Unit 4: The Wind and the Sun

Lesson 1: The weather story

Content
The children practise vocabulary related to 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 fun activities.

Suggested procedure (up to 5 days)

Student’s book

Step 1: Books are kept closed at the beginning of the lesson. Ask the children if they know Aesop’s fable The Wind and the Sun. Use flashcards or body language to present the heroes of the fable. The children listen to the story on the CD (twice or more times, if necessary). You may wish to act out the story during the second time by using visuals. Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

Step 2: Ask the children to 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 deemed necessary (emphasise in the classroom that reading is not necessary and that the children can understand the story through the pictures).

Step 3: Check the children’s understanding of new vocabulary by asking the relevant questions: eg: “Show me / Where is the sun/wind/man?” You might also ask questions such as: “What is the man wearing?” and help the children repeat “coat”. Then draw the children’s attention to the greeting between the sun and the wind and extend the practice by using puppets/pictures of the characters as in the previous units. Start by miming the greeting between two characters and then move around the class with the puppets/pictures of all the characters for the children to greet them.

Step 4: Stick the storycards on the board with BluTack following the storyline. Some of the captions are also provided together with the corresponding pictures. The rest of the captions are given aside. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to them being read.

Step 5: Let the children listen to the story again, and then invite them to act out the story. Allocate roles: one child as the wind, one as the sun. All the children should be given the opportunity to participate in the role-playing activity. One option is for 3-4 children 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. In the end, ask the children who they think is stronger. They can answer “the Sun” or “the Wind” but do not give them the answer!

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

Pedagogical aims
- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote group/pairwork and dramatisation
- to promote inductive learning abilities

Suggested resources
- storycards (found online)
- flashcards of relevant vocabulary items
- boardmarkers

Content
The children practise vocabulary related to 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 fun activities.

Suggested procedure (up to 5 days)

Student’s book

Step 1: Books are kept closed at the beginning of the lesson. Ask the children if they know Aesop’s fable The Wind and the Sun. Use flashcards or body language to present the heroes of the fable. The children listen to the story on the CD (twice or more times, if necessary). You may wish to act out the story during the second time by using visuals. Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

Step 2: Ask the children to 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 deemed necessary (emphasise in the classroom that reading is not necessary and that the children can understand the story through the pictures).

Step 3: Check the children’s understanding of new vocabulary by asking the relevant questions: eg: “Show me / Where is the sun/wind/man?” You might also ask questions such as: “What is the man wearing?” and help the children repeat “coat”. Then draw the children’s attention to the greeting between the sun and the wind and extend the practice by using puppets/pictures of the characters as in the previous units. Start by miming the greeting between two characters and then move around the class with the puppets/pictures of all the characters for the children to greet them.

Step 4: Stick the storycards on the board with BluTack following the storyline. Some of the captions are also provided together with the corresponding pictures. The rest of the captions are given aside. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to them being read.

Step 5: Let the children listen to the story again, and then invite them to act out the story. Allocate roles: one child as the wind, one as the sun. All the children should be given the opportunity to participate in the role-playing activity. One option is for 3-4 children 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. In the end, ask the children who they think is stronger. They can answer “the Sun” or “the Wind” but do not give them the answer!
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Step 6: First activity: Ask the children to listen to the CD and say the names of the characters speaking.

Step 7: Second activity: Ask the children to look at the picture and spot all the items beginning with the given letters.

Step 8: Third activity: Ask the children to listen to the various sounds on the CD and try to guess who or what they relate to. This activity can also be done in pairs, to encourage pairwork.

Step 9: Fourth activity: Split the class into pairs. Ask the first child to look at picture A for a minute and try to remember all the items there. Then he/she closes their book, and repeats the items from memory to the second child. The same is done for the second child, with picture B.

Activity book

First activity: Ask the children to match the pictures to the words. If they have any difficulty, they can refer to the student’s book and get help from the story, or ask the help of another child (pairwork).

