

1

Working together

We're going to:

talk and write about what people are doing

follow and give instructions

play games and do projects together

write about what we think and what we like

read and talk about a story

1 Talk about it

These children are learning the Dragon Dance for Chinese New Year. Talk about the picture. What is each person doing?



2 Listen

Choose a question. Listen for the answer, then share it with your class.

- How do the children make the dragon move?
- What is Steve doing?
- Is learning the Dragon Dance easy or difficult?

3 3 Read

Read and listen to the text. Write a question to ask your class. Use question words like **Where ...? What ...? How ...? Who ...?**

The Dragon Dance

Chinese New Year is celebrated in China and in many other countries too. The Dragon Dance is part of the celebration. Some New Year dragons are very long. A long dragon brings good luck! The dancers hold up the dragon with poles. They make the dragon move up and down, left and right. As the drum beats slowly or quickly, the dragon twists, turns and dances through the air.



4 Word study

Stand up. Pretend that you are holding up the dragon on a pole. Act out the words in the box.

up	down
left	right
slowly	quickly
twist	turn

5 Let's do it!

Learn a new dance. Stand in a line, one behind the other. Move together!

- 1 Tap your left foot. Put your feet together.
- 2 Tap your right foot. Put your feet together.
- 3 Jump forwards twice.
- 4 Do it again!

Say these words as you do the dance:
Left foot. Right foot. Jump. Jump.



6 Use of English

Is it easy or difficult? What do you think?

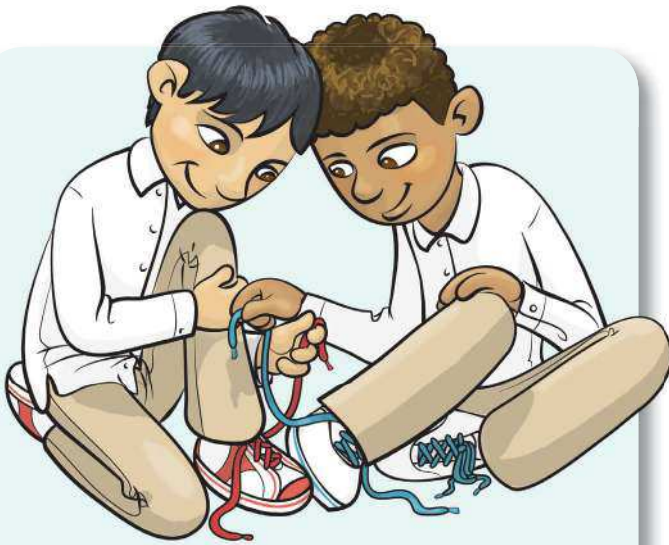
- learning a dance
- speaking English
- playing the guitar
- writing a poem
- playing football
- riding a bike

2 Let's play!

1 Talk about it What do you and your friends like doing together?

2 Read

Read the instructions. Then play each game.



Two can tie a bow

Can you and your partner work together to tie a bow? This is not easy. Each person can only use one hand!



Up and down

Sit on the floor, back-to-back with your partner. Link your elbows together. Try to stand up! Then sit down again.

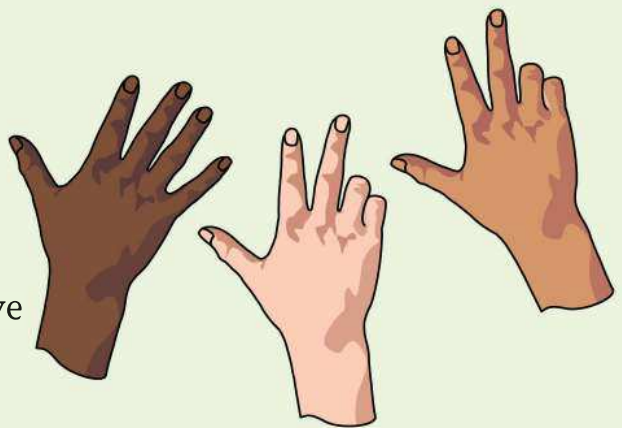
Don't step on the floor

You and your partner need three pieces of paper. You must cross from one side of the room to the other. You must only step on the paper. You mustn't step on the floor. Can you do it?



