Cambridge University Press 978-1-108-96363-3 — Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt <u>More Information</u>

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.

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

Sing along! Working together



Watch this!

Cambridge University Press 978-1-108-96363-3 — Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt <u>More Information</u>

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?

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?



© in this web service Cambridge University Press

Cambridge University Press

978-1-108-96363-3 – Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt

More Information

CAMBRIDGE

3 Vocabulary: Adverbs

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

> down left right slowly quickly up



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!



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

- Tap your left foot. Put your feet together. 1
- 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
- speaking English

- playing football
- writing a poem









Cambridge University Press 978-1-108-96363-3 — Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt <u>More Information</u>

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.

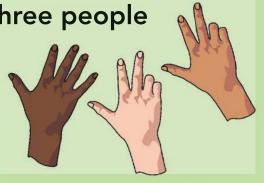
- 1 Sit on the floor, back to back with your partner.
- 2 Link your elbows together. Stand up!
- 3 Sit down again.





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?

14 >

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!



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?

	0	ur favo	ourite g	games		
Stand up. Sit down.						
Eleven fingers						
Step on the paper						

Cambridge University Press 978-1-108-96363-3 — Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt <u>More Information</u>

1 Working together

> 1.3 Team fun

We are going to...

• talk about what people are doing.



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?

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?

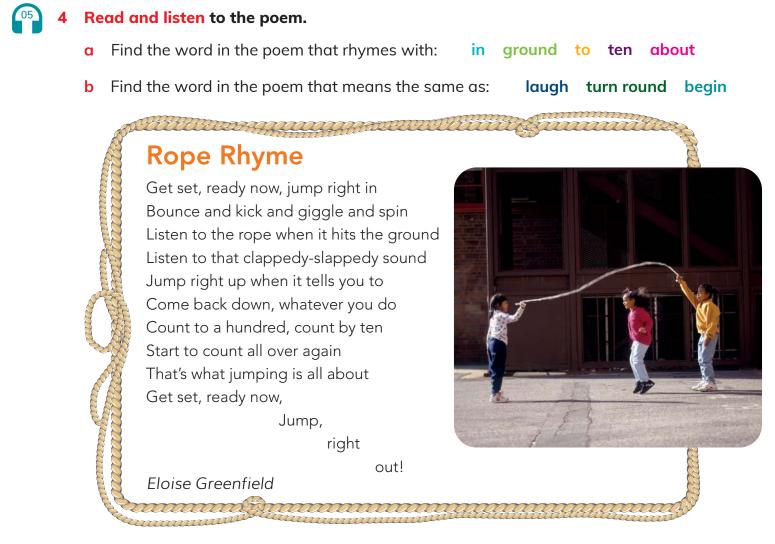
- **a** She is measuring the bridge.
- **b** They are carrying mats to the table.

What is/are.. doing?

c He is climbing the wall.



1.3 Talk about it



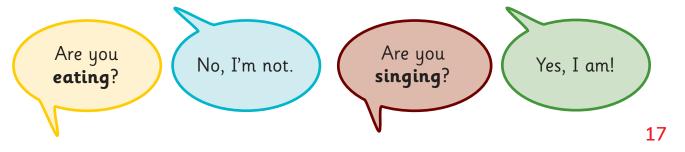
c Readers' theatre. Form five groups. Each group will practise reading two lines of the Rope Rhyme. Then, do a class reading of the poem together.

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.



Cambridge University Press 978-1-108-96363-3 — Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt <u>More Information</u>

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.

Image: A standard stand

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.

18 >

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?

Do you like	acting?	making costumes?	singin	g? 🚺	dancin	g? 👫			
My answers	yes no	yes no		yes no		yes no			
My partner's answers	yes no	yes no		yes no		yes no			
I like acting I don't like s Aisha likes d	here are many ways to be part of a play. like acting and making costumes. don't like singing or dancing. isha likes acting and singing and dancing. he 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 .				
·	tences aloud. It to add or take o	away any words?							
 Do you war Step 4: Check 		ler of the sentence	s?	-1	le	2/A			
The first w		e begins with a cap full stop.	oital lette	r.					

N.M.

Cambridge University Press 978-1-108-96363-3 — Cambridge Global English Learner's Book 3 with Digital Access (1 Year) Elly Schottman, Kathryn Harper, With Caroline Linse Excerpt <u>More Information</u>

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?

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.