

Working together

Lesson 1 The Al Ayyalah routine

1 Read

Look and read. Write **yes (Y)** or **no (N)**.



- 1 The children are learning the Al Ayyalah routine.
- 2 The teacher is sitting.
- 3 There are eight children.
- 4 A child is playing the big drum.
- 5 The children are holding long sticks.
- 6 There is one big drum.
- 7 The children are having fun.
- 8 There are five drums.

~~Y~~	_____
~~N~~	_____
~~N~~	_____
~~N~~	_____
~~Y~~	_____
~~Y~~	_____
~~Y~~	_____
~~N~~	_____

1 Write

Pretend that you are doing the Al Ayyalah routine and look at all the boys in the picture on page 6 of the Learner's Book. Write a chant about the Al Ayyalah routine.

Which of the boys are you? How are you moving?

Why are you doing the routine?

Use some of the words in the box in your chant.
Give your chant a title.

up down left
right slowly quickly
twist turn foot
do routine

Title: the Al Ayyalah routine
I celebrated the national day
of the U.A.E. With my friend
is part of our celebration. I am
standing next to Bader. I am
playing small drum quickly. There
are ten boys they are moving slowly
do twist their sticks. I am doing
the routine because I like it. It
is easy and fun.

Challenge

If you want to do something really well, you need to **practise** it. You do it many times, so that you do it better and better.

What do you practise?

Write a sentence.

Draw a picture.



I practise **playing** the drums.

Lesson 3 Let's play!

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1 Use of English

Do you remember the game 'Up and down'? Put the instructions in the right order. Write the numbers 1, 2, 3 and 4.

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



2 Read

Here is a new game.
Complete the text with the words from the box.

circle hand hold say many win

Eleven fingers

This is a game for three people. Stand in a circle ⁽¹⁾.

Together, say ⁽²⁾ '1, 2, 3 ... Go!'.

When you say 'Go!', hold ⁽³⁾ out some fingers on one hand ⁽⁴⁾: how many fingers have each of you held up?

Count all the fingers. How many ⁽⁵⁾ fingers are there altogether?

To win ⁽⁶⁾ the game, there must be 11 fingers.

1 **Let's do it!**

Look at the chart. Jamal, Nabil and Tarik played the game 'Eleven fingers' three times. The chart shows how many fingers Jamal, Nabil and Tarik had in each game.

Add up the number of fingers for each game. Write the number in the chart.

Did the boys win each game? Circle yes (Y) or no (N).



	Jamal	Nabil	Tarik	How many fingers?	Did they win?
Game 1	2	4	3	9	~~Y~~ (N)
Game 2	1	4	5	10	~~Y~~ (N)
Game 3	5	2	4	11	(Y) ~~N~~

2 **Word study**

Put the words in the correct order to make phrases.

1 up / give / Don't !

~~Don't give up!~~

2 on / step / floor/ Don't / the !

~~Don't step on the floor!~~

3 try / again / Let's !

~~Let's try again~~

4 done / it / We've .

~~We've done it~~

5 stand / Try / to / up .