Eleven fingers

You need three people. Stand in a circle. Together, say '1, 2, 3 ... Go!' When you say 'Go!', hold out some fingers on one hand: 1, 2, 3, 4 or 5 fingers. Add up all the fingers in the circle. To win the game, you must have 11 fingers. How many tries does it take?



3 Values

Some of these games are difficult. You have to practise and you mustn't give up. Try using some of these expressions as you play the games.



4 Listen

Which game are the children playing? Listen again. Clap when you hear an expression from Activity 3.

5 Let's find out!

- 1 Were the games easy or difficult? Which was your favourite?
- 2 Look at the chart. Which game do most children in that class like best?
- 3 Now make a chart for your class. Which game does your class like best?

Our favourite games								
Two can tie a bow								
Up and down								
Don't step on the floor								
Eleven fingers								

Key: = 1 child

3 Team activities

1 Read

Read these instructions and look at the picture.

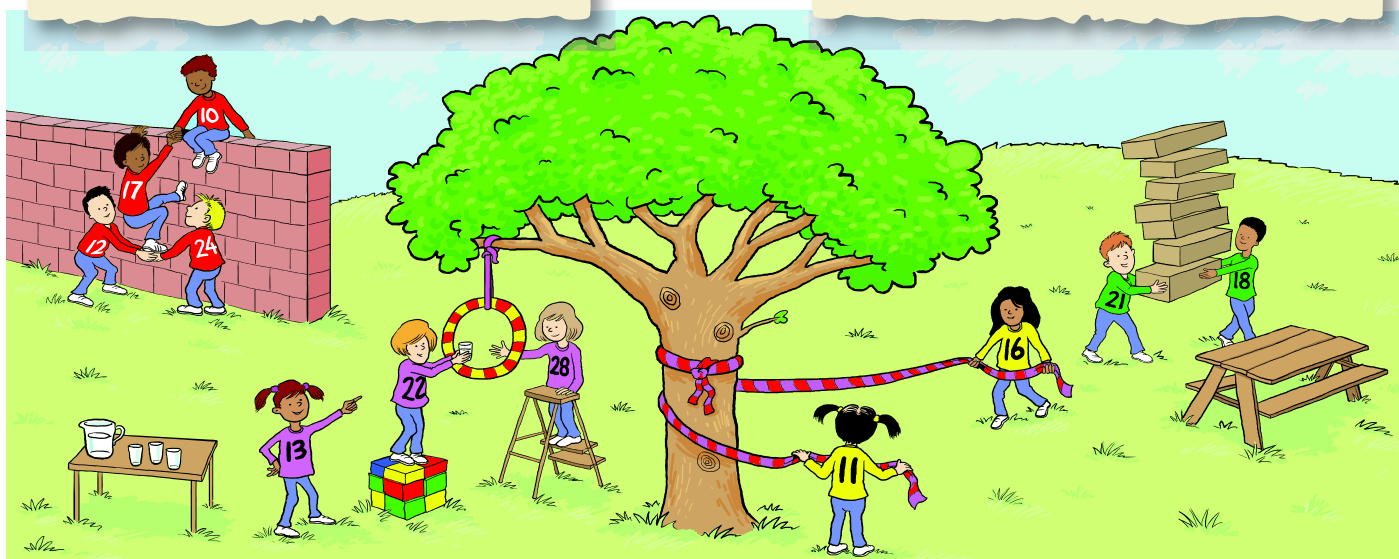
Which colour team is doing each activity: red, yellow, green or purple?

Tie two ropes around the tree.

Pass a glass of water through the ring.

Climb to the top of the wall.

Carry the boxes to the table.



2 Use of English

Match the question with the answer.

- | | |
|---|--|
| 1 What are the children in green tops doing? | a They are tying a rope around the tree. |
| 2 What is boy number 17 doing? | b They are carrying boxes to the table. |
| 3 What are the children in yellow tops doing? | c She is standing on a ladder. |
| 4 What is girl number 28 doing? | d He is climbing the wall. |

3 Talk

Ask your partner two more questions about the picture.

What is/are ... doing?

4 Word study

Think of lots of different answers to these questions!

- What can you **push**?
- What can you **climb**?
- What can you **carry**?

