

unit 1

The Sun and the Wind



The Sun and the Wind are always arguing. The Sun thinks he is stronger than the Wind. The Wind thinks he is stronger than the Sun.

Scene 1

Setting In the sky
Characters The Sun, the Wind, the Cloud, the Man

The Sun and the Wind often argued. The Sun thought he was stronger than the Wind. The Wind thought he was stronger than the Sun. One day they met in the sky. The little Cloud was near them.

The Wind: I'm very strong. I'm stronger than the rain. I'm stronger than the snow. I'm stronger than you!

The Sun: I'm very strong. I'm stronger than the rain. I'm stronger than the snow. I'm stronger than you!

The Wind: No, you are not!

The Sun: Yes, I am!

The Wind: I can blow and blow. Yesterday, I blew the trees and made them fall over. I blew the clouds and made them move.

The Sun: I'm made of fire. I can burn and burn. Yesterday, I shone on the dry grass and it caught fire. I shone on the water in the river and it dried up.

The Cloud: You are always arguing! I've got an idea. We can see who is stronger. We can have a test.

The Wind: A test? What do you mean?

The Cloud: There's a Man walking in the valley. He's wearing a heavy coat. Let's see who can make the Man take off his coat.

The Wind: I can do that.

The Sun: I can do that.

Scene 2

Setting In a valley
Characters The Wind, the Sun, the Man

The Man is walking in the valley. The Cloud tells the Wind to try first.

The Wind: I'm going to blow and blow. I'm going to blow off the Man's coat.

The Wind blew and blew.

The Man: It's very windy! I must hold on to my coat.

The Wind: I must blow harder. The Man is holding on to his coat.

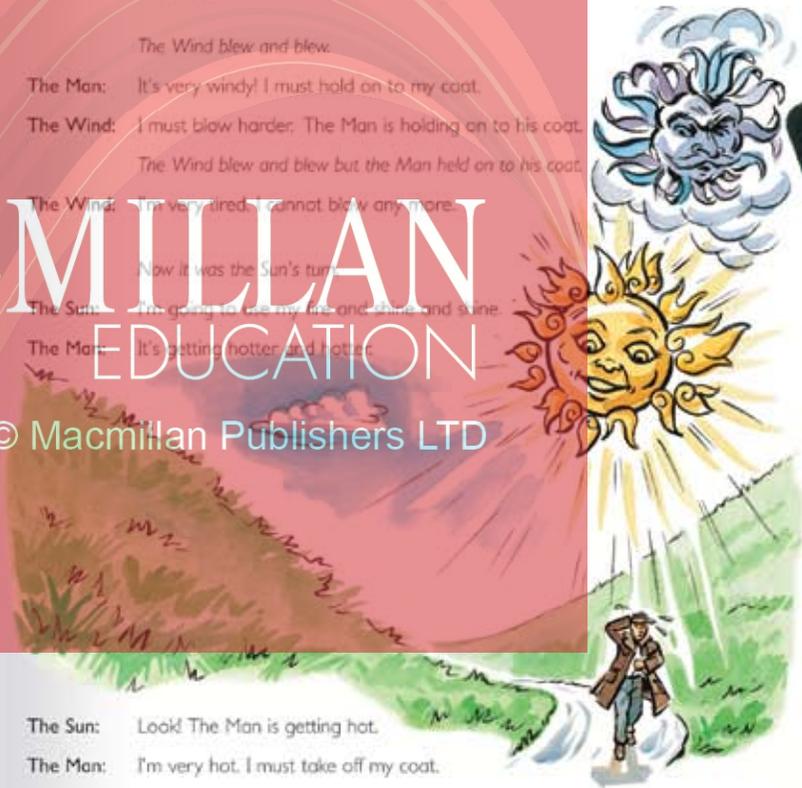
The Wind blew and blew but the Man held on to his coat.

The Wind: I'm very tired. I cannot blow any more.

Now it was the Sun's turn.

The Sun: I'm going to heat my fire and shine and shine.

The Man: It's getting hotter and hotter.



The Sun: Look! The Man is getting hot.

The Man: I'm very hot. I must take off my coat.

The Sun: Look! The Man is taking off his coat. My fire made the Man take off his coat. I win! I am stronger than the Wind.

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Warm-up

- 1 Elicit and list all weather types, *rain, fog, storm*, etc.
Ask *What weather do you like/not like? Why?*
Do you like snow/fog, etc? Why? Why not?
- 2 Ask different children to give reasons.

