphs to make texts easier to read. When we start a new topic, we use a new paragraph.

### 2 Choose one to write about:

- a. River Nile: Write about why the River Nile was important to the people of Ancient Egypt.
- b. Scrolls: Write about what scrolls were used for in Ancient Egypt.

Unit  
11



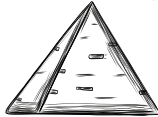



# Exploring the Past

## Vocabulary building

1 Match the word with the meaning.

- |               |       |                                     |
|---------------|-------|-------------------------------------|
| a. pharaoh    | _____ | 1. a necklace for good luck         |
| b. tomb       | _____ | 2. a body wrapped in cloth          |
| c. Sphinx     | _____ | 3. a large area of water            |
| d. mummy      | _____ | 4. a dry, sandy area                |
| e. amulet     | _____ | 5. Ancient Egyptian writing         |
| f. pyramids   | _____ | 6. a lion's body and pharaoh's head |
| g. scroll     | _____ | 7. Ancient Egyptian box             |
| h. desert     | _____ | 8. ruler of ancient Egypt           |
| i. River Nile | _____ | 9. giant stone structures in Egypt  |

2 Write the word under the picture.

a. 	b. 	c. 
_____	_____	_____
d. 	e. 	f. 
_____	_____	_____

### Grammar

We use simple past tense positive when we talk about something that happened in the past (was)

We use the past simple tense negative when we want to say that something **did not** happen in the past (wasn't)

We use the past tense of verb "be" (were and weren't)

We use I - he - she - it with was. you- we - they with were.

### 1 Fill in the gap using (was, wasn't, were, weren't)

- a. The pharaoh \_\_\_\_\_ very powerful.
- b. The Sphinx \_\_\_\_\_ a statue with the head of a lion.
- c. The pyramids \_\_\_\_\_ used as tombs for pharaohs.
- d. Ancient Egyptians \_\_\_\_\_ afraid of the desert.
- e. Mummies \_\_\_\_\_ found in some of the tombs.
- f. The scrolls \_\_\_\_\_ made from paper.
- g. An amulet \_\_\_\_\_ used for protection.
- h. The desert \_\_\_\_\_ an easy place to live.

## Word Building and Spelling

**1** Write the correct word in the space from the word bank.

queen happy dream green jelly ice cream

- a. I feel \_\_\_\_\_ when I play with my friends at the park.
- b. Vanilla is my favorite \_\_\_\_\_.
- c. When I was asleep, I had a nice \_\_\_\_\_.
- d. She was a beautiful \_\_\_\_\_.
- e. They like peanut butter and \_\_\_\_\_ sandwich.
- f. The grapes weren't red. They were \_\_\_\_\_.

**2** Use the words in exercise 1 to write your own sentences.

a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



## Skill Building - Reading and Writing

11

### 1 Write the words:

Long ago, in a land called Egypt, there lived a powerful leader called the pharaoh. The pharaoh ruled over the people and had a great tomb.

This tomb was filled with treasures and protected by amulets. When the pharaoh passed away, they turned him into a mummy to keep his body in a tomb. The great pyramids were built to put the tombs inside.

The pyramids were in the desert near the Nile River, which provided water for the plants. People wrote important things on scrolls made from plants using drawings not letters.

- a. Who ruled Ancient Egypt? \_\_\_\_\_
- b. Where did they keep the mummies? \_\_\_\_\_