5 Read

Read and listen to the poem.

Find the word in the poem that rhymes with:

in ground to ten about

Find a word in the poem that means the same as:

laugh turn round begin

Rope Rhyme

Get set, ready now, jump right in
 Bounce and kick and giggle and spin
 Listen to the rope when it hits the ground
 Listen to that clappeddy-slappeddy sound
 Jump right up when it tells you to
 Come back down, whatever you do
 Count to a hundred, count by ten
 Start to count all over again
 That's what jumping is all about
 Get set, ready now,

jump
 right
 out!

Eloise Greenfield



6 Let's do it!

Pretend you are skipping! Count up to 100, one number with each jump.

When you say a number that ends in 5, kick your leg: **15, 25, 35 ...**

When you say a number that ends in 0, spin around: **10, 20, 30 ...**

7 Word study

Action verbs are things you can do – like **jump**, **sit** and **giggle**.

Make a list of action verbs on pages 10 and 11.

How many can you find? Think of more words to add to your list.

4 Performing a play

1 Read

The children in the picture are going to act in a play.

They are making signs for the animal characters in the play.

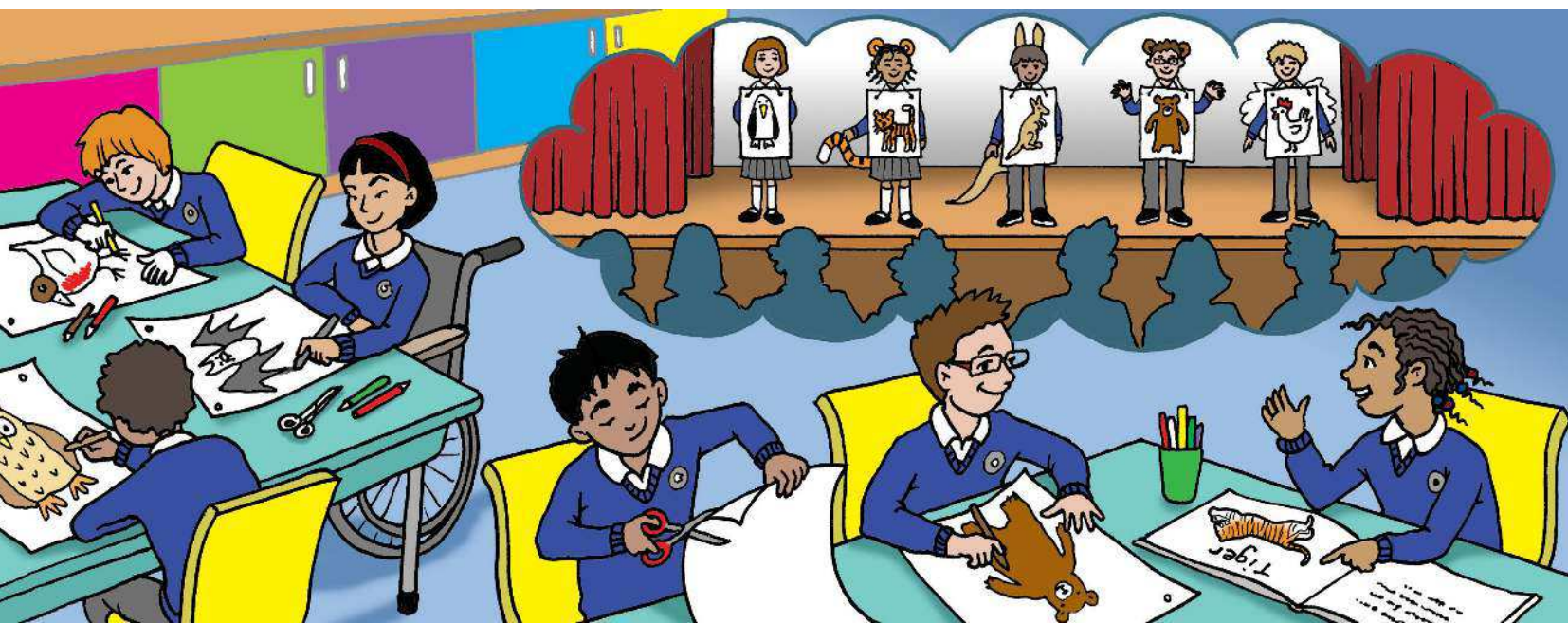
Some children are drawing **mammals**. A mammal is an animal that has fur and teeth. Most mammals have four legs.