Second activity: Ask the children to read the questions and choose the correct answers by ticking the appropriate picture.

Third activity: Ask the children to do the crossword. All the phrases and words included in the task are taken from the story, so if the children need help, encourage them to go back to the story in the student’s book and check their answers (group/pairwork).

Fourth activity: Ask the children to complete the sentences by referring back to the story.

Student’s book

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’m very strong.

Sun: Yes, you are but I’m 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.

Activity 1 SCRIPT: Who says this? Listen and say.

1. [Example] I’m very strong. (The wind)
2. Hi! I’m fine, thank you.
3. Sure, I can. I’m stronger.
4. Let me tell you a story about the wind and the sun.
5. OK, let’s see.

Activity 1 KEY: Who says this? Listen and say.

1. The wind [Example]
2. The sun
3. The wind
4. Aesop
5. The sun
6. The wind
Activity 2 KEY: I spy with my little eye...

b: ▶️ baby, bell, boy

c: ▶️ cat, coat, chocolate

d: ▶️ doll, drum, desk

p: ▶️ puzzle, pencil, puppet

Activity 3 SCRIPT: Listen and guess who...

1. **[Example]** The sound of the sun, with birds singing. (E)
2. The sound of the wind.
3. The sound of Bella the cat.
4. The sound of Pinocchio’s nose getting bigger.
5. The sound of wings fluttering when Miss Butterfly arrives.

Activity 3 KEY: Listen and guess who...

1. ▶️ E [Example]
2. ▶️ A
3. ▶️ B
4. ▶️ C
5. ▶️ D

Activity 4 KEY: let’s play a memory game!

Box a: ▶️ mouse, star, ruler, coat, sandwich, sun, rubber.

Box b: ▶️ kite, clock, nest, chocolate, monkey, hat, park.

Activity book

Activity 1 KEY: Match the pictures with the words.

A. sun
B. strong [Example]
C. coat
D. wind
E. man
F. story

Activity 2 KEY: Choose the correct picture.

1. Baby mouse
2. The cat [Example]
3. The man
4. Miss Butterfly
5. Baby mouse

Activity 3 KEY: Find the words and do the crossword.

| 1. ❍ | m |
| 2. ❍ | c a |
| 3. ❍ | s t r o n g |
| 4. ❍ | u a |
| 5. ❍ | w i n d |
| 6. ❍ | t a k e |

Activity 4 KEY: Find and write the phrases.

1. How are you today?
2. I’m fine, thank you.
3. Let me tell you a story.
4. Sure I can!
5. Let’s see. [Example]
Unit 4: The Wind and the Sun

Lesson 2: The rainbow

Content
The children practise vocabulary related 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 activities. Colours are revised and more colours are introduced.

Linguistic objectives
Children are expected:
• to learn vocabulary about the weather: windy, sunny, it’s raining, rainbow
• to learn vocabulary about winter clothes: coat, scarf, gloves
• to be able to talk about the weather: it’s windy, it’s sunny, it’s raining (it’s cold, it’s hot)
• to be able to identify the written form of the words (word recognition)
• to be able to produce the written form of the words

Pedagogical aims
• to create a relaxing, non-threatening classroom atmosphere within a story-based framework
• to promote creativity and imagination
• to enhance hand-eye coordination skills
• to promote discovery learning
• to promote group/pairwork and dramatisation
• 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 procedure (up to 5 days)