### 2 Write about your town in the past and now. Use paragraphs.

---

---

---

---

---

---

---

---

---

---

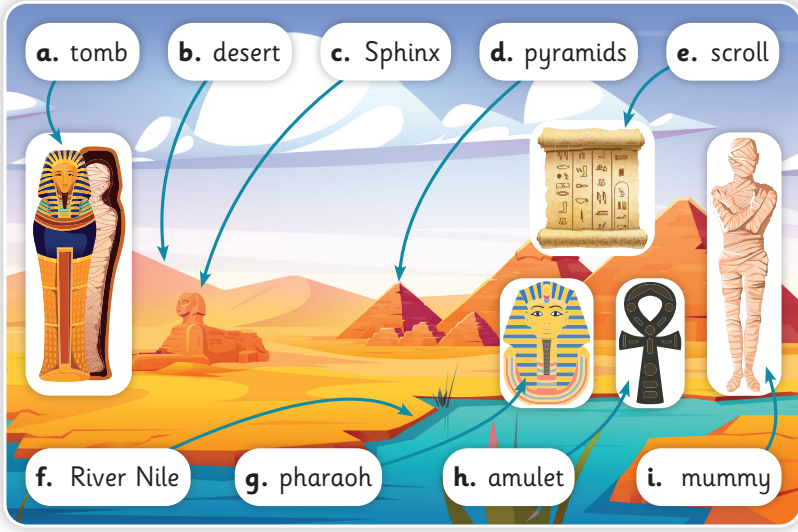
# Unit 11 Exploring the Past

## Unit 11

## Exploring the Past

### Vocabulary Building

1 Listen, Point and Read:



2 Look at the picture and write the number next to the word:

- |                                   |                                     |                                 |
|-----------------------------------|-------------------------------------|---------------------------------|
| <input type="checkbox"/> pharaoh  | <input type="checkbox"/> Sphinx     | <input type="checkbox"/> desert |
| <input type="checkbox"/> pyramids | <input type="checkbox"/> River Nile | <input type="checkbox"/> mummy  |
| <input type="checkbox"/> tomb     | <input type="checkbox"/> amulet     | <input type="checkbox"/> scroll |

### Objective:

- Students will use past tense was/were correctly in sentences.
- To identify and use vocabulary words related to ancient Egypt

### Materials

- Student Book
- Writing paper
- board markers
- white board

### Lesson Time

15-20 minutes



## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Activate prior knowledge by talking Ancient Egypt.  
Have Ss open student books, and look at the picture.  
Play audio for Exercise 1 and have Ss listen point to the words in the exercise.  
Repeat and have Ss listen and point to the pictures.  
Play again and have Ss repeat after the audio.  
Say vocab words out of order and ask Ss to point to the word/picture

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Write the vocabulary words on the board in order.  
Ask Ss to chorally say the words as T points to each word in sequence.  
After several times, erase a word and repeat pointing at the words. Ask the Ss to say the missing word. Repeat until all the words are erased and the Ss can say them in order without reading on the board.

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Open books to page 64 and complete Exercise 2  
Ask Ss to share their answers as a group.  
Address any mistakes on the board.

5 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Put the vocabulary picture words on the board.  
Choose volunteers to come to the board and point to the word that the teacher calls out.

6 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Put the Ss into groups of 4 or 5.  
Pass out vocab word cards to the groups.  
One at a time, the teacher will show a picture card.  
The Ss will work together to see if their group has the word card.  
The group with the word card will hold it up and say the word.  
Spell the word and say the word and have the Ss repeat.  
Play game several times.

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down card to the students.  
Ask questions, reviewing the page and have the Ss think and give their opinion.  
Elicit responses for their opinion.

3 minutes

**V**  
**A**  
**R**  
**K**

## Language Building

11

### 1 Listen and Read:

**Tia** Was Ancient Egypt an interesting place?

**Sam** Yes, it was. Last week we went to the museum to learn about some Egyptian history. Do you know about the Nile River?

**Tia** Yes, the Nile River was very important for watering the plants.

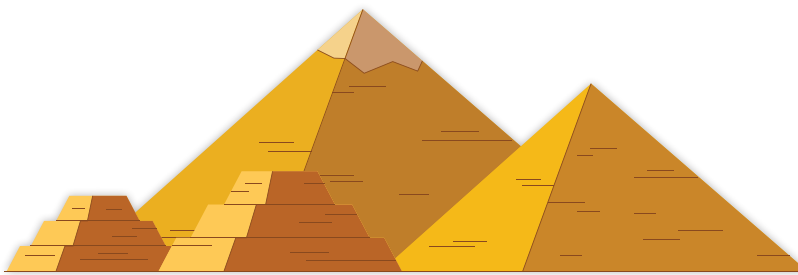
**Sam** There weren't computers back then.

**Tia** No, there weren't. They had scrolls for writing.

**Sam** There were pyramids in Ancient Egypt, too.. They were built a very long time ago!

**Tia** There were also pharaohs back then.

**Sam** That's true. The pharaohs were powerful rulers. They weren't like normal kings.



65

### Objective:

- Use listening skills to practice conversation.
- Use was/were correctly in conversation.
- Role play was/were in conversations.

