

UNIT 4: THE WIND AND THE SUN

Lesson 1: The weather story

Content: Learners practise vocabulary items of weather elements, learn to greet friends and make comparisons. The vocabulary and the functions are introduced in context through Aesop's fable *The Wind and the Sun* and are further consolidated through games and playful activities.

Linguistic aims

Learners are expected to

- learn vocabulary items about weather elements: *sun, wind*
- learn vocabulary items about physical description: *strong, short/tall, old/young*
- be able to greet friends: *Hello How are you today? Hi! I'm fine, thank you.*
- be able to identify the written form of the words (word recognition)
- be able to produce the written form of the words
- make comparisons between two people/things: *stronger, older, etc.*

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to promote groupwork/pairwork and dramatization
- to promote inductive learning abilities

Suggested material

- story pictures (found online)
- flashcards of relevant vocabulary items
- boardmarkers

Suggested procedure (up to 3 days)

Step 1 (optional)

Books are closed in the beginning. Teacher asks learners if they know Aesop's fable "The Wind and the Sun".

Teacher uses flashcards or body language to present the heroes of the fable (the Wind and the Sun).

Learners listen to the story on the CD (twice or more times, if necessary).

Teacher acts out the story during the second time by using visuals.

Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures.

Step 2

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

Step 3

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / Where is the sun/wind/man? The teacher might also ask questions such as: “What is the man wearing?” and help learners repeat ‘coat’.

Then the teacher can draw learners’ attention to the greeting between the sun and the wind and can extend the practice by using puppets/pictures of characters as in previous units. The teacher can start by miming the greeting between two characters and then move around the class with the puppets/pictures of all the characters for the learners to greet them.

Step 4

Teacher sticks the story pictures on the board with blue tack following the storyline. Some of the captions are also provided together with the corresponding pictures. The rest of the captions are given aside. Learners are invited to the board and asked to match the captions with the corresponding picture after listening to the teacher reading them.

Step 5

Learners listen to the story again and the teacher invites them to act out the story. S/he allocates roles: one learner as the Wind, one as the Sun. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually. In the end, the teacher can ask learners who they think is stronger. They can answer ‘the Sun’ or ‘the Wind’ but the teacher does not give them the answer.

Step 6

First activity:

Learners are asked to match the pictures to the words. If they have any difficulty, they can turn to the previous page and get help from the story or ask the help of another learner (pairwork).

Step7 (optional)

This activity may be used for revision before the activities that follow.

Teacher puts the story pictures on board in random order and asks learners to come to the board and arrange them according to the story.

At this stage learners are encouraged to provide the story lines as well (if they can).

Step 8

Second activity:

Learners are asked to complete the sentences by looking at the story.

Step 9

Third activity:

Learners listen to the story and number the pictures. When checking answers, the teacher can ask them to repeat/read the phrase under each picture. The learners get the opportunity to practice the vocabulary and the functions of lesson 1.

Step 10

Fourth activity:

The teacher repeats the part of the dialogue between the wind and the sun where they say that each one is stronger than the other. S/he then asks learners: “Who is stronger? (The wind or the sun?) and expects one of the two words (wind/sun) as an answer. S/he can then proceed using puppets/pictures

of previous characters in the book; s/he mimes the words *short, tall, young, old* and asks the learners who is shorter/taller/younger/older. When the teacher deems that they have had plenty of exposure to the new function (making comparisons between two people/things), s/he can ask learners to look at the pictures in the task and choose the right one in each.

Step 11

Fifth activity:

Learners are asked to do the crossword. All the phrases and words included in this task are taken from the story, so if the learners need help, they may be encouraged to go back to the story and check the answers (pairwork or groupwork).

SCRIPTS

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*Narrator: Unit 4, The Wind and the Sun, Lesson 1, The Weather story.
Listen and read.*

Yuri: Lena, look, it's Aesop!

Aesop: Let me tell you a story about the wind and the sun.

Wind: Hello, Sun. How are you today?

Sun: Hi! I'm fine, thank you.

Wind: I am very strong.

Sun: Yes, you are but I am stronger.

Wind: You? Stronger? No, you're not. Ha, ha, ha!

Sun: Ok. Let's see.

Can you see that man? I can take off his coat but you can't.

Wind: Sure, I can. I'm stronger.

Sun: Who's stronger?

Let's see who can take off his coat.

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Narrator: Listen and number the pictures.

Again the same passage.

Lesson 2: The rainbow

Content: Learners practise vocabulary items relating to ‘weather’ and ‘clothes’ and learn to talk about the weather and what they wear. The vocabulary is introduced in context through the story and is further consolidated through playful activities. Colours are revised and more colours are introduced.

