

Super Safari

Teacher's Book



Limba engleză
Clasa pregătitoare

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art
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CAMBRIDGE
UNIVERSITY PRESS

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* optional units

Map of the book

Note: All page numbers below refer to the Pupil's Book. For corresponding Teacher's Book pages see Contents, page iii.

0 Hello! (pages 6–9)				
Vocabulary <i>red, blue, green, orange, purple, yellow</i> Competences: 1.1, 2.1, 2.2, 2.3	Grammar <i>Hello! What's your name?</i> <i>I'm ...</i>			
▶ Song: What's your name?				
1 My Classroom (pages 10–17)				
Vocabulary <i>pencil, chair, bag, rubber, book, desk</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Vocabulary 2 <i>seven, eight, nine, ten</i>	Story and value <i>The pencil</i> Lending	CLIL Actions at school	Thinking skills Categorising
▶ Total physical response: Stand up. Put your bag on your desk. Sit down. Open your book. Pick up your pencil. Close your book.		▶ Song: <i>In the classroom</i>		▶ Review: page 87
2 My Family (pages 18–25)				
Vocabulary <i>grandpa, grandma, mum, dad, sister, brother</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Grammar <i>This is my (brother).</i>	Story and value <i>The sandwiches</i> Sharing	CLIL Family trees	Thinking skills Organising information
▶ Total physical response: Open the door. Say <i>hello</i> to your mum. Sit down. What's that? Stand up. It's a sandwich.		▶ Song: <i>We're the royal family!</i>		
3 My Face (pages 26–33)				
Vocabulary <i>eyes, ears, nose, face, teeth, mouth</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar <i>I'm / You're (angry / happy / sad / scared).</i>	Story and value <i>The monster</i> Being nice to friends	CLIL Music and feelings	Thinking skills Interpreting feelings
▶ Total physical response: Close your eyes. Put out your hands. What is it? Open your eyes. A present! You're happy! Give your friend a hug.		▶ Song: <i>Hey, little clown</i>		▶ Review: page 88
4 My Toys (pages 34–41)				
Vocabulary <i>ball, kite, rope, teddy bear, doll, plane</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>I've got a (ball).</i>	Story and value <i>The ball</i> Working together	CLIL Playing outside	Thinking skills Remembering sequences
▶ Total physical response: Throw the ball. Look at the ball. Throw the rope. Catch the ball. Bounce the ball. Put the ball in your bag.		▶ Song: <i>I haven't got a kite</i>		

5 My House (pages 42–49)					General and specific competences from the curriculum explored in the units: 1. Understand simple oral messages 1.1. Provide an adequate reaction to greetings and short, simple questions/instructions articulated clearly and very slowly by the interlocutor and accompanied by gestures 1.2. Recognise names of objects from their immediate universe in short messages, articulated clearly and slowly 1.3. Manifest curiosity towards understanding the global meaning of children's films and songs in English 2. Speak in common communication situations 2.1. Reproduce simple information/short songs/poems with the teacher's help 2.2. Provide basic punctual information about themselves (name, gender, age), about their immediate universe, with help from the interlocutor 2.3. Take part in communication games by reproducing or creating short chants/messages 3. Understand simple written messages 3.1. Manifest curiosity towards decoding simple short written messages related to their own universe 4. Write short simple messages in common communication situations 4.1. Take part in group/class projects by producing short written messages with support from the teacher
Vocabulary <i>bath, cupboard, bed, sofa, table, armchair</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Grammar <i>The (doll) is (in / on / under) the (cupboard).</i>	Story and value <i>The cap</i> Listening to people	CLIL Homes	Thinking skills Planning and making	
▶ Total physical response: Where's the cat? Listen. Look on the sofa. Look under the table. No, it isn't there. Oh look! It's in the cupboard!		▶ Song: Put your toys away!		▶ Review: page 89	
6 On the Farm (pages 50–57)					
Vocabulary <i>cat, horse, cow, dog, rabbit, sheep</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>My favourite (colour) is (orange).</i>	Story and value <i>I like your colours!</i> Paying compliments	CLIL Where animals live	Thinking skills Categorising	
▶ Total physical response: Sniff like a rabbit. Eat like a rabbit. Look! A dog! Hop, rabbit, hop! Run, dog, run! Hide, rabbit, hide!		▶ Song: The animal boogie			
7 I'm Hungry! (pages 58–65)					
Vocabulary <i>carrots, sausages, apples, cakes, ice cream, chips</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>I like / don't like (carrots).</i>	Story and value <i>Cakes and ice cream</i> Eating sensibly	CLIL Where food comes from	Thinking skills Organising information	
▶ Total physical response: Smell. What's that smell? You're hungry. Go into the kitchen. Listen. Look – chips! Take one. Eat the chip. You like chips. Yummy!		▶ Song: I don't like chips		▶ Review: page 90	
8 All Aboard!* (pages 66–73)					
Vocabulary <i>boat, train, car, scooter, bus, bike</i> Competences: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1	Grammar <i>I'm / You're (riding) a (bike).</i>	Story and value <i>Oh what fun!</i> Saying thank you	CLIL Shape pictures	Thinking skills Focusing on detail	
▶ Total physical response: You're flying your plane. There's a café under the plane. Land your plane. Get out and go to the café. Ask for lots of ice cream. Yummy!		▶ Song: We're having fun!			
9 Party Clothes* (pages 74–81)					
Vocabulary <i>hat, belt, boots, shirt, badge, shoes</i> Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar <i>Let's have (biscuits / crisps / salad / sweets).</i>	Story and value <i>Nice work!</i> Tidying up	CLIL Our clothes	Thinking skills Recognising numbers	
▶ Total physical response: Walk home. Open the door. Surprise! It's a party! Hooray! Put on your party hat. Eat cakes. Yummy! Dance with your friends.		▶ Song: Oh what a wonderful party!		▶ Review: page 91	