Poster 1



- 1 Read the title and the first sentence.
- 2 Explain *A play has characters: the people in the play.*
Read the names of the characters with the class.
- 3 Explain *Setting: where the play happens.*
Read the scenes with the class.
Ask *How many characters/scenes are there?* Elicit **Four/Two**.
- 4 Read the question: *What happens?* Ask volunteers to read the sentences underneath.

Lesson aim Reading a play script

Lesson targets Children:

- learn about the text type: a play
- follow the text and listen for pronunciation and intonation
- read aloud with accurate pronunciation and intonation
- understand the sense of the text as a whole and answer questions

- 5 Point out the vocabulary box. Explain *These words are in the play.*
Ask for meanings. Let children find or check meanings in the Dictionary pages 160–166 as necessary.
- 6 If children already know this story, ask them to tell you what happens. If they do not know it, ask them to guess which of the two characters is stronger.

Before reading

- 1 Children look in their books at pages 8 and 9. Ask:
What is the title of the play?
What is the setting for the first scene?
How many characters are in the first scene?
What are their names?
- 2 Ask the same questions about the second scene.

Shared reading

- 1 Play LC 1 Tracks 1–2. Children listen and follow.
- 2 Read sections to the class. Ask:
(Scene 1) *What do the Sun and the Wind argue about? who is stronger?*
They say they are stronger than two other kinds of weather. What are they? rain, snow
What can the Wind do? blow and blow
What did he do yesterday? blew trees over, made clouds move
Ask the same questions about the Sun.
burn and burn, burned grass, dried up water

Whose idea is it to have a test? the Clouds
What is the test? to see who can make the Man take off his coat
(Scene 2) *What is the Wind going to do? blow and blow*
What happens? The Man holds on to his coat. Why? He doesn't want it to blow off.
What is the Sun going to do? shine and shine
What happens? The Man takes off his coat. Why? he is too hot
The Sun says it is stronger than the Wind.
Do you agree?

Reading practice

See detailed notes in Introduction, page 9.

After reading

- 1 Keep the class together or divide into groups, teams or pairs
- 2 Ask children to think of all the adjectives they can to describe *wind*, e.g. *cold, hot, strong, gentle, noisy*, etc. Do the same with *sun*, e.g. *round, golden, yellow, hot, burning*, etc. Make a list on the board.
- 3 Write a phrase on the board, e.g. *golden sun, noisy wind*. Ask children to use it in a sentence. Encourage them to make their sentences interesting by using adjectives and adverbs, e.g. *The golden sun shone brightly in the blue sky. The noisy wind blew angrily around the houses.*

Key vocabulary *valley, coat; arguing, blow, burn; strong, dry, heavy*

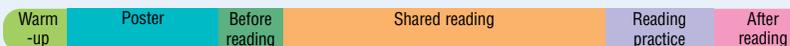
Key language irregular past tenses

Key structures *The wind blew. The man held onto his coat.*

Materials Poster 1, LB pp 8–9, LC 1 Tracks 1–2

Preparation Listen to LC 1 Tracks 1–2 before the lesson

Time division





Extension

- Children make words from the letters in *character*. Divide the class into groups. Write the word *character* on the board. Ask for the meaning: *a person in a play or story*. If you wish, write the letters in scrambled order or give a set of letter cards to each group. Allow several minutes for groups to find as many words as they can.
- Ask a group to tell you their words from *character*. Write them on the board. Other groups listen and cross them off their list if they have them too. Ask another group for any words not already mentioned. Groups cross them off if they have them.
- Continue until all the words have been said. Children may find: *act, rat, tear, tree, eat, ate, heat, teach, teacher, hate, hare, are, reach, each, race, care, the, there, hear*. If their vocabulary is extensive, they may know, e.g. *ache, create, trace*, etc.

Practice Book (pages 2-3)

Prepare children by checking they understand the tasks. Remind them to read what Wordsworth says before they begin.

Answers: Comprehension 2 4/1/8/6/2/5/7/3

Vocabulary 1 **Example answers:** 1 walk 2 read/dear

3 hold/old 4 ring/rang

2 **Example answers:** 2 swing/swinging 3 clean/cleaning

4 stick/sticking

Lesson aim Comprehension and vocabulary

Lesson targets Children:

- complete multiple-choice sentences
- discuss answers to comprehension questions
- find words within words

Key vocabulary words from Lesson 1

Materials LB page 10, PB pp 2-3; (optional) sets of letter cards for *Vocabulary*; sets of letter cards for *Extension*

Preparation (optional) Make letter cards for *yesterday*; letter cards for *character*

Time division

Warm-up	Re-reading	Comprehension	Vocabulary	Extension	Practice Book
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Unit 1

Comprehension

1 Read Language Book 4, pages 8-9 again.

2 Put the sentences in order.

- The Wind says he can make trees fall over and clouds move.
- The Wind and the Sun are arguing.
- The Sun shines and the Man takes off his coat.
- The Cloud sees the Man walking in the valley.
- The Wind says he is stronger than the Sun.
- The Sun says he can make the grass burn and the water dry up.
- The Wind blows but the Man holds on to his coat.
- The Sun says he is stronger than the Wind.