Linguistic aims

Learners are expected to

- learn vocabulary items about the weather: *windy, sunny, it's raining, rainbow*
- learn vocabulary items about winter clothes: *coat, scarf, gloves*
- be able to talk about the weather: *it's windy, it's sunny, it's raining, (it's cold, it's hot)*
- be able to identify the written form of the words (word recognition)
- be able to produce the written form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to promote creativity and imagination
- to enhance hand-eye coordination skills
- to promote discovery learning
- to promote groupwork/pairwork and dramatization
- to engage learners in fun activities and singing
- to convey the moral of the story and cultivate the idea that arrogance is not good and that things may not always be as they seem

Suggested material

- story pictures (found online)
- flashcards of the following: the sun, the wind, a rainbow
- realia: a coat, a scarf, gloves - alternatively, flashcards can be used
- boardmarkers

Suggested procedure (up to 3 days)

Step 1

Teacher gets in class and makes a comment about the current weather, e.g.: “It’s cold/hot/raining today” and “I’m cold/hot” miming how s/he feels. This passively introduces learners to the vocabulary of this lesson.

Step 2 (optional)

Books are closed in the beginning.

Teacher reminds learners of the disagreement between the sun and the wind about who is stronger. S/he asks them if they want to know the answer and proceeds by acting out the story using the pictures of the wind, the sun and the man. If possible, one learner can act as the man and mime (with

the teacher's help) the concepts of "I'm cold", "I'm hot". The story may be repeated if necessary. Teacher tries to elicit the plot of the story and facilitates the comprehension of the story.

Alternatively, teacher may put the story pictures on board in random order and ask learners to come to the board and arrange them according to the story.

Step 3

Learners open their books and listen to the new story on the CD (twice) while looking at the pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises that reading is not necessary and that learners can understand the story through pictures). Alternatively, the teacher may choose to ask learners to listen to the story without opening their books.

Teacher acts out the story during the second time by miming.

Step 4

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / Where is it windy/sunny?" and "Where is the man cold/hot?", "Where is the rainbow?". S/he might also ask questions such as: "What is the man wearing?" and helps learners repeat 'coat', 'scarf', 'gloves'.

Step 5

Teacher puts the story pictures on board in a random order and asks learners to provide the corresponding story lines. Learners match the story lines with the corresponding pictures on the board by listening to the teacher reading the story.

Step 6

Learners are required to put the pictures in the correct order according to the story. If necessary, they may listen to the CD while doing it.

Step 7

Teacher invites learners to act out the story. S/he allocates roles: one learner as the Wind, one as the Sun and one as the man. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into three groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

Step 8

First activity:

Learners are asked to colour the rainbow and the snowman's clothes, according to the instructions. If they have any difficulty with the vocabulary items related to clothes, they may turn to the previous page and get help from the story or ask the help of another learner (pairwork). The teacher may further ask learners to colour the snowman's nose (the word 'nose' comes from Pinocchio's story).

Step 9 (optional)

This activity may be used for revision before the activities that follow.

Teacher puts the story pictures on board in a random order and asks learners to come to the board and arrange them according to the story.

At this stage learners are encouraged to provide the story lines as well (if they can).

Step 10

Second activity:

Learners are asked to read the phrases under each picture and draw its missing part. They may also colour the pictures. They can use their own imagination or refer to the pictures of the story if they face difficulties. The teacher has the opportunity to revise 'weather' vocabulary. When checking answers, the teacher can ask learners to repeat/read the phrase under each picture.

Step 11

Third activity:

Learners are asked if they like rainbows and then listen to the song and sing along.

Step 12

Fourth activity:

Learners are asked to colour the picture using the colours given for the corresponding numbers and find the hidden phrase. This task aids word recognition adding an element of fun.

SCRIPTS

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Narrator: Unit 4, The Wind and the Sun, Lesson 2, the rainbow.

Listen and read.

Wind: Ok, you can start.

Man: Whew! It's very windy today! But I'm wearing a coat, a scarf and gloves. Phew!

Wind: I'm sure I can take his coat.

Man: I'm very cold!

Wind: Okay Sun, let's see what you can do.

Man: It's so sunny! I'm hot! Phew! Oh, it's raining now. I can see a rainbow! It's great!

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Narrator: Let's sing!

Red and yellow and pink and green,
purple and orange and blue.

I can sing a rainbow,
sing a rainbow,
sing a rainbow, too!