 Chants
 Review
 pages 82–86
 pages 87–91
 Cut-outs: pages 92–94
 Certificate: page 95
 Stickers: End section

Icons:  sing
 point
 cut
 play
 talk / say
 circle / draw / match / trace
 colour

* optional units

Hello!

Respect pentru oamenii cărți

1 CD1
02 03

Listen and sing.



Aims: to present and practise greetings and introductions, to sing a song with the class

New language: *What's your name? I'm Mike/Polly/Leo/Gina. Hello*

Materials: CD 1, flashcards (Mike, Polly, Leo, Gina), a soft toy, character masks: AB pp 101–104 (optional)

Language competences: The children will be able to greet someone, introduce themselves and ask someone's name. The children will be able to join in with a song.

Warm-up

Aim: to present greetings and introductions

- Say *Hello!* Children repeat several times. Whisper *Hello!* Children repeat. Sing *Hello!* Children repeat.
- Show a soft toy and say *I'm (name)*. Repeat several times. Pass the toy to a child and ask *What's your name?* The child says his/her name or *I'm (name)*. Say *Hello, (name)*. Children repeat.
- Practise *What's your name?* with the class.
- The child with the toy passes it to another child, saying *What's your name?* The next child says his/her name or *I'm (name)*. The rest of the children say *Hello, (name)*. Continue around the class.
- With a large class, divide the children into two or three groups once they have got the idea. Children can point instead of passing a toy.

Presentation



PB p6 Listen and sing.

Aim: to present the names of the main characters and to sing a song

- Play the song. Hold up your book and demonstrate pointing to the monkey, the parrot, the lion and the giraffe in turn. Encourage the children to point.
- Play the song again. This time, show the character flashcards as each character is introduced.
- Say the names. Children point to Mike, Polly, Leo and Gina in their books.
- Direct children's attention to the icon. Children join in with the last line of each verse and with the last two lines of the song.
- Use the karaoke version (see Extension activity).
- **Note:** There are karaoke versions of all the songs in the course. Children can sing with the karaoke version once they are familiar with the song.

Audio script page T101

Practice

1 **AB p4** Look, match and say.

Aim: to practise recognising characters

- Direct children's attention to the *pencil* icon, then demonstrate picking up a pencil. Draw an imaginary line in the air and say *I'm Polly*.
- Point to the example and repeat *I'm Polly*.
- Children draw lines to match. They show you the line that they have drawn and say *I'm (Mike)*.

Extension activity

Aim: to review character names

- Give four children the cut-out masks of the characters (for details see page T8) or the flashcards. Say to each of them *Hello, (Mike)*. Children repeat.
- Children stand in a circle with the children who are wearing the masks in the middle.
- Play the song. As they sing *What's your name?* the children point to the 'animals' in the middle. When they sing *Hello*, they wave at the 'animals'. Repeat with different children wearing the masks.