Student’s book
Step 1: Begin the class by commenting about the current weather, e.g. “It’s cold/hot/raining today” and “I’m cold/hot” miming how you feel. This passively introduces the children to the vocabulary of the lesson.
Step 2: Books are kept closed at the beginning of the lesson. Remind the children of the disagreement between the sun and the wind about who is stronger. Ask them if they want to know the answer, and proceed by acting out the story using the pictures of the wind, the sun and the man. If possible, one child can act as the man and mime (with some help) the concepts of “I’m cold”, “I’m hot”. The story may be repeated if necessary. Try to elicit the plot, and facilitate the comprehension of the story. Alternatively, put the storycards on the board in random order and ask the children to come to the board and arrange them according to the story.
Step 3: Ask the children to 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 deemed necessary. Emphasise that reading is not necessary and that learners can understand the story through pictures. Alternatively, ask the children to listen to the story without opening their books. Act out the story a second time by miming it.
Step 4: Check the understanding of new vocabulary by asking relevant questions: e.g. “Show me/Where is it windy/sunny?” and “Why is the man cold/hot?”, “Where is the rainbow?” You can also ask, “What is the man wearing?” and help learners repeat ‘coat’, ‘scarf’, ‘gloves’.
Step 5: Put the storycards on the board in random order and ask the children to provide the corresponding storylines. The children are to match the storylines with the corresponding pictures on the board while listening to the teacher reading the story.
Step 6: The children then put the pictures in the correct order according to the story. They may also listen to the CD while doing it.
Step 7: Invite the children to act out the story. Allocate roles: one learner as the wind, one as the sun and one as the man. All the children should be given the opportunity to participate in the role-playing activity. One option is for 3-4 children 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 child gets the chance to perform individually.

Suggested resources
• storycards (found online)
• flashcards of the following: the sun, the wind, a rainbow
• realia: a coat, a scarf, gloves – alternatively, flashcards can be used
• boardmarkers
Lesson 2: The rainbow

Step 8: First activity: Ask the children to place their finger on "start". As they listen to the CD, ask them to move their finger towards the item they hear. They continue to do this until they find their way to one of the three heroes of the story.

Step 9: Second activity: Ask the children to match the pictures with the sentences given below and then put them in the order of the story.

Step 10: Third activity: Ask the children if they like rainbows, and then continue to listen to the song and sing along.

Step 11: Fourth activity: Demonstrate this game by first taking the role of the sun and getting the children to mime what you tell them. Eventually, different children can take on the role of the sun and give the commands.

Activity book

First activity: Ask the children to circle the odd one out.

Second activity: Ask the children to listen to various phrases and number the pictures accordingly.

Third activity: Ask the children to follow the lines and then write the correct word which relates to each picture.

Fourth activity: Ask the children to colour the picture using the colour code given in order to find the hidden phrase. This task aids word recognition as well as adding an element of fun.

Student’s book

Lesson 2: The rainbow. Listen and read.

Sun: OK, you can start.

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

Wind: I’m sure I can take off his coat.

Man: I’m very cold!

Wind: OK 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! Great!

Activity 1 SCRIPT: Listen and go to...

1. Start. Rainbow, nose, scarf, coat, gloves, rainbow, coat, sun, scarf, coat, gloves, scarf. Who is it?

2. Start. Rainbow, coat, sun, scarf, coat, rainbow, sun, scarf, gloves, nose, sun, scarf, nose, sun, scarf, gloves. Who is it?

3. Start. Rainbow, sun, coat, gloves, rainbow, coat, sun, scarf, coat, gloves, nose, sun, scarf, nose. Who is it?

Activity 1 KEY: Listen and go to...

1. ➔ sun

2. ➔ man

3. ➔ wind
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Lesson 2: The rainbow

Activity 2 KEY: Match and tell the story.
1. ▶ F
2. ▶ D
3. ▶ G
4. ▶ E
5. ▶ A
6. ▶ H
7. ▶ B
8. ▶ C

Activity 3 SCRIPT: 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!

Activity book

Activity 1 KEY: One is different. Circle it.
1. windy [Example]
2. puppet
3. hat
4. drum
5. hand

Activity 2 SCRIPT: Listen and number the pictures.
1. [Example] OK, you can start. (E)
2. Brrr! It’s very windy today.
3. But I’m wearing a coat, a scarf and gloves. Phew!
4. OK Sun, let’s see what you can do.
5. I’m hot! Phew!
6. Oh, it’s raining now. I can see a rainbow! Great!