### Materials

Student Book Page 65  
Audio player

### Lesson Time

15-20 minutes

## ACTIVITIES AND STRATEGIES

INTRODUCE  
**I**

Review what the Ss know about Ancient Egypt. T may allow Ss to speak in native language. T will translate into English and write important words/sentences on the board. Whenever a student says a vocab word, write the word on the board and have Ss repeat.

3 minutes

V  
A  
R  
K

Model  
**M**

Have Ss open books to the Conversation in Exercise 1. Repeat Several Times.

3 minutes

V  
A  
R  
K

Practice  
**P**

Play audio track again and stop/pause and have Ss repeat. T can pause the audio at any point that matches the Ss levels.

Repeat several times and observe that they are pronouncing the words correctly correctly.

Choose several students to repeat individually.

Choose Ss to perform the conversation for the class. Use the "READ-LOOK UP-SAY technique.

Repeat with different Ss several times.

5 minutes

V  
A  
R  
K

Apply  
**A**

Tell Ss to find the word: **plants** and replace with the word **fields**.

Tell Ss to find the word: computers and replace it with **phones** for texting.

Tell the Ss to find the words: **normal kings** and replace them with: **presidents** and **ministers**.

Have the Ss role play with the new words.

Let every Ss have a turn.

7 minutes

V  
A  
R  
K

Collaborate  
**C**

Put Students into groups of four.

Have Ss practice saying the conversation with each other, taking turns to be Sam or Tia.

Observe and address any issues with reading or pronunciation.

Choose a pair of Ss to come to the front of the class and perform the conversation.

7 minutes

V  
A  
R  
K

Think  
**T**

Pass out the Thumbs Up/Down

Ask Ss questions about he lesson and their self-assessment.

The Ss will respond with Thumbs Up/Down

Choose Ss to share their opinion.

3 minutes

V  
A  
R  
K

## Language Building Grammar

### Grammar

We use simple past tense positive **was** when we talk about something that happened in the past and we want to say that it did happen for **Example**, (I **was** happy yesterday)

When we want to say that something did not happen in the past, we use the past simple tense negative **was not** we add (not) and a contraction (**wasn't**) or (**weren't**.)

**Example:** (She **wasn't** at the museum last night)

We use the past tense of verb (be) (**were and weren't**)

**Example:** (The pharaohs **were** powerful rulers. They **weren't** regular kings.)

We use I - he - she - it with **was**. you - we - they with **were**.

### 1 Look and Say:

- The pharaoh \_\_\_\_\_ a powerful ruler in ancient Egypt.
- The pyramids \_\_\_\_\_ homes for pharaohs.
- The Sphinx \_\_\_\_\_ the head of a pharaoh and the body of a lion.
- The Nile River \_\_\_\_\_ the source of water and life.
- The pyramids \_\_\_\_\_ easy to build. It took a lot of work.

66

### Objective:

- Identify and use was/ were/wasn't/weren't in simple past sentences.
- Form negative was/ were sentences to describe past events.
- distinguish between was/were in context.

### Materials

Student Book, pencil,  
white board  
Different colored white  
board markers

### Lesson Time

15 minutes

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Review and Review and recall the conversation.  
Ask Ss to recall different facts that they heard from the conversation.  
Allow Ss to talk about Ancient History.  
Open Books and introduce the Grammar definitions of was/were

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Discuss the examples in the Grammar box by highlighting the structure of the sentences  
Write some examples on the board using was/were in a different color.  
Ask Ss why you used was/were in the sentence. Elicit responses that was goes with singular and were goes with plural subjects.  
Choose volunteers to underline the was/were in the sentence.  
Have S read the sentence.

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Write a few more sentences on the board, leaving a blank for was/were.  
Choose volunteers to write the correct word on the board.  
Confirm and affirm the correct answer.

5 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Put Ss into pairs and have them complete Exercise 1 together.  
Share answers with class.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Put Ss into groups of 4 or 5  
Pass out a vocabulary picture card to each group.  
Have groups work together to write one sentence using the picture card they were given.  
Share their sentences with the class.  
Choose a student to write their group's sentence on the board.

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down  
Ask Ss questions about he lesson and their self-assessment.  
The Ss will respond with Thumbs Up/Down  
Choose Ss to share their opinion.