Ending the lesson

Aim: to review character names

- Cover each flashcard with a piece of paper. Slowly reveal the picture, looking at it and asking *What's your name?* Children say *I'm (Mike)*.



Aims: to present and practise four animals, to review the characters' names and greetings

Skills: listening, developing pencil control

New language: *monkey, giraffe, lion, parrot, the*

Recycled language: *Hello, What's your name? I'm (Mike/Gina/Leo/Polly)*

Materials: CD 1, flashcards (characters)

Language competences: The children will be able to name four animals.

Warm-up

Aim: to review greetings and character names

- Say *Hello. I'm (name)*. Ask a child *What's your name? (I'm (name).)* Repeat with other children.
- Show the flashcards. Children say *Hello, (Mike)*.
- Play the song from PB page 6 (CD 1 Track 02). Show the appropriate flashcard for each verse. Children join in.

Presentation

2  **CD 1**
04  **PB p7** Listen and point.

Aim: to present animal and character names

- Hold up the animal flashcards in turn and present the four animal names (*monkey, giraffe, lion, parrot*). Alternatively, use the puppet to present *parrot* (instead of the flashcard).
- Show the animals again and ask children to repeat the names after you.
- Direct children's attention to the *point* icon. Demonstrate pointing to the animals. Encourage children to do the same.
- Children listen and point to the correct picture.

Audio script page T101

- Say the sentences from the recording in a different order (e.g. *I'm Leo the lion*). Children point to the correct picture.
- Stick the flashcards on the board. Call a volunteer to the board. Say one of the sentences (e.g. *I'm Gina the giraffe*). Children repeat. The child at the board points to the correct picture.
- Hold up your book and use a pencil to trace around *Mike* in the first frame. Ask children to trace around each animal in the four picture frames.

Practice

2  **AB p5** Look and match.

Aim: to practise animals, tracing and recognising shapes

- Direct children's attention to the *pencil* icon. Demonstrate matching by drawing a line in the air with an imaginary pencil. Have children take out a pencil by miming or taking out your own pencil.
- Children trace all the animal outlines first then match the adult and the young by drawing lines.
- Check answers by pointing to the adult animal and asking *What's this? (Giraffe)*. Say *Yes, that's right. Where's the baby giraffe?* Children point.

Extension activity

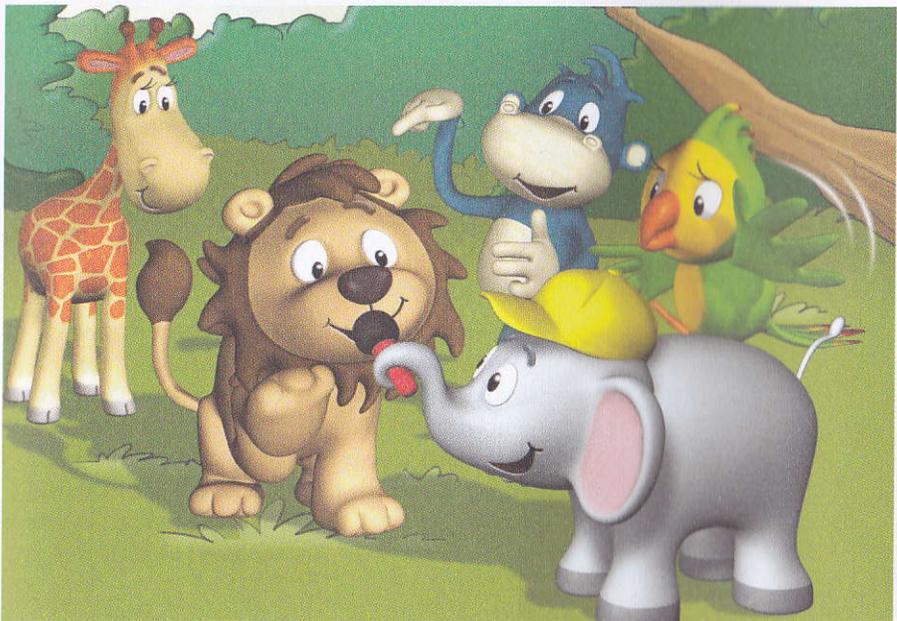
Aim: to review animals

- Point to the adult animal and ask *What's this? (Lion)*. Say *Yes, that's right. Where is the baby lion?*
- Have children use a different coloured pencil (e.g. red or blue) to match the adult and the young.