Activity 2 KEY: Listen and number the pictures.
1. ▶ E [Example]
2. ▶ A
3. ▶ F
4. ▶ D
5. ▶ C
6. ▶ B

Activity 3 KEY: Find and write.
1. umbrella [Example]
2. gloves
3. sunglasses
4. scarf
5. coat
6. rainbow

Activity 4 KEY: Can you find the magic phrase?
▶ I’m sure I can
Unit 4: The Wind and the Sun

Lesson 3: The season game

Content
The children practise vocabulary related to the four 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 fun activities.

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

Pedagogical aims
- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to activate learners’ cognitive schemata
- to promote group/pairwork and dramatisation
- to build on reasoning skills
- to develop communication skills
- to promote hand/eye coordination

Suggested procedure (up to 5 days)

Student’s book
Step 1: Begin the class by commenting about the current weather. If it is cold, say that it is good that you are wearing a coat/scarf/gloves, and if it is rainy, an umbrella.

Step 2: Books are kept closed at the beginning of the lesson. Remind the children of the previous story where the sun won and showed that he is stronger than the wind. Alternatively, put the story pictures on the board in random order and ask the children to recall the story, to approach the board and arrange the pictures according to the story.

Step 3: Ask the children to 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 deemed necessary. Emphasise that reading is not necessary and that learners can understand the story through the pictures. Alternatively, ask the children to listen to the story without opening their books. Act out the story by using the pictures of the wind, the sun and the calendar/pictures of the seasons. While acting, 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: Check understanding of the 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 children to practise vocabulary of ‘clothes’ and ‘seasons’. The children may need help in the beginning. Also, refer to previous book characters and ask the children what they are wearing/holding: e.g. “What is Pinocchio wearing?” expecting the answer “a hat”. If necessary, assist the children by pointing to your head. In addition, show the children pictures of other people/celebrities (singers, football players, etc) wearing the clothes mentioned in the text and ask the children what they are wearing/holding. At this stage, expose the children to the word “season” and ask them what season they think it is: e.g. “What season is it? Is it summer?” Feel free to use any ‘clothes’ vocabulary that learners are familiar with e.g. shorts, T-shirts.

Step 5: Put the storycards on the board in random order and ask the children to provide the corresponding storylines. The children match the storylines with the corresponding pictures on the board while listening to you reading the story.

Step 6: The children then put the pictures in the correct order according to the story. They may listen to the CD while doing it if needed.

Suggested resources
- storycards (found online)
- flashcards of the sun and the wind
- realia: coat, scarf, gloves, sunglasses, a hat, an umbrella, 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

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Step 7: Invite the children to act out the story. Allocate roles: one learner as the wind, one as the sun. All children should be given the opportunity to participate in the role-playing activity and miming of the ‘clothes’ and ‘seasons’. One option is for 3-4 children 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): The children can mime the four seasons referring to the weather of each. Say one season and the children can mime it, e.g. if you say “winter”, the children act as if it is cold, etc.

Step 9: First activity: Ask the children to listen to the sounds, recognise the season and say it out loud. Check that the answers the children produce are the “season” words (pairwork).

Step 10: Second activity: Ask the children to look at the picture and choose the appropriate option which corresponds to the picture.

Step 11: Third activity: Ask the children to match the verbs to the pictures and produce the phrases.

Step 12: Fourth activity: Ask the children to say the rhyme. At first you can say the rhyme slowly, then they can join in. Eventually, they can say it alone.

Step 13: Fifth activity: Ask the children to try to read the hidden message.

Activity book
First activity: Ask the children to join the dots to form the pictures, draw the clothes and write the words below the pictures. This involves written production of the new vocabulary, so, once again, if they face difficulties, advise them to look for the words in their books. All the words included in this activity are taken from Unit 4.

Second activity: Ask the children to match the sentences from the four columns. It would be easier for the children to co-operate (in pairs or groups) in order to match the sentences. Give the children ample time to put the sentences together before checking their answers.