Vocabulary

You can make words from the letters in other words.

yes
yesterday
stay
date



1 Make two words from the letters in each of these words.

- 1 walking → king
- 2 reading → _____
- 3 holding → _____
- 4 arguing → _____

2 Add letters to these words to make longer words.

- 1 ring → bring → bringing
- 2 wing → _____ → _____
- 3 lean → _____ → _____
- 4 tick → _____ → _____

Unit 1

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Warm-up

Play *Simon says*. See page 284. Include pointing to objects in the classroom.

Language box (1)

- 1 Read what a noun is and the example. Ask for other examples of nouns. Write them on the board.
- 2 Read what a proper noun is and the example. Ask for other examples of proper nouns. Write them on the board.

Activity 1

- 1 Ask individuals to read the words in the box and Bernie's bubble. Point out the first answer. Ask who this person is. Remind the class of the character on page 7.
- 2 Children write the other four proper nouns. Check answers with the class.

Answers: Wednesday, Bernie, Wordsworth, July

Language box (2)

- 1 Read what an adjective does and the example.
- 2 Elicit similar examples. Show, e.g. a pencil. Class names it. Write *pencil* on the board. Ask for an adjective to describe it. Elicit, e.g. *red*. Write on the board *the red pencil*. Ask *which word is the noun/adjective?* Label the noun and the adjective. Repeat with one or two more objects if you wish.

Activity 2

- 1 Ask an individual to read the first sentence. Ask *Which word is the adjective?* Elicit *orange*.
- 2 Do the same with the second sentence. Elicit *long*. Check that the whole class agrees. Children write.
- 3 Continue with the other sentences. If children have any difficulty with this activity, repeat step 2 for Language box (2).

Answers: 2 long 3 dark 4 heavy 5 hot

Language box (3)

- 1 Read what an adverb does and the example.
- 2 Elicit other examples from the class.

Language building

Remember!

A noun is a naming word.

A proper noun is a special naming word. It begins with a capital letter.



a tree



Ben

- 1 Write the *proper nouns* with capital letters.

penny coat wednesday valley
bernie wordsworth grass july

There are five proper nouns to find.



Remember!

An adjective tells us more about a noun.

the grass

noun

the dry grass

adjective

noun

- 2 Write the *adjective*.

- 1 The orange sun came up in the morning. orange
- 2 The long grass moved in the wind. _____
- 3 I can see a dark cloud. _____
- 4 The man is wearing a heavy coat. _____
- 5 A cloud covered the hot sun. _____

Remember!
Adverbs tell us more about verbs.
They tell us 'how' something was done.

I must blow **harder**.



- 3 Use these *adverbs* in sentences. Write in your copy book.

quickly brightly slowly

Language building revision: nouns, proper nouns, adjectives, adverbs

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- 3 Do an action in a particular way, e.g. walk quietly. Ask *What did I do and how did I do it?* Elicit *You walked quietly*. Write the sentence on the board. Repeat with other actions, e.g. open a door noisily, carry books carefully, etc. Elicit each sentence and write them on the board. Class reads the sentences.





Activity 3

- 1 Ask a child to read the adverbs.
- 2 Elicit one or two sentences for each adverb. Encourage children to add interesting detail, e.g. *The boy ran quickly./ The tall boy ran quickly along the busy street.* Write two or three of the sentences on the board. Class reads. Children write their own sentences in copy books.

Extension

Parts of speech

- 1 Ask a child to read out a sentence from Activity 3. Write it on the board. Alternatively, write up a sentence of your own.
- 2 Individuals volunteer to identify any nouns, proper nouns, adjectives, verbs or adverbs in the sentence. Use different coloured chalks or markers to underline each part of speech. Alternatively, ask children to box nouns, circle adjectives, underline verbs and double underline adverbs. Continue with other sentences

Practice Book (page 4)

Prepare the class by checking they understand the tasks. Remind them to read Bernie's bubble at the top of the page before they start.

Answers: 1 nouns: tree/water/coat/hat proper nouns: Tilly/January/Friday/Professor Inkspot
2 and 3 Children's own answers
4 1 red 2 green 3 blue 4 orange 5 yellow
5 Children's own answers

Language building



Remember! A **noun** is a naming word.
A **proper noun** starts with a capital letter.
An **adjective** is a describing word.