Some children are drawing **birds**. Birds are animals that have two legs, two wings and feathers. Most birds can fly.

One child is drawing a bat.



Name two mammals and two birds. Do you think a bat is a mammal or a bird?



6 2 Listen

Listen to the conversation. Fill in the missing words.

Ana: What can I be?

Vijay: How about a ___?

Ben: ___ a tiger?

Ana: That's a _____. I'll be a tiger!

Why does Vijay want to be a kangaroo? Listen again.

3 Talk

Imagine that you are going to act in a play!
 What animal do you want to be? Why?
 Ask three friends.

What do you
want to be?

Why do you
want to be a ... ?

7 4 Listen

Tony is drawing a picture of a bat.
 Listen to the conversation, then answer
 the questions.

- 1 What is Tony good at doing?
- 2 What is Tony not good at doing?
- 3 What is the missing word in
Tony's picture?



5 Over to you

What are you good at doing?
 What are you not good at doing?
 Tell your partner.

I'm good at ... ,
but I'm not good at

Then write a
sentence about
your partner.
Tell the class about your partner.

Jenny is good at dancing,
but she's not good at
skipping.

Language detective

What happens when you add **-ing**
to a short vowel word that ends in
a consonant?

run – running hop – hopping swim – ?

What happens when you add **-ing** to
a word that ends in a silent **e**?

dance – dancing write – writing make – ?



6 Let's do it!

Play this spelling game. Write the name of an animal. Don't show
your friends. Spell the name. Your friends must write the word.
They have to make a sound like that animal or act like the animal.

5 Following the team rules

1 Talk about it Look at the pictures.

Who are the characters? What do you think happens in this play?

8 2 Listen and read

Listen and read along.



Whose team are you on?

Narrator: The animals are getting ready for a football **match**.
 Fox, Kangaroo, and Bear are on the Mammal team. Goose, Owl, and Parrot are on the Bird team. Bat wants to play too.

Bat (eagerly): Can I play?

Parrot: Which team are you on?

Bat (thinking): Hmm. I want to be on the **winning** team. The Birds are small. The Mammals are big. I think the Mammals will win.

Bat (to everybody): I want to be on the Mammal team!

Bear (to Fox and Kangaroo): Are bats mammals?

Fox: I don't think so. Bats have wings. Mammals don't have wings. I think Bat is a bird.

Bat: No, I'm not. I'm a mammal! Look at my fur! Look at my teeth! Birds don't have fur or teeth.

Kangaroo (to Fox and Bear): That's true. I think Bat can play on our team.

Fox and Bear: OK. Let's play!

Narrator: The animals begin to play. Bear passes the ball to Kangaroo. Kangaroo kicks the ball into the goal. The score is Mammals – 1; Birds – 0.

Bat (happy and excited): Hooray for our team!

Narrator: Next, Owl gets the ball. Owl passes the ball to Parrot. Parrot scores a goal. Mammals – 1; Birds – 1! It's a **draw**!