3 minutes

**V**  
**A**  
**R**  
**K**

## Word Building and Spelling

11

### Long vowel sound e

#### 1 Listen, Point and Repeat.



ice cream



dream



green



queen



jelly



happy

#### 2 Write:

- The grass is \_\_\_\_\_ in the park.
- I'm feeling so \_\_\_\_\_ today!
- The \_\_\_\_\_ wore a beautiful crown.
- I love to eat \_\_\_\_\_ on hot summer days.
- Last night, I had a \_\_\_\_\_ about flying.
- Peanut butter and \_\_\_\_\_ make a delicious sandwich.

67

#### Objective:

- identify words with the long e sound
- identify different forms of the long e sound
- pronounce long e words correctly
- spell long e words in sentences

#### Materials

audio file,  
white board  
white board markers  
student book  
writing tools

#### Lesson Time

30-35 minutes

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Make 2 columns on the board. Label one column + and the other column with a –  
Using the words that are a long e write and say that you like or don't like them.  
E.g. I LIKE ice cream, but I don't like cake I LIKE green, but I don't like blue. Use clean/dirty, neat/messy, queen/king, feet/hands  
After writing and saying several words with the long e and NOT the long e, they will conclude that you like things that have a long e sound.  
Go over the words to illustrate the point. Define any unknown words.  
Tell Ss they will be learning about ways to spell the long vowel e

3 minutes

V  
A  
R  
K

**Model**  
**M**

Erase board and write words that have a long e sound (ea, ee,y)  
Highlight the sound and where it is in the word. Remind them that long e has several ways to write.  
Ask Ss if they can think of any words with long e. Write them on the board. (eg feet, read, baby

3 minutes

V  
A  
R  
K

**Practice**  
**P**

Open books. Complete Exercise 2. Share answers with the class.

7 minutes

V  
A  
R  
K

**Apply**  
**A**

Write the following words on the board: with the long e letters missing  
E.g. f\_\_t, cr\_\_m, gr\_\_n, etc.  
Ss will name the missing letters of each word  
Take a volunteer to write the missing letter (optional) or teacher can write the missing letters in a different colored whiteboard marker.  
Allow the Ss to take turns, using different ee/ea/y words  
Define words if necessary and ask Ss to write the new words in their notebook (if applicable)

12 minutes

V  
A  
R  
K

**Collaborate**  
**C**

Before class, create a worksheet with the following poems and words: The worksheet should have blanks for the long e words.  
Pass out the worksheet with the missing words to the groups.  
There once was a mouse named Pete.  
He has shoes that are clean and neat.  
With laces so long and green, The longest I've seen, Like a tail dragging behind his feet.  
Put Ss into groups.  
Read the poem out loud. Ss will listen and work together to put the correct word in the blank.  
Share with class and have Ss take turns reading the poem

7 minutes

V  
A  
R  
K

**Think**  
**T**

Pass out the Thumbs Up/Down  
Ask Ss questions about the lesson and their self-assessment.  
The Ss will respond with Thumbs Up/Down  
Choose Ss to share their opinion.

3 minutes

V  
A  
R  
K

## Skill Building – Listening and Speaking

### 1 Listen and answer the questions:



- What river did people live near? \_\_\_\_\_
- What were the pyramids used for? \_\_\_\_\_
- What were the scrolls? \_\_\_\_\_
- What was the Sphinx like? \_\_\_\_\_
- Where did they put the mummies? \_\_\_\_\_

### 2 Talk about...

- Who were pharaohs in Ancient Egypt?
- What are tombs and what was inside them?
- What was the Sphinx?

68

### Objective:

- Identify past tense of the verb to be as "was/were".
- Use was/were correctly in sentences.
- Listen and understand simple sentences using "was/were".
- Speak in complete sentences using "was/were".
- Ask and answer questions using "was/were".

### Materials

Whiteboard, markers, writing tools, audio file, audio player Collaboration card 11.1

### Lesson Time

30-35 minutes



## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Review and recall how to use “was/were” with adjectives and nouns.  
Write a few sentences on the board that use “was/were”.  
Read the sentences aloud. Ask Ss to read the sentences aloud.  
Choose volunteers to underline “was/were” on the board.

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Listen to the information from audio file  
Ask Ss what they remember about the information. Help when necessary. Affirm and praise.  
Ask Ss to open books and ask them to find places on the map that you choose.