- 1 Underline the nouns. Circle the proper nouns.
1 tree 2 Tilly 3 water 4 January
5 coat 6 Friday 7 Professor Inkspot 8 hat
- 2 Write five nouns. _____

- 3 Write five proper nouns. _____

- 4 Sort out these colour adjectives.
1 d e r red 2 e g n r e
3 l e b u 4 a e n o r g
5 l o w e l y
- 5 Write an adjective to describe each of these.
1 pretty flower 2 snow
3 meal 4 boy
5 teacher 6 ball
4

Lesson aim Language building: revision of nouns, proper nouns adverbs, adjectives

Lesson targets Children:

- practise identifying nouns, proper nouns, adjectives and adverbs
- compose sentences using different parts of speech

Key vocabulary words from Lesson 1

Key language nouns, proper nouns, adverbs and adjectives

Materials LB page 11, PB page 4

Time division

Warm-up	Language box	Language building activities	Extension	Practice Book
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Warm-up

- 1 Ask about holidays around the class: *Where did you go in the holidays? What did you do? Who/What did you see?* etc.
- 2 Write a few sentences with irregular past tenses on the board. Ask volunteers to underline the verb(s) in each sentence.

Bernie's Grammar focus

- 1 Read Bernie's bubble. Ask individuals to read the sentences.
- 2 Write the verbs in a list on the board. Ask *What tense are these?* Elicit **The past tense**. Remind the class that this tense is used for completed actions in the past.
- 3 Ask the class to tell you the present tense of each of the verbs. Write them on the board.

Activity 1

- 1 If you wish, go through the past tenses orally before children write.
- 2 They circle the words in the word snake and check their spelling. Check answers with the class.

Answers: 2 had 3 took 4 held 5 shone 6 caught
7 blew 8 saw 9 burnt

Activity 2

- 1 Write the verbs on the board.
- 2 Write *wind - trees*. Demonstrate the example question, pointing out the verb in the box.
- 3 Write *trees - over*. Ask *What is the question?* If they need help, say phrases using the verbs in the box, e.g. *trees - burn - over? trees - catch - over? trees - fall - over?* Elicit **Did the trees fall over?** Elicit a short answer.
- 4 Continue with the other sentences.

Answers: 2 Did the trees fall over? Yes, they did. 3 Did the Sun burn the grass? Yes, it did. 4 Did the grass catch fire? Yes, it did. 5 Did the Cloud see the Man? Yes, it did. 6 Did the Man have a thin coat? No, he didn't. 7 Did the Wind blow softly? No, it didn't.

Grammar

Do you remember the play about the Sun and the Wind?



Yesterday, the Wind **blew** the trees. It **made** the trees fall over.

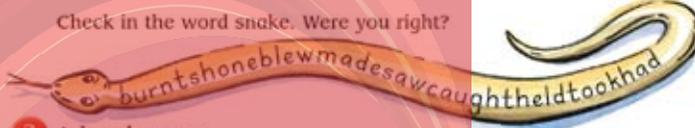


Yesterday, the Sun **shone** on the grass. The grass **caught** fire.

1 Write the past tense.

1 make <u>made</u>	2 have _____	3 take _____
4 hold _____	5 shine _____	6 catch _____
5 blow _____	8 see _____	9 burn _____

Check in the word snake. Were you right?



2 Ask and answer.

Choose from these verbs: catch fall blow have see burn

1 wind - trees **Did the Wind blow the trees?** Yes, it did. or No, it didn't.

2 trees - over 3 Sun - grass 4 grass - fire

5 Cloud - Man 6 Man - thin coat 7 Wind - softly

3 Are these sentences true or false? Circle.

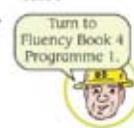
1 The Wind blew a house over.	true	<u>false</u>
2 The Sun burned a forest.	true	false
3 They saw a woman in the valley.	true	false
4 The Man had a heavy coat.	true	false
5 The Man held on to his hat.	true	false

Correct the false sentences. Say, then write in your copy book.

Like this: *The Wind did not ...*

12 Grammar past simple of irregular verbs

Turn to Fluency Book 4 Programme 1.



Activity 3

Ask individuals to read sentences. Elicit **true/false** and correct the false sentences. Children write in their copy books.

Answers: 1 false: The wind did not blow a house over. 2 false: The Sun did not burn a forest. 3 false: They did not see a woman in the valley. 4 true 5 false: The Man held on to his coat.