Lesson 3: The season game

Content: Learners practise vocabulary items related to seasons, they expand their vocabulary on ‘clothes’ and learn to talk about present actions using the continuous aspect of the present tense. The vocabulary and functions are introduced in context through the story and are further consolidated through playful activities.

Linguistic aims

Learners are expected to

- learn vocabulary items about the seasons: *winter, spring, summer, autumn*
- consolidate previous ‘clothes’ vocabulary items: *coat, scarf, gloves*
- learn more vocabulary items related to ‘clothes’: *sunglasses, hat, umbrella*
- be able to talk about what they see using the continuous aspect: *Autumn is holding an umbrella, winter is wearing sunglasses...*
- be able to identify the written form of the words (word recognition)
- be able to produce the written form of the words
- describe photos about what people are doing/wearing/holding

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to activate learners’ cognitive schemata
- to promote groupwork/pairwork and dramatization
- to build on reasoning skills
- to develop communicative skills
- to promote hand/eye coordination

Suggested material

- story pictures (found online)
- flashcards of the sun and the wind
- realia: coat, scarf, gloves, sunglasses, a hat, an umbrella (if possible), or pictures of these
- a calendar or pictures indicating the four seasons
- pictures of people/celebrities wearing different clothes for different seasons (optional)
- pictures from previous stories of the book with heroes wearing/holding/doing different things (optional)
- boardmarkers

Suggested procedure (up to 3 days)

Step 1 (optional)

Teacher gets in class and comments on the weather. If it’s cold, s/he can say that it’s good s/he’s wearing a coat/scarf/gloves, if rainy, an umbrella.

Step 2

Books are closed in the beginning.

Teacher reminds learners of the previous story where the Sun won and showed that he is stronger than the Wind.

Alternatively, teacher may put the story pictures on board in a random order and asks learners to recall the story, come to the board and arrange the pictures according to the story.

Step 3

Learners open their books and listen to the new story on the CD (twice) while looking at the pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

Alternatively, the teacher may choose to ask learners to listen to the story without opening their books. Teacher acts out the story by using the pictures of the wind, the sun and the calendar/pictures of the seasons. While acting, s/he can use the ‘clothes’ realia to make the story more interesting and easier for the learners to follow. The story may be repeated if necessary.

Step 4

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., (putting on different articles of clothing) “What am I wearing?” and “Who am I?” or “Who’s wearing a hat/sunglasses/a coat/...?” for the learners to practice vocabulary on clothes and seasons. Learners may need the teacher’s help in the beginning.

The teacher can refer to previous book characters and ask learners what they are wearing/holding: e.g.: “What is Pinocchio wearing?” expecting the answer “a hat”. The learners can be assisted with mime (teacher pointing to his/her head).

In addition, the teacher can show learners pictures of other people/celebrities (singers, football players/...) wearing the clothes mentioned in the text and ask the learners what they are wearing/holding. At this stage s/he can expose learners to the word ‘season’ and ask them what season they think it is: e.g.: “What season is it? Is it summer?”. Learners/Teacher are free to use any ‘clothes’ vocabulary that learners are familiar with (e.g.: shorts, T-shirt).

Step 5

Teacher puts the story pictures on board in a random order and asks learners to provide the corresponding story lines. Learners match the story lines with the corresponding pictures on the board by listening to the teacher reading the story.

Step 6

Learners are required to put the pictures in the correct order according to the story. If necessary, they may listen to the CD while doing it.

Step 7

Learners listen again to the story and the teacher invites learners to act out the story. S/he allocates roles: one learner as the wind, one as the sun. All learners should be given the opportunity to participate in the acting, miming the clothes and the seasons. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually.

Step 8 (game)

Learners can mime the four seasons referring to the weather of each. When the teacher says one season the learners can mime it, e.g.: teacher says ‘winter’ and learners act as if it’s cold, etc.

Step 9

First activity:

Learners are asked to listen to the noises, recognise the season and number the pictures. Teacher checks answers and learners produce the ‘season’ words (pairwork).

Step 10 (optional)

To remind learners of the vocabulary of the previous lessons before proceeding to the next task, the teacher can ask the learners to mime a season (wearing the relevant clothes, if these are in class – if not learners can guess from mime) and the rest of the class to guess what season it is, cold/hot/raining and what that student is wearing. For example, a learner can mime summer, touching his sunglasses, pretending to be hot and straightening his hat. The rest of the class is expected to say “It’s summer. It’s hot. S/he’s wearing a hat.” This will give learners the opportunity to combine vocabulary items they have already been exposed to.