Ending the lesson

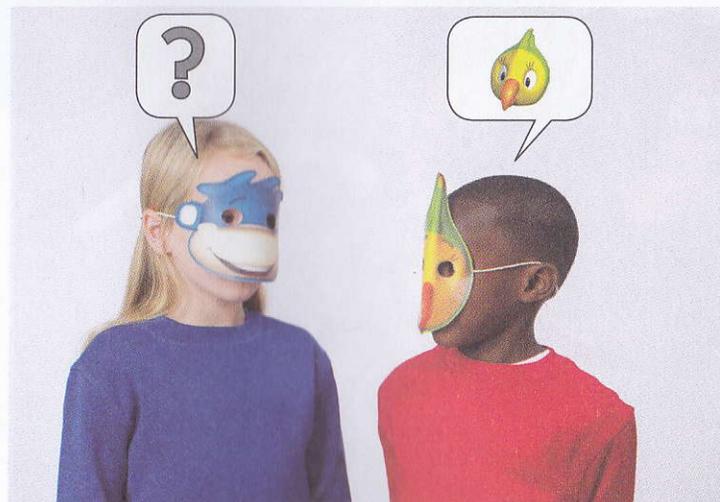
Aim: to review animals and character names

- Choose a flashcard, look at it, but keep it hidden.
- Mime the animal on the flashcard. The first child to put up his/her hand guesses the character and animal (e.g. *Leo the lion*). Say *Yes, I'm Leo the lion* or *No, I'm not Leo the lion. Try again*.
- Repeat with another flashcard. Call a child out to choose a card and mime. When a child has guessed correctly, ask the child at the front *What's your name?* The child shows the card and says, e.g. *I'm (Mike the monkey)*.



3

Cut and play.



4

Talk to your friend.



Aims: to practise asking someone's name and introducing yourself, to review the character's names and greetings

Skills: speaking

Recycled language: animals, (Mike) the (monkey), What's your name? I'm (name), Hello

Materials: CD 1, AB CD, flashcards (characters), cut-out character masks: AB pp 101–104 (with your own set prepared in advance), scissors, string or A3 paper, glue or sticky tape

Note: Prepare four sample masks before the class. Cut each mask out, including around the eyes, and either use string or stick a strip of paper long enough to fit around your head onto the areas shown on the back of the mask. The masks can also be used in the story lessons.

Language competences: The children will be able to ask someone's name and introduce themselves.

Warm-up

Aim: to review language from the previous lesson

- Make a noise to represent one of the characters (lion, giraffe, parrot or monkey). Children guess, e.g. *Polly the parrot*. Say *Yes, I'm Polly the parrot* or *No, I'm not Polly*. Try again. Repeat the noise.
- **Note:** Giraffes are quiet animals, but they can make a soft sound like a calf or a sheep. Children may find it easier to guess if you pretend to chew very slowly, moving your tongue a lot.
- Children play the same game in pairs.

Practice

3 PB p8 Cut and play.

Aim: to role play asking someone's name

- Show each mask and ask *Who's this?* (*Leo*). Direct children's attention to the *cut* icon, then mime cutting something with a pair of scissors. Explain in L1 how to make the masks and have children take out their materials. Each child should make at least two masks in this lesson. Help children to cut out the masks and use string or stick a paper strip in place so that it fits their head.

- Direct children's attention to the *play* icon. Put on a mask. Choose a child to say *Hello. What's your name?* Say *I'm (Mike the monkey)*. *Hello*.
- Children put on a mask and ask and answer in small groups. Circulate and check that they are using both the question and the answer.
- Children change their masks so that they practise being at least two characters.
- Collect the masks and keep them, marked with the children's names, for use in future lessons.
- Children take off their masks. Say *Hello. I'm (name)*. Ask a child *What's your name?* The child says *I'm (name)*. *Hello*. Practise with two or three more children.
- Set a time limit and tell children to speak to as many people as possible. They stand up to ask and answer.