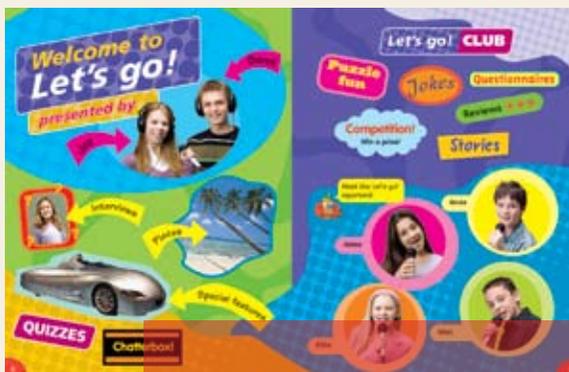
Macmillan English 4 Teacher's Guide samples





Warm-up

- Children look at pages 2, 3 for a few moments. Say *You are going to hear a radio programme. What do you think it is called? Let's go!* What is in the programme? Elicit items from the shapes.



Ask *Who is in the programme?* Elicit names.

- Play FC Introduction all the way through. Children listen. Ask *Who did you hear first? Jaz, Benni. Who are the young reporters? Ross, Anna, Ellie, Max.* What did they all say? *Welcome to Let's go!*

Before listening

Children look at pages 4, 5. Ask them to find Jaz and Benni. Remind the class that they are radio presenters. Read, or ask children to read, the words at the top of page 4. Explain *These things are in the programme.* Ask children to find and point to each item (they are all on page 5).



Ask *Who is in the story?* Elicit, e.g. *A girl, a boy and an old lady.*

Shared listening

- Play FC Programme 1 all the way through without stopping. Children listen and follow.
- Ask general questions about the adventure story. *What are the children's names? Who are they going to stay with?*
- Play the programme again. Children listen. They answer the young reporters' questions in the pauses.
- Stop the track for *Chatterbox*. Children work in pairs. Go round listening while they speak. Hear some pairs.
- Continue. Pause in the puzzle for children to write answers.
- Play the story again and ask questions. *Is Aunt Bea's house strange? What strange things are in it? Do you think Aunt Bea is a detective? Why? What do you think is going to happen?*

After listening

- Children do the competition as a quiet class activity or for homework. Write up the questions Jaz and Benni asked. Ask a few children the questions before the class writes. Hear some children read their accounts in this lesson or on another occasion. Each child who completes the task gets a sticker. Choose three or four of the best to put in a class *Let's go!* competition book. Keep the book all year and add good entries for each competition. Aim to include something from each child in the class during the year.
- Write up the song. Class reads. Rub off the last word of each line. Children say the rhyme with the missing word. Rub off another significant word in each line. Children say the rhyme with the missing words. Continue until all the words are rubbed off and the rhyme has been learned. Children sing the song.

Lesson aim Fluency

Lesson targets Children:

- listen to a short radio programme and follow the items in the FB
- talk about their favourite clothes
- write about their holiday

Materials FB pp 2–5, FC Introduction (Track 1), FC Programme 1, (Tracks 2–4)

Preparation Listen to FC Introduction and Programme 1 and look at the FB pages before the lesson

Time division

Warm-up	Before listening	Shared listening	Chatterbox	Puzzles, story, questions	After listening
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Jaz: Hello! Hi!
Benni: Hi!
Jaz: Welcome to *Let's go!* presented by me, Jaz ...
Benni: And me, Benni!
Jaz: Here in the studio we've got lots of exciting things for you to listen to.
Benni: In the *Let's go! club* we've got puzzles and jokes.
Jaz: And there are lots of great competitions, and some very exciting stories!
Benni: You're going to hear some interviews.
Jaz: And we're going to places all round the world!
Benni: We've got lots of special features, so you're going to be very busy!
Jaz: It's going to be great!
Benni: So what's first?
Squirly 4: It's time to meet the *Let's go!* reporters.
Anna: Hi! I'm Anna.
Ross: Hello. My name's Ross.
Ellie: I'm Ellie.
Max: And I'm Max.
All: Welcome to *Let's go!*

Jaz: Hi, everybody!
Benni: Hello there! Welcome to the first *Let's go!* programme.
Jaz: We've got a great competition for you today ...
Benni: ... and a puzzle, a song and the first part of our brilliant new adventure story!
Jaz: But first here are the *Let's go!* reporters.
Benni: Yes, they're back from their summer holidays and they're here to tell us about the really cool clothes they bought on their travels. Anna, what have you got to tell us about?
Anna: I went to the seaside in August and I bought this T-shirt - purple's my favourite colour and I love the duck on the front.
Squirly 1: It's so cute!
Benni: What about you, Max?
Max: My big brother gave me this cap. I wore it all the time in the holidays with my favourite jeans and T-shirt. It kept me cool and I looked cool, too!
Squirly 2: Wow! How cool is that!
Benni: Really cool! And important to wear a hat in the sun. OK, Ross, it's your turn.
Ross: Well, I got these great sunglasses in New York. My uncle bought them for me. All my American cousins wear them. I think they're amazing, don't you?
Squirly 3: Oooh. Check out those shades!
Jaz: Great, Ross, we really like them. And Ellie, how about you?
Ellie: Well I didn't need sunglasses, because I went to England. It rained every day! I went shopping with my mum and I chose this really cool raincoat. I love the colour, I think it's great. I wore it with shiny blue boots.