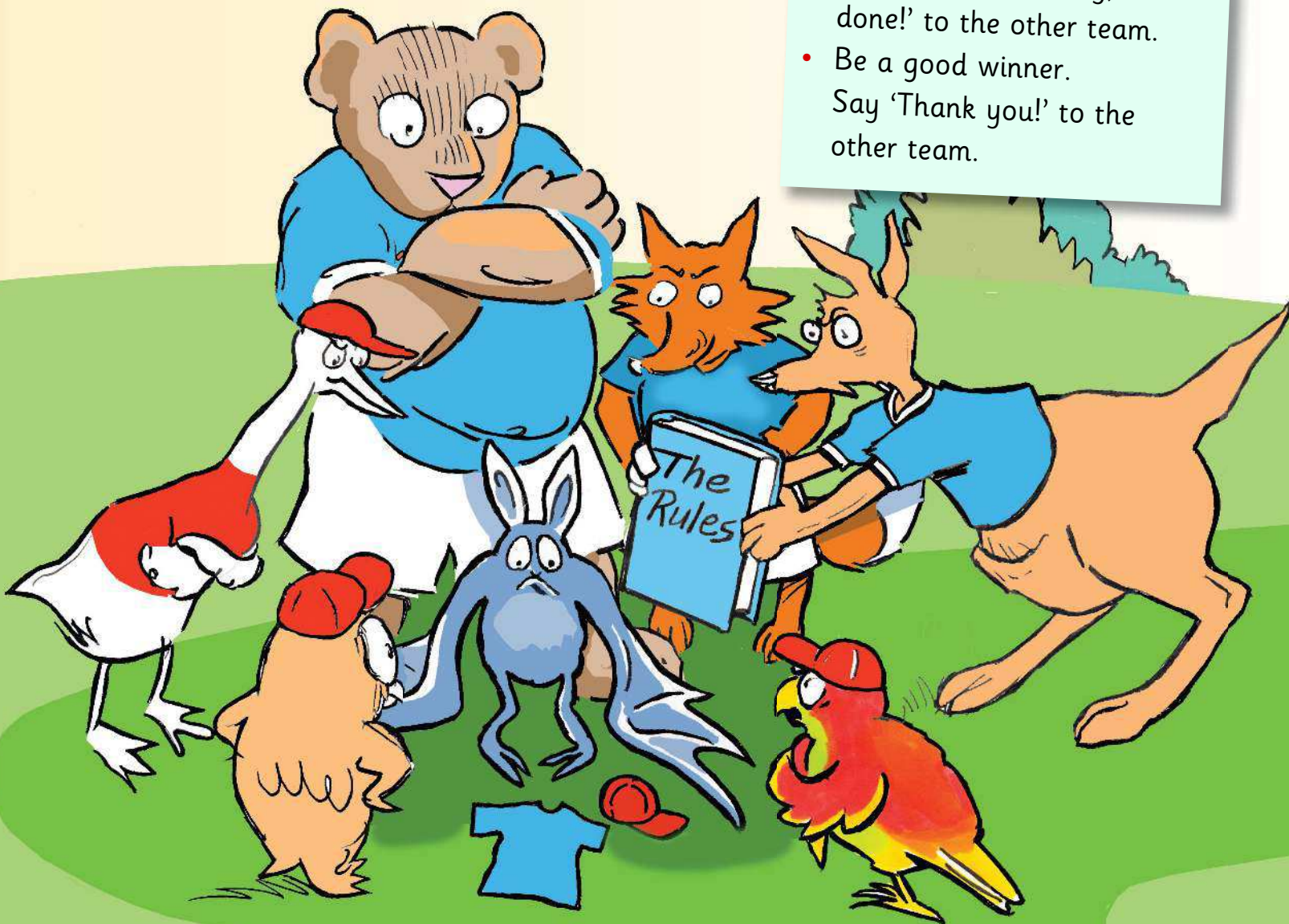
- Narrator:** Bear has the ball next, but Parrot takes it. The birds score another goal. Birds – 2; Mammals – 1.
The birds score the next goal too. Now it's Birds – 3; Mammals – 1!
- Bear:** Let's stop! We need a rest.
- Bat** (*feeling grumpy, thinking to himself*): The Mammal team is **losing**. I don't want to be on the losing team. I think I'll join the Bird team.
- Bat** (*walking over to talk to Parrot*): I'm joining the Bird team.
- Parrot:** You can't do that, Bat! You're part of the Mammal team.
- Bat:** Not any more. I want to be on the Bird team! Look – I have two wings and two legs – just like you and Owl and Goose!
- Goose:** Play on!
- Narrator:** The game begins again. Kangaroo has the ball. She passes the ball to Bear, but Bat takes the ball and passes it to Parrot. Parrot scores a goal. It's Birds – 4; Mammals – 1.
- Bat** (*happy and excited*): Hooray for our team! The Birds are winning the game!
- Fox** (*confused*): Stop the game! Whose team are you on, Bat?'
- Bat:** I'm on the Bird team now. And we are winning!
- Owl** (*sternly*): You can't switch teams in the middle of a match, Bat.
- Goose:** It's not fair!