~~Try to stand up!~~

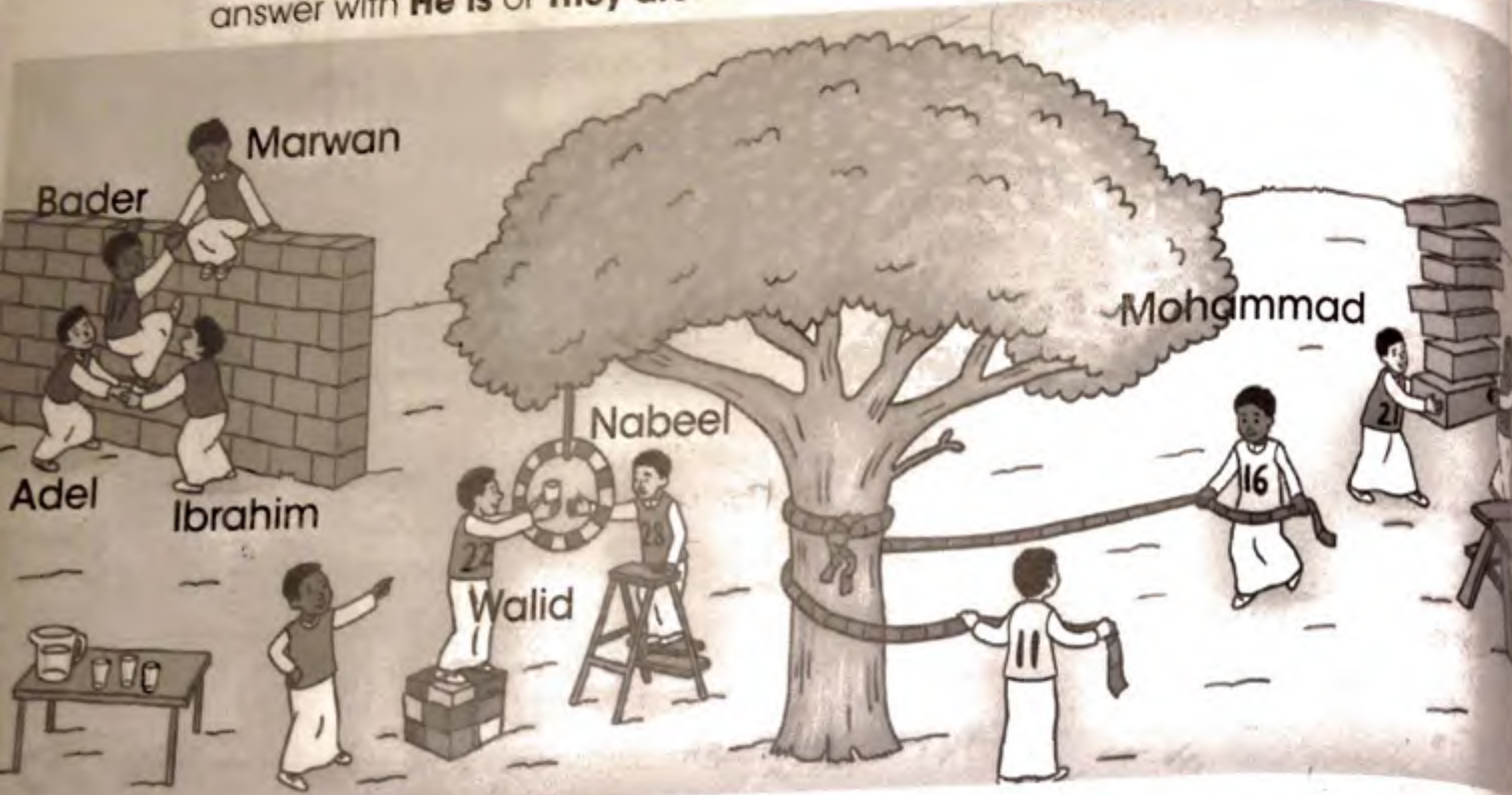
6 good / That's .

~~That's good~~

Lesson 5 Team activities

1 Write

Look at the picture. Answer the questions with the phrases in the box. Start each answer with **He is** or **They are**.



helping Bader climbing the wall standing on a ladder

- 1 What is Bader doing? He is climbing the wall
- 2 What are Ibrahim and Adel doing? They are helping Bader
- 3 What is Nabeel doing? He is standing on a ladder

Write the questions. Start each question with **What is** or **What are**. Put **?** at the end of each question.

- 4 What are Mohammad and Naser doing?
They are carrying boxes.
- 5 What is Marwan doing?
He is pulling Bader.
- 6 What is Walid doing?
He is passing a glass to Nabeel.

Lesson 6 My learning

1 Use of English

Complete these sentences about the games you played earlier in the unit.

- a Sit on the floor.
- b Sit back to back.
- c She is climbing to the top of the wall.

d Add up to ^{the} all the children who liked Up and down.

e Don't give up.