Funny Bod: Get that cool style!
Benni: OK, did you get all that? Here's a quick quiz.
Ellie: Why did I buy this raincoat?
Ross: Where did I get my sunglasses?
Max: Who gave me my cap?
Anna: When did I get my T-shirt?
Funny Bod: It's Chatterbox time!
Jaz: What clothes do you like? Talk to your friends.
Yak: Yakety Yak!
Benni: Welcome to the *Let's go!* Club! This is where you can join in with the fun. First, here's a competition ... and it's about holidays. What did you do on holiday? Where did you go? What did you see? What was your favourite day? What did you wear? Draw a picture and tell us all about it.
Jaz: Have a go! All entries win a prize.
Benni: And to get you in the mood, here's a summertime rap.
[SONG] Summertime, summertime,
 We all love summertime.
 Come and have fun,
 Let's have fun,
 Lots of fun,
 In the summer sun.
 We all love summertime,
 wonderful, (woo!) glorious, (Yeah!)
 fabulous, stupendous (woo hoo!)
 Summertime!

Benni: Hey! That was great!
Jaz: And now it's puzzletime! Listen to these clues.
What's the word?
Benni: Number 1: Anna bought a purple one on her holidays.
Jaz: Number 2: Ellie wore these with her raincoat.
Benni: Number 3: Ross got some of these in New York.
Jaz: Number 4: You should always wear this when it's hot and sunny.
Benni: Number 5: Ellie bought one in England.
Jaz: Number 6: You put this up when it rains.
Benni: Number 7: This is what the weather is like in summer.
Jaz: Did you know all those words? Tricky, huh?
Benni: We hope you got them all! And now here's the first part of our exciting new adventure story, *The Tiger's Eye*.

Narrator: **The Tiger's Eye. Episode 1**
Jenny: Do we have to visit Great Aunt Bea?
Mum: Your Great Aunt Bea is a kind old lady.
Dad: It's very nice of her to look after you while we're away.
Tim: This visit is going to be so boring!
Dad: Oh. You're going to see lots of interesting things.

There's a wonderful old castle.
Mum: Yes, it has some beautiful old pictures and jewellery in it.
Tim: I don't like old things!
Dad: The train is stopping. We're arriving at Greystone Station.

Aunt Bea: Hello, children. Welcome to Greystone.
Mum: Thank you for looking after them, Aunt Bea.
Aunt Bea: It's no trouble at all.
Jenny: Goodbye, Mum.
Tim: Goodbye, Dad.
Dad: Don't worry, Tim. We're only away for a few days.
Jenny/Tim: Goodbye!

Aunt Bea: Come along, Jenny and Tim. Follow me!
Jenny: Look at all these old things! It's like a museum!
Tim: Look at that clock!
Jenny: Look at the telephone! Oh, this is going to be awful!
Aunt Bea: This way!
Tim: What's that on the table?
Jenny: It's a huge magnifying glass!
Tim: And look at those! They're cameras. And there's a telescope.
Jenny: Why has Great Aunt Bea got all these things?
Tim: I don't know!
Aunt Bea: Tomorrow I'm going to take you to Greystone Castle. It's very interesting. Would you like a biscuit? I made them this morning.
Jenny: Thank you, Aunt Bea.
Tim: There's some old jewellery in the castle, isn't there?
Aunt Bea: Yes, there is. It's very valuable jewellery.
Aunt Bea: Miss Bea Dash speaking ... Ah, good evening, Inspector Pen ... You found the missing money? I'm so pleased ...
Tim: Did you hear that, Jenny? Aunt Bea is talking to a policeman!
Jenny: Do you know what I think? I think Aunt Bea is a detective!
Tim: That's impossible. Mum and Dad didn't tell us.
Jenny: Perhaps they don't know.
Tim: You mean she's a secret detective?
Jenny: Well, you saw the magnifying glass and the cameras and the telescope. What do you think?