- Bear (angrily):** You are not a good team player, Bat. You can't be part of this game!
- Fox (sternly):** I agree. If you want to play with us, you need to follow the **rules**.
- All the animals (speaking together):** Go away, Bat! We don't want to play with you.
- Bat (upset):** I'm sorry.
- Kangaroo:** Go away and think about it. When you are ready to follow the rules, you can come back.
- Bat (sadly):** OK. Goodbye.
- Narrator:** And the Mammals and the Birds begin playing again without Bat.
- Owl:** Play on!

The rules

- Practise every day.
- Do your best.
- Help your team.
- Be a good loser. Say, 'Well done!' to the other team.
- Be a good winner. Say 'Thank you!' to the other team.



3 Talk

- Why does Bat want to play on the Mammal team?
- Why does Bat switch to the Bird team?

4 Values

Look at the list of rules. Which two do you think are the most important?

5 Let's do it!

Choose a character and make a sign to wear. Act out the play.

6 Word study What does it mean?

Find the words in **blue**. What does each word mean?
If you can't guess, ask your teacher.

What does **winning** mean?

7 Words with more than one meaning

Read the sentences. What is the missing word in both sentences?

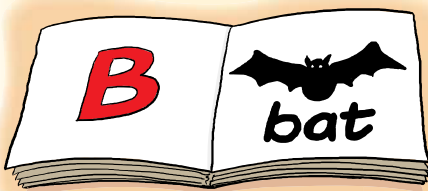
1 She hits the ball with
a ____ .



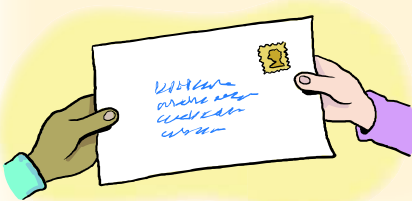
A ____ can fly.



2 B is the first ____
in bat.



This ____ is for you.



3 Come and ____ football
with us!



We are acting in a ____ .



8 Write

Bat wants to play football again. He writes
a letter to the Mammals and the Birds.
What does Bat say in the letter?



6 Choose a project

1 Make a 'Follow the instructions' game

- 1 Work with a group. Write instructions on cards. Make 20 cards.



- 2 Play the game with your class in two teams.
- 3 The teams take turns to take an instruction card. If the team can follow the instructions, they score one point.

2 Make a 'Find the animal' game

- 1 Draw a picture of an animal doing something funny. It can be a real animal or a make-believe animal.
- 2 On another piece of paper, write a description of your animal. Answer these questions:
 - What does your animal look like?
What colour is it?
 - How many legs has it got?
Has it got wings? Has it got fur?
 - What is your animal doing?
- 3 Put all the animal pictures on the wall.
- 4 Read an animal description to the class. Can the class find the matching picture?

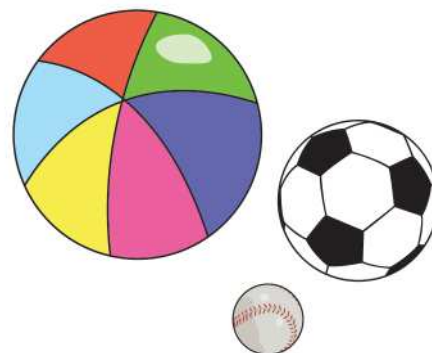


My animal has got purple fur and six legs.
It is playing the drums.

Reflect on your learning

What can we do together?

- 1 Choose a picture in this unit. Tell your partner what any people or animals are doing in the picture.
- 2 Think of some things you can do with a ball. Write two instructions. Read them to your partner. Can your partner act out the instructions?
- 3 Look at your list of action verbs. Write a sentence about something you like doing and something you don't like doing. Read your sentences to your partner. Do you like or dislike the same things?
- 4 Which activity did you like best in this unit? Which activities were easy? difficult? interesting? fun? boring? Write your answers.
- 5 Think of an interesting thing you learned in this unit. Write one or two sentences about it.



Look what I can do!

- 1 I can talk and write about what people are doing.
- 2 I can follow and give instructions.
- 3 I can play games and do projects with my classmates.
- 4 I can talk and write about what I think and what I like.
- 5 I can read and talk about a story.