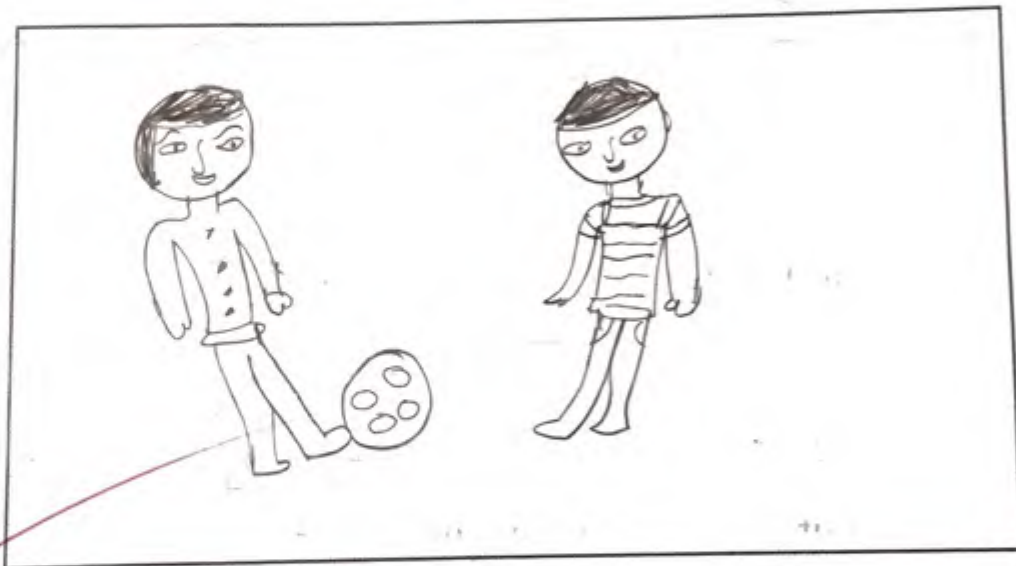


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2 Talk

Draw a picture of your favourite game and explain what it is to your partner. Does your partner like the game? Tell your teacher why.

yes she does
because it is
amusement.



3 Assessment box

Tick the box for you.

	☺ yes	☺ sometimes	☹ not yet
I can talk about movement and location.	✓		
I can follow instructions and give instructions.		✓	
I can give my opinion about things I like and don't like.	✓		
I can explain my ideas and state my preferences.			✓

Lesson 7 Let's be active!

1 Read

Draw a line from the number word to the number picture.

1 forty-five

2 ten

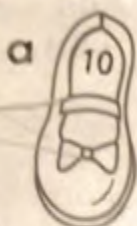
3 thirty

4 fifteen

5 fifty

6 five

7 twenty



2 Word study

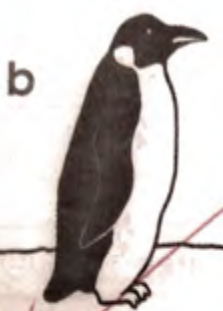
Write the name below each bird and mammal.

bear kangaroo owl penguin tiger

Birds



owl



penguin

Mammals



Kangaroo



bear



tiger

Lesson 8 What are you good at?

1 Use of English

Write the missing words. Use **is** or **are** and the **-ing** form of each verb.

1 The girls are skipping
and giggling. (skip, giggle)



2 The stick is moving
up and down. (move)



3 We are clapping our hands. (clap)



Write

Write a sentence for each picture. Use the **-ing** form of the verb.



He is kicking the ball



He is riding the horse

vowel
e i a
he she it they we you
is ar

Write

What are you good at? Write a sentence.

I am good at swimming

What are you not good at? Write a sentence.

I am not good at running

Lesson 9 Sharing in the classroom 1

1 Read

Part 1 of the play on page 15 of your Learner's Book again.
Then read the sentences and write **T (true)** or **F (false)**.

- 1 The animals are working on a project at home. F
- 2 All the animals are happy. F
- 3 Bat is colouring his picture. T
- 4 Bear is sticking his picture. F
- 5 Owl is the teacher. T



2 Write

How are mammals and bats the same?