Step 11

Second activity:

Learners are asked to match sentences from the four columns. If the previous step has been followed, it should be easier for the learners to cooperate (in pairs or groups) and match the sentences. Ample time should be given to learners before the teacher checks their matching.

Step 12 (optional)

The teacher can start by asking learners what winter/summer is wearing and what autumn is holding. Then s/he asks learners what Pinocchio is wearing, either by showing a puppet/picture or asking learners to turn their books to the relevant page. The same can be done for other characters in the previous units (e.g.: “What is Snow White holding?”). Once the learners get used to the particular structure, the teacher can move to questions concerning other activities of the characters, e.g.: “What is Pinocchio doing?” expecting answers such as “He’s going to town”, “He’s hiding/sliding/running/...”.

If the teacher feels that the learners need further practice, more pictures of people/celebrities doing different things can be shown to the learners (e.g.: (showing a picture of a famous football player) “What is ... doing?” expecting the answer “He’s playing football”)

Step 13

Third activity:

Once the previous step is taken, learners are asked to write the missing words in this task. When checking answers, the teacher can ask learners to repeat/read the phrase under each picture. If the learners have difficulty writing the words, they can be advised to look for them in their books (pairwork).

Step 14

Fourth activity:

Learners are asked to match the halves of the ‘season’ words. If they face difficulties, they can either turn to the story or seek the help of another learner.

Step 15

Fifth activity:

Learners are asked to join dot-to-dot the pictures, draw the clothes and write the words under the pictures. Then they can also colour them. This involves written production of the new vocabulary, so, once again, if they face difficulties, they should be advised to look for the words in their books. All the words included in this activity are taken from unit 4 (pairwork).

Step 16

Sixth activity:

After the previous task where learners produce the ‘clothes’ words, they can ask one another, following the example given. Learners are free to use any extra words they know, such as jacket, T-shirt, shorts.

Step 17

Project: Learners’ previous knowledge and self expression are encouraged in this project. Teacher asks learners what their favourite season is and why. Learners are then asked to draw their favourite season and report to class as in the example. Alternatively, or as an extra task, learners can be asked to stick a photo of themselves, alone or with their family, or bring it to class and report on that. If the photo is of the whole family, it will give the opportunity of more practice. In addition, the teacher can further ask students to report on what each family member is doing in the photo.

Step 18

Self-assessment: Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

Note

Learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher’s book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

SCRIPTS

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*Narrator: Unit 4, The Wind and the Sun, Lesson 3, the season game.
Listen and read.*

Sun: Don’t be sad, Wind. Let’s play a game.

Wind: A game?!

Sun: Yes, the four seasons game.

Wind: Hurray!

Sun: Imagine... I’m wearing a coat, gloves and a scarf. What season am I?

Wind: I know that. You’re Winter!

Sun: Right! Now... I’m holding an umbrella. What am I?

Wind: You’re Spring.

Sun: No, I’m not! I’m Autumn.

Wind: OK, now me. I’m wearing sunglasses and a hat. What am I?

Sun: You’re summer, of course!

Sun and Wind (together): We love the summer!

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Listen and number the pictures.

1. Sound of rain
2. Sound of birds singing

3. Sound of sea waves
4. Sound of making a snowman and wind

Unit 4 Key

LESSON 1: The weather story

p.44 Match the pictures with the words.

1. sun
2. strong
3. coat
4. wind
5. man
6. story

p.57 Find and write the phrases in the story

How are you today?

I'm fine, thank you.

Let me tell you a story.

Sure I can!

Let's see who can take off his coat.

p.57 Listen and number the pictures

1. Let me tell you a story.
2. How are you today?
3. I'm fine, thank you.
4. Sure I can!
5. Let's see who can take off his coat.

p.58 Find the words in the story and write.

1. man
2. coat
3. sun
4. strong
5. wind
6. take

LESSON 2: The rainbow

p.62 Colour the numbers and find the phrase.

I'm sure I can!

LESSON 3: The season game

p.64 Listen and number the pictures.

1. autumn
2. spring
3. summer
4. winter

p.64 Match the phrases.

It's great! It's hot! I'm wearing a hat! It's spring.
It's windy. I'm cold. I'm wearing a scarf. It's winter.
It's raining. I'm holding an umbrella. I can see a rainbow. It's autumn.
It's sunny. I'm hot. I'm wearing sunglasses. It's summer.

p.64 Write the words.

Wearing, wearing, holding, playing, doing.

p.65 Match and write the words.

autumn, winter, summer, spring.

p.65 Draw the pictures and write the words.

sunglasses, scarf, umbrella, coat, gloves, hat.