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Give directions for Exercise 1.  
Instruct Ss to read the questions so they know what to listen for.  
Play the audio file and ask Ss to just listen while they read the sentences.  
Ask Ss if they think they know the answers. Ask them how many answers they think they know by a show of hands. Observe.  
Play again and ask again how many answers they heard.

7 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Have Ss complete the exercise.  
Have Ss say their answers.  
Play track again and let the Ss self-correct.  
Play as many times as needed to find the answers.  
Tell the answers and take a survey for how many they got correct.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

Complete Collaboration Card 11.1  
Put Ss into groups and pass out the picture of before and after  
Have Ss work together to write or say at least three differences they saw using “was”/”were”.

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down  
Ask Ss questions about the lesson and their self-assessment.  
The Ss will respond with Thumbs Up/Down  
Choose Ss to share their opinion.

3 minutes

**V**  
**A**  
**R**  
**K**

## Skill Building – Reading and Writing

11

### 1 Reading and Writing

#### Facts about Egypt!

##### Paragraph One: The River Nile.

In ancient Egypt, a long time ago, there was a special river called the Nile. People lived near the Nile because it gave them water and helped their crops grow.

##### Paragraph Two: Amulets

They wore special necklaces called amulets. These amulets were like lucky charms that protected them from bad things. The pyramids were built as tombs for important people.

##### Paragraph Three: How Ancient Egyptians lived

The desert in Egypt was very hot and sandy. People in Ancient Egypt didn't live in the desert, they lived along the Nile. The Ancient Egyptians wrote on scrolls made from a special plant. They used pictures to write the words.

We use paragraphs to make texts easier to read. When we start a new topic, we use a new paragraph.

### 2 Choose one to write about:

- River Nile: Write about why the River Nile was important to the people of Ancient Egypt.
- Scrolls: Write about what scrolls were used for in Ancient Egypt.

69

#### Objective:

- Decode and recognize words from the unit as well as words previously learned.
- Name main idea and detail sentences.
- Read with accuracy and fluency to support comprehension.

#### Materials

Student Book, writing tools, white board, white board markers, writing paper

#### Lesson Time

30-35 minutes

## ACTIVITIES AND STRATEGIES

**INTRODUCE**  
**I**

Describe and define what a paragraph is and point them out in the book  
Explain and write on the board what is a main idea and sentences that give details.  
Point them out in the text.

3 minutes

**V**  
**A**  
**R**  
**K**

**Model**  
**M**

Write some examples on the board of detail sentences.  
Read the detail sentences and ask the Ss to say the main idea.  
Repeat several times.  
Point out the details and point out the main ideas of the paragraph.

3 minutes

**V**  
**A**  
**R**  
**K**

**Practice**  
**P**

Take volunteers to read the text.  
Ask them to underline any words they do not know.  
Go over the words and give the definitions.  
Read again and let Ss ask questions.  
Teacher will ask Ss comprehension. questions

7 minutes

**V**  
**A**  
**R**  
**K**

**Apply**  
**A**

Before class copy a stage level reading text that has three paragraphs.  
cut them into paragraph strips. Make a copy for each table/group.  
Put Ss into groups and pass out the paragraph strips to each group.  
Instruct the Ss/Groups to put the paragraphs in order.  
Observe and address any common mistakes on the board.  
Ask groups why and how they put the paragraphs in order. Let them explain why.  
Confirm and praise.

12 minutes

**V**  
**A**  
**R**  
**K**

**Collaborate**  
**C**

change Ss into different groups.  
Open books to the Reading/Writing page.  
Give instruction to groups to either write the main idea and three sentences about a or b. Share sentences with the class. If time, write their paragraphs on the board with the main idea.

7 minutes

**V**  
**A**  
**R**  
**K**

**Think**  
**T**

Pass out the Thumbs Up/Down  
Ask Ss questions about he lesson and their self-assessment.  
The Ss will respond with Thumbs Up/Down  
Choose Ss to share their opinion.

3 minutes

**V**  
**A**  
**R**  
**K**

# 2025

**WIN English** is the ultimate gateway to mastering English with a communicative approach that meets International Standards. Tailored for early learners, this book ensures that students are engaged and having fun while learning. We call this “Funderstanding.” With developmentally and age-appropriate images and content, students will be using English in practical, real-world contexts from the very first unit. Dive into a world of interactive learning and watch language skills soar!