Jaz: Wow, Benni, that was good. Do you think Jenny is right?
Benni: Well ... yes, I do. After all, Aunt Bea's got cameras and a telescope.
Jaz: And a magnifying glass! It's very strange.
Benni: We're going to hear more about Great Aunt Bea next week. Until then, goodbye, everyone.
Jaz: Goodbye!



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Warm-up

Do a *Word chain* on the board with the class in two teams. A child from team 1 says a word. Write it up. A child from team 2 must say a word beginning with the last letter of the first word. Write it up next to the first word. Continue in this way until the chain stretches across the board.

Spelling box

Play LC 1 Track 3.

Children repeat *valley* and *key*.

Check for good pronunciation. Repeat if necessary.

Activity 1 Children complete the words. Class reads words. Check they understand the meanings.

Activity 2 Individuals read the sentences. Elicit answers. Children write the words. Class reads.

Answers: 1 money 2 honey 3 donkey

Activity 3 Children compose their own sentences. Remind them to make the sentences interesting. If you wish, ask them to include an adjective in each sentence.

Spelling

Some words end in *ey* which makes a sound like *ee*.

1 Complete the words with *ey*.

1 turkey _ 2 monk _

3 chimney _ 4 jockey _

Read the words. Discuss what they mean.

2 Write *ey* words. Read the words.

1 We spend this. _____

2 Bees make this. _____

3 This animal looks like a horse. _____

3 Choose three *ey* words from this page. Make a sentence about each word. Write in your copy book.

Like this: I lost my key in the river.

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Spelling

Remember! The letters *ey* at the end of some words make the sound *ee*.

1 Label the pictures. Use the words in the box.

chimney monkey turkey jockey

1 2 3 4

2 Write sentences using these *ey* words.

1 money _____

2 honey _____

3 donkey _____

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Extension

Divide the class into teams. Give definitions of target words from the lesson. The first team to say the correct word wins a point. They get another point for spelling it correctly.

Practice Book (page 7)

Prepare children by checking they understand the tasks. Remind them to read what Captain Superspell says before they begin. For exercise 2, encourage children to make up interesting sentences using adjectives and adverbs.

Answers: 1 1 monkey 2 turkey 3 jockey 4 chimney
2 Children's own sentences





Reading for enrichment

- 1 Play LC 1 Track 4. Children listen and follow.
- 2 Ask questions to check understanding, e.g.
When did the fire happen? Where did it start?
Did London Bridge burn? Why? How many days did the fire last?
How did people stop it?
- 3 Ask individuals to read sections. Encourage good expression.

Project: A new London Bridge

- 1 Tell the class that they are going to design a new bridge for London.
- 2 Ask the class what the old London Bridge was like:
What was good about it? What was bad about it?
- 3 Tell the class to think about these questions to help them design a new bridge:
What materials are best for a new bridge? wood? stone? metal? Why?
Are there houses on it? Why? or Why not?
Are there shops on it? Why? or Why not?
- 4 Children draw the new bridge. They label the materials in the bridge.
They label anything that is built on the bridge.
- 5 They write a short description of the bridge. The description should explain what materials are in the bridge and why they are good materials to use.
It should also explain what buildings are on the bridge and why they are there, or why there aren't any buildings on the bridge.
- 6 Ask several children to show and describe their bridges. If you wish, groups of children arrange their designs and descriptions on posters and stick them on. They write a title for the poster. Display the work and encourage children to look at each other's designs.

1

Reading for enrichment

The Great Fire of London

A long time ago, a lot of houses in London were made of wood. There were many wooden houses close together in small streets. A lot of the wooden houses had thatched roofs. One of the small streets was called Pudding Lane. In Pudding Lane, Mr Farynor had a baker's shop. On 2 September 1666, the Great Fire of London started in Mr Farynor's shop.

A spark from the bakery fire lit some hay in the yard. It was early in the morning and only a few people were awake. No one saw the fire until houses near the baker's shop were burning. The fire reached a building full of oil and candles. The burning, the candles and the oil burnt. No one could stop the fire.

Men tried to put out the fire with buckets of water but it did not work. The fire got to London Bridge. It burnt all the wooden houses on the bridge.

The Great Fire did not stop for five days. It burnt London Bridge, 13,000 houses and 97 churches. Nine people died.

In the end, men filled some houses with gunpowder. They blew up the houses to make an empty space. The fire could not cross the empty space and so it stopped.