Third activity: Ask the children to write the missing words in this task. When checking the answers, ask the children to repeat/read the phrase under each picture. If the children have difficulty writing the words, advise them to look up the new words in their student’s book (pairwork activity).

Fourth activity: Ask the children to place the words in the appropriate category according to their thematic content.

Fifth activity: Ask the children to match the two halves of the “season” puzzles, write the seasons on the lines below as well as draw an appropriate picture of that season. If they face difficulties, they can either turn to the story or seek the help of another child (pairwork).
Lesson 3: The season game

Activity 1 KEY: Listen and Say.
1. autumn [Example]
2. spring
3. summer
4. winter

Activity 2 KEY: Match and Say.
1. A [Example]
2. B
3. A
4. B
5. A
6. B

Activity 3 KEY: Match and say.
1. E play the drum [Example]
2. D clap your hands
3. B do a puzzle
4. F go to school
5. C get a sandwich
6. A take off your coat

Activity 4 SCRIPT: Let’s say it!
The sun is happy, the wind is funny, Bella is angry and I’m hungry!

Activity 5 KEY: Can you read the message?
We love the summer
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Lesson 3: The season game

Activity book

Activity 1 KEY: Join, colour and write.
1. sunglasses [Example]
2. gloves
3. hat
4. coat
5. umbrella
6. scarf

Activity 2 KEY: Match the phrases.
It's great! It's hot! I'm wearing a hat! It's spring. [Example]

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.

Activity 3 KEY: Write the missing letters.
▶ wearing [Example]
▶ wearing
▶ holding
▶ playing
▶ doing.

Activity 4 KEY: Put the words in the correct groups.

family: grandma, grandpa, brother, sister

clothes: scarf, coat, gloves, hat

animals: ant, hare, seal, penguin

places: zoo, park, school, town

seasons: spring, autumn, winter, summer

Activity 5 KEY: Match the words, write and draw.
▶ autumn, winter, summer, spring

Art time!

Design a summer beach towel and umbrella

Linguistic objective
The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims
• to encourage creativity through art
• to develop visual literacy

Suggested resources
• coloured pencils or markers.

Suggested procedure (up to 2 days)

Step 1: Ask the children to think of the colours associated with summer – yellow, orange, blue etc.

Step 2: Brainstorm what images they could draw onto their beach towel – the sun, ice-cream, waves, fish, shells, starfish, dolphins, a whale, a boat, an anchor etc.

Step 3: Ask the children which items they take to the beach with them – sunglasses, sandals, a ball, a cold drink and so on.

Step 4: Ask the children to design their own beach towel and umbrella in the activity book, using the ideas generated during the brainstorming session.

Step 5: They can add other beach items to the image such as a beach ball, a cold drink, sunglasses, or other items for which they know the English. They need to create an image that represents the summer.

Step 6: Ask the children to label and present their designs to the class.

Extra online activities can be found on the PEAP website.
Lesson 3: The season game

Spin wheel

Linguistic objective
The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims
- to encourage creativity through art
- to develop visual literacy
- to develop conversational skills

Suggested resources
- coloured pencils or markers

Suggested procedure (up to 2 days)

Step 1: Revise vocabulary related to the weather and clothes.

Step 2: Instruct the children to complete the spin wheel with images that combine the two. The first segment has been completed as an example: wind and coat.

Suggestions for completing the wheel: sun/sunglasses, rain/hat, cold/gloves, hot/t-shirt.

Step 3: Colour and cut out the wheel. Place the wheel onto some thin card and draw around it. Cut out the circle of card and glue the two circles together. This will make a sturdier wheel that spins. Insert a push pin through the middle and spin the wheel.

Step 4: Ask the children to spin the wheel in pairs. Depending on where the wheel stops the pupils can ask and answer questions regarding the weather and clothes.

For example: What’s the weather like? It’s sunny. What are you wearing? I’m wearing sunglasses. Vocabulary for colours can also be introduced, for example: I’m wearing red sunglasses.

Extra online activities can be found on the PEAP website.