4 PB p8 Talk to your friend.

Aim: to practise asking and answering with names

- Children take off their masks. Say *Hello. I'm (name)*. Ask a child *What's your name?* The child says *I'm (name)*. *Hello*. Practise with two or three more children.
- Set a time limit and tell the children to speak to as many people as possible. They stand up to ask and answer.

3 AB, CD 02

AB p6 Listen and circle.

Aim: to practise listening and identifying characters

- Direct children's attention to the *pencil* icon. Have them take out a pencil.
- Play the first recording and show the class the example. Children then listen to the rest and decide which of the two characters is speaking. They trace around the correct picture.

Audio script page T107

- Point to each pair of pictures. Ask *Who is it?* Children point to the picture that they traced and say the name.

Key: 2 Gina, 3 Mike, 4 Polly

Extension activity

Aim: to practise greetings and introductions

- Explain the game in L1. Children stand up. They ask you *What's your name?* Reply *I'm (child's name – adding the surname if necessary)*. This child quickly sits down.
- Continue until all the children are sitting down.

Ending the lesson

Aim: to practise language from the lesson

- Move the furniture into the centre of the classroom if practical. Stick the flashcards around the room.
- The children ask *What's your name?* Say *I'm (Leo the lion)*. Everyone runs to the correct flashcard.
- If movement around the room is difficult, children can stand and point to the correct flashcard instead.



Aims: to present and practise colours

New language: purple, red, blue, green, orange, yellow

Recycled language: animals, numbers 1–6

Materials: CD 1, flashcards (colours 1), *Hello!* Unit mini cards: AB page 100 and scissors (optional), coloured pencils or crayons, coloured soft toys (optional)

Language competences: The children will be able to use colours confidently.

Warm-up

Aim: to present colours

- Ask children their favourite colours in L1.
- If your class have had any previous contact with English, elicit any colours that they remember.
- Use the flashcards, items in the classroom (e.g. children's bags) or coloured soft toys to present red, blue, green, orange, yellow and purple. Hold each item up. Say the colour. Children repeat.
- Hold each item up again. Children say the colour without your prompt. Say *Yes, it's (red)*.

Presentation

5 CD1
05

PB p9 Listen and say. Trace.

Aim: to present colours; to review and trace the numbers 1–6

- Ask children about the picture in L1. Make sure that they know that the picture is of an artist's palette (where a painter keeps his/her colours).
- Use the flashcards to review the numbers 1–6. Hold each item up. Say the number. Children repeat.
- Use the hand signals for *listen* and *point*.
- Play the CD. Children point to the colours. red... blue... green... orange... purple... yellow
- Say the colours in a different order. Children point.
- Play the CD again and pause for children to repeat each colour.

- In L1 explain that the children are going to practise some numbers and that you will call out a colour and they will tell you the number on it. For instance, you say *Orange?* and a child answers *Four!*
- Practise this several times and then ask children to work in pairs and do the same.
- Direct children's attention to the *pencil* icon. Have them take out a pencil.
- Finally, ask children to trace over the numbers in their books with their pencils.

Audio script page T101

Practice

4 AB p7 Say the words, tick (✓) and colour.

Aim: to create a record of learning

- Direct children's attention to the three icons and have them take out pencils and coloured crayons.
- Point to the colours on AB page 7 and elicit the words from the children.
- Ask the children to tick the circles if they can say each colour on their own.
- Circulate and help as necessary. Ask individual children to say the words.
- Ask children to colour the circles in the same colour as the corresponding pictures. They say the words while colouring.
- Check that children can say all the colours by pointing to the pictures and eliciting the words one more time.

Performance descriptors

	Descriptors
Sufficient	Student can name correctly at least 2 out of 6 colours
Good	Student can name correctly at least 4 out of 6 colours
Very good	Student can name correctly at least 5 out of 6 colours

Extension activity

Aim: to practise colours

- Children cut out the *Hello!* Unit mini cards.
- In pairs, children spread out one set of cards face up, showing the colours. Children take turns to point to the colours and say them.
- One child closes his/her eyes. The other child takes a card away or turns it over. The first child opens his/her eyes and says the missing colour (e.g. *green*).
- Children swap over and repeat the game.

Ending the lesson

Aim: to practise colours

- Say the colours from PB Activity 5 rhythmically, like a chant.
- Children repeat.
- Say the chant faster and faster with the class.

Listen and say. Trace.