Reading extension Historical information text 15

Lesson aim Spelling, Reading extension

Lesson targets Children:

- read, pronounce and spell target words with ey
- understand the meanings of target words
- read about the Great Fire of London
- design and label a new London Bridge

Target words chimney, donkey, honey, jockey, key, money, monkey turkey, valley

Materials LB pages 13 and 15; LC 1 Tracks 3 and 4; PB page 7

Time division

Warm-up	Spelling box	Spelling activities	Practice Book	Reading for enrichment	Project
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Session 1: Class writing

Warm-up

Play the *Chain game* with clothes + adjectives. See page 284.

Before writing

- 1 Ask the class to tell you what happened at the end of the play in Lesson 1: *The Sun made the Man take his coat off. The Sun said it was stronger than the Wind.*
- 2 Read Penny Pen's Writing box to the class.
- 3 Help the class to work out what happens. Ask questions, e.g. *When the sun is hot, do you wear a hat? If the sun gets hotter, do you take your hat off? When it is windy, do you hold onto your hat? If the wind gets stronger, do you let go of your hat or do you hold it on more tightly? Do you take it off so that it can't blow away?*

Note: Children could make different suggestions for the scene: The Sun shines hotter and the Woman keeps her hat on to shade her head (the Sun does not win); The Wind blows strongly but the Woman holds on to her hat (the Wind doesn't win either); The Wind blows so strongly that the Woman can't hold her hat on and it blows away (the Wind wins); The Wind blows so strongly that the Woman takes her hat off so that it can't blow away (the Wind wins).

Shared writing

Activity 1

Agree on these items and write them on the board.

Activity 2

Ask questions, e.g. *How is the Wind/Sun feeling? What is it doing? Does the Cloud see someone? What do you think the Cloud is doing when the scene begins?*

Activity 3

- 1 Use the Writing box to help the class work out the first three lines. Begin the scene with the Sun trying first. Help children to complete the dialogue, following the events that the children suggested in *Before writing*.

Class writing

Write the next scene of the play.

- The Wind is very angry. It wants to try again.
- The Sun says it will try again.
- The Cloud sees the Woman wearing a hat.

What will happen in your scene?

- Can the Wind blow off the Woman's hat?
- Can the Sun make the Woman take off her hat?

1 Fill in the box. Look back at page 8 to do this.

Setting	
Characters	

2 What are the characters doing at the start of the scene?

3 What do the characters say?

Character	What the character says
The Wind	Let's try again. I can make the Woman take off her hat.
The Sun	

Finish the scene in your copy book.

14 Writing the next scene of the play

- 2 Ask four children to read the finished dialogue.
- 3 Clean the board before children write. Remind them that they can change or add other details in their own writing.

After writing

Children work in groups of four. Choose a scene written by one of them for all the children in the group to read to the class. Ask children to think what each character should look like. They draw pictures of them. Children learn their lines. If you wish, they can dress up and perform to the class or to another class.



Session 2: Practice Book writing

Warm-up

Ask *Which sort of weather do you think people need more, wind or sun?*

Which one do you think is most useful to people? Why? What does it do? Which one is the most destructive (destroys the most)? Why do you think so?

Preparation task, exercise 1

- 1 Penny Pen's bubble. Read or ask a child to read it.
- 2 Read the text about what the Man said and what the Woman said with the class.
- 3 Read out the questions in exercise 1.
- 4 Children write a few sentences recounting what happened in Scene 2 (written in Session 1). They should recount the events in the same sequence as in Scene 2.

Writing task, exercise 2

- 1 Explain the task for exercise 2; read out Penny Pen's bubbles.
- 2 Children write Scene 3. First, the Man tells the Woman what happened to him. Then the Woman tells the Man what happened to her. See notes below for key features for this Writing exercise.

After writing

Children work in pairs and read to the class. One reads the Man's lines and the other reads the Woman's.

Lesson aim Writing play scenes

Lesson targets Children:

- complete the second scene of the play
- write the third scene of the play

Materials LB page 14, PB pp 8–9

Time division

Session 1: Class writing Session 2: Practice Book writing



Writing

This is what happens in the next scene:



The Man with the heavy coat and the Woman with the hat have a conversation.

- The Man tells the Woman:
He was walking in the valley.
The wind blew very hard.
He held on to his coat.
The sun shone.
He got very hot.
He took off his coat.
- The Woman tells the Man:
She was walking in the valley.
The wind blew.
The sun shone.

- 1 What do you think happened next?
Did the wind blow the Woman's hat off?
Did the sun make the Woman take her hat off?
Write your answer here.

2 Write the scene in your own words.

What does the Man say to the Woman?



Man

Woman

What does the Woman say to the Man?



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Key writing features: the next scene of the play

Look for these features in assessing the task:

- Characters speak in the first person.
- Each character recounts what happened to him/her.
- The characters' recounts follow the events described on PB page 8.