Look at the chart. Write the missing words in the sentences below.

	Mammals	Bats
They have teeth.	✓	✓
They have fur.	✓	✓
They usually have four legs.	✓	

Mammals have teeth and fur, and they usually have four legs.

Bats have teeth and fur, but they don't have four legs.



How are birds and bats the same?

Look at the chart. Write the missing words in the sentences below.

	Birds	Bats
They have wings.	✓	✓
They have two legs.	✓	✓
They have feathers.	✓	

Birds have wings, two legs and feathers.

Bats have wings and two legs, but they don't have feathers.

Lesson 10 Sharing in the classroom 2

Write

Pretend that you are Bat. Write a letter to Duck.

Say you are sorry that you didn't know Duck was sad.

Say you want to share your things in the classroom.

Say some other things you want to do in the classroom to work as a team.

End the letter with the words:

Your friend,

Bat



Dear Duck,

I am sorry that I didn't know that you
were sad and you need some one
to help you. I want to share my
things in the classroom your friend

2 Word study

Does your class have these rules? Circle yes (Y) or no (N).

- 1 Listen when your teacher is talking.
- 2 Put up your hand when you want to say something.
- 3 No mobile phones in the classroom.
- 4 No running in the classroom.
- 5 Share your things with your friends.
- 6 Say 'please' and 'thank you'.
- 7 Help your team.
- 8 Work together.

☒ Y	☐ N
☒ Y	☐ N
☒ Y	☐ N
☒ Y	☐ N
☒ Y	☐ N
☒ Y	☐ N
☒ Y	☐ N
☒ Y	☐ N



Lesson 11 What does it mean?

2 1 Listen

Listen and tick (✓) the box.

1 What is the boy doing?



2 What is Khawla good at?



3 What number comes next?



4 Which animal is it?



5 Write the word: _____ . Then tick the box.



Lesson 12 My learning

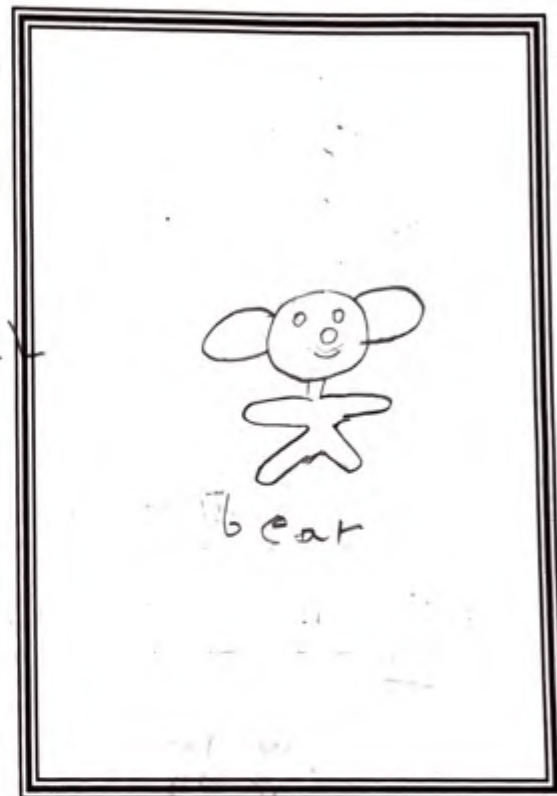
1 Write

Put the letters in the correct order to write the names of these animals.

Then write 'm' if they are a mammal or 'b' if they are a bird.
The first one has been done for you.

Draw a picture of your favourite animal from the list.

	Animal	Mammal or Bird
1 low	owl	bird
2 guenpin	penguin	Mammal
3 ganōorak	Kangaroo	Mammal
4 rbae	beast	Mammal
5 riteg	tiger	mammal



2 Assessment box

Tick the box for you.

	☺ yes	☺ sometimes	☹ not yet
I can answer the question 'what are you good at?'.	✓		
I can talk about the abilities of different animals.	✓		
I can act out a short dialogue.		✓	