

1

Working together

We are going to...

- ask and answer questions
- give and follow directions
- talk about what people are doing
- write about things we like and don't like
- read and act out a play
- make a 'follow the instructions' or 'find the animal' game.

Getting started

What can we achieve when we work together?

Talk about what you see in the picture.

- What are the children doing?
- How did the children learn to do that?
- What things do you and your friends practise to do well?



Sing along! Working together



Watch this!

1 Working together

> 1.1 Celebrating together

We are going to...

- ask and answer questions.



1 Talk about the picture.

These children are learning the Dragon Dance for Chinese New Year.

What is each person doing?

02 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 hard?



1.1 Think about it

3 Vocabulary: Adverbs

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



4 Read and listen to the text.

Write a question to ask your class. Use questions words like **Who...? What...? When...? How...?**

The Dragon Dance

The Dragon Dance is part of the lunar New Year celebration. Some New Year dragons are very long. A long dragon brings good luck! Dancers hold up the dragon with poles. They make the dragon move up and down, left and right. When the drums beat slowly, the dancers move slowly. When the drums beat quickly, the dancers move quickly. The dragon twists and turns through the air!



5 Read and follow directions.

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 Put your hands above your head. Jump forwards twice.
- 4 Do it again!

Say these words as you do the dance:

Left foot. Right foot. Jump. Jump.

6 Talk: What do you think? Are these things easy or hard?

Share your ideas with a partner or the class.

- learning a dance
- playing football
- speaking English
- writing a poem



1 Working together

> 1.2 Let's play together

We are going to...

- give and follow directions.



1 Read the directions. Then play the games.

Stand up. Sit down.

This is a game for four children (two pairs of partners).

The first pair will read the directions aloud. The second pair will follow the directions. Then switch roles.

- 1 Sit on the floor, back to back with your partner.
- 2 Link your elbows together. Stand up!
- 3 Sit down again.



Eleven fingers: a game for three people

- 1 Stand in a circle. Together say, '1, 2, 3... Go!'
- 2 When you say, 'Go', hold out some fingers on one hand: 1, 2, 3, 4 or 5 fingers.
- 3 Add up all the fingers in the circle.
- 4 To win the game, you must have 11 fingers.



Language detective

Directions start with a verb that tells you what to do.

Stand up.

Play the game.

Count to 3.

Can you give a direction that starts with a different verb?

1.2 Physical education

2 Read the directions and play the game. Remember, you must not step on the floor!

Step on the paper

You and your partner will need three pieces of paper – red, yellow and blue. Give each other directions as you play this game.

- 1 You **must** cross from one side of the room to the other.
- 2 You must only step on the paper.
- 3 You must not step on the floor!



Key word

must you must wait



3 Write: Finish the sentences.

You **must** _____ from one side of the room to the other.

You _____ only step on the paper.

You _____ **not** step on the floor!

4 Values: Good things to say

Some games are difficult. It can take many tries before you win. Play 'Eleven fingers' again. Say some of these things to each other as you play.



5 Draw a class bar graph.

- a Were the games easy or difficult? Which game was your favourite?
- b Look at the bar graph. Which game do most children in that class like best?
- c Make a bar graph with your class. Which game does your class like best?

| Our favourite games | | | | | | | |
|---------------------|--|--|--|--|--|--|--|
| Stand up. Sit down. | | | | | | | |
| Eleven fingers | | | | | | | |
| Step on the paper | | | | | | | |

1 Working together

> 1.3 Team fun

We are going to...

- talk about what people are doing.



1 Read and listen.

Read the sentences. Which team is doing each activity: red, yellow, green or blue? Then, listen to the conversation.

Carry the mats to the table.

Build and measure a tall bridge.

Climb to the top of the wall.

Pass a glass of water through the hoop.



2 Talk with a partner: What are they doing?

Read each question. Find the matching answer. Then ask your partner two more questions about the picture.

- 1 What are the children in green tops doing?
- 2 What is boy 17 doing?
- 3 What is girl 30 doing?

- a She is measuring the bridge.
- b They are carrying mats to the table.
- c He is climbing the wall.



What is /are... doing?

3 Think and talk.

- What are children climbing in the picture? What else can you climb?
- What are children carrying in the picture? What else can you carry?
- What are children measuring in the picture? What else can you measure?

Language detective



sit
She is **sitting**.



wave
He is **waving**.



talk
They are **talking**.

1.3 Talk about it



4 Read and listen to the poem.

- a Find the word in the poem that rhymes with: in ground to ten about
- b Find the 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 clappedy-slappedy 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



- c **Readers' theatre.** Form five groups. Each group will practise reading two lines of the Rope Rhyme. Then, do a class reading of the poem together.

5 Stand up and move!

Pretend you are skipping. Count up to 100, one number with each jump.
 When you say a number that ends in 0 or 5, kick your leg: 5, 10, 15, 20, 25...

6 Picture dictionary: Action verbs

Turn to the Action verbs page (page 171). Talk about the words.
 Play a guessing game. Act out one of the verbs for your classmates to guess.

Are you
eating?

No, I'm not.

Are you
singing?

Yes, I am!

1 Working together

> 1.4 Let's put on a play!

We are going to...

- write about things we like and don't like.



1 Read, write and talk.

These children are going to act in a play about **mammals** and **birds**. They are drawing picture 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. Look at the pictures. Write the names of three mammals that you see on your chart.

Some children are drawing **birds**. Birds are animals that have two legs, two wings and feathers. Most birds can fly. Write the names of three birds that you see on your chart.

One child is drawing a bat. Do you think a bat is a mammal or a bird? Why do you think that? Look up the answer. Add the bat to your chart.

Make a chart

| mammals | birds |
|---------|-------|
| | |



2 Play an animal spelling game.

Spell the name of one of the animals on this page aloud. Your friends must write the word. Then they have to make a sound like that animal or act like the animal.

1.4 Write about it





3 Write: Imagine your class is putting on a play.

There are many ways to be part of a play.

What do you like doing? What does your partner like doing?

Step 1: Gather information

Read the questions on the chart. Write your answers.
 Then ask your partner the questions. Write his or her answers on the chart.

| Do you like... | acting?  | making costumes?  | singing?  | dancing?  |
|----------------------|---|--|--|--|
| My answers | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |
| My partner's answers | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |

Step 2: Write

Write a paragraph about what you and your partner like doing.
 Look at the sample paragraph. Use the information on your chart.

There are many ways to be part of a play.
 I **like** acting **and** making costumes.
 I **don't like** singing **or** dancing.
 Aisha **likes** acting and singing and dancing.
 She **doesn't like** making costumes.

Use **and** in a list of things you **like**.

Use **or** in a list of things you **don't like**.

Step 3: Read and revise

Read your sentences aloud.

- Do you want to add or take away any words?
- Do you want to move the order of the sentences?

Step 4: Check and correct

- The first word of a sentence begins with a capital letter.
- Most sentences end with a full stop.
- Use **she** for a girl. Use **he** for a boy.



1 Working together

> 1.5 Whose team are you on?

We are going to...

- read and act out a play.



1 Talk about it.

Look at the pictures and the playscript.

Who are the characters in this play?

Read the title. Who do you think the two teams are in this play?



2 Read and listen.

Whose team are you on?

Narrator: The Mammals and the Birds are getting ready for a football **match**. Fox, Kangaroo and Bear are on the Mammals team. Goose, Owl and Parrot are on the Birds 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 Mammals 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.

