

LBRIS

We know
books

Super Safari

Level
3

Pupil's Book

Limba engleză
Clasa pregătitoare

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Map of the book

LIBRIS

We know books

Hello! (pages 6–9)	
Vocabulary red, blue, green, orange, purple, yellow	Grammar Hello! What's your name? I'm ...
▶ Song: What's your name?	

1 My Classroom (pages 10–17)				
Vocabulary pencil, chair, bag, rubber, book, desk 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Vocabulary 2 seven, eight, nine, ten	Story and value The pencil 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: In the classroom		▶ Review page 87

2 My Family (pages 18–25)				
Vocabulary grandpa, grandma, mum, dad, sister, brother 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Grammar This is my (brother).	Story and value The sandwiches Sharing	CLIL Family trees	Thinking skills Organising information
▶ Total physical response: Open the door. Say hello to your mum. What's that? Stand up. It's a sandwich.		▶ Song: We're the royal family!		

3 My Face (pages 26–33)				
Vocabulary eyes, ears, nose, face, teeth, mouth 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar I'm / You're (angry / happy / sad / scared).	Story and value The monster Being nice to friends	CLIL Music and feelings	Thinking skills Interpreting feelings
▶ Total physical response: Close your eyes. Put out your hands. Open your eyes. A present! You're happy! Give your friend a hug.		▶ Song: Hey, little clown		▶ Review page 88

4 My Toys (pages 34–41)				
Vocabulary ball, kite, rope, teddy bear, doll, plane 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar I've got a (ball).	Story and value The ball 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 haven't got a kite		

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

5 My House (pages 42–49)

Vocabulary
bath, cupboard, bed, sofa, table, armchair
 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Grammar
The (doll) is (in / on / under) the (cupboard).

Story and value
The cap
 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
cat, horse, cow, dog, rabbit, sheep
 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1

Grammar
My favourite (colour) is (orange).

Story and value
I like your colours!
 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
carrots, sausages, apples, cakes, ice cream, chips
 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1

Grammar
I like / don't like (carrots).

Story and value
Cakes and ice cream
 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
boat, train, car, scooter, bus, bike
 1.1, 1.2, 2.1, 2.2, 2.3, 3.1

Grammar
I'm / You're (riding) a (bike).

Story and value
Oh what fun!
 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
hat, belt, boots, shirt, badge, shoes
 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1

Grammar
Let's have (biscuits / crisps / salad / sweets).

Story and value
Nice work!
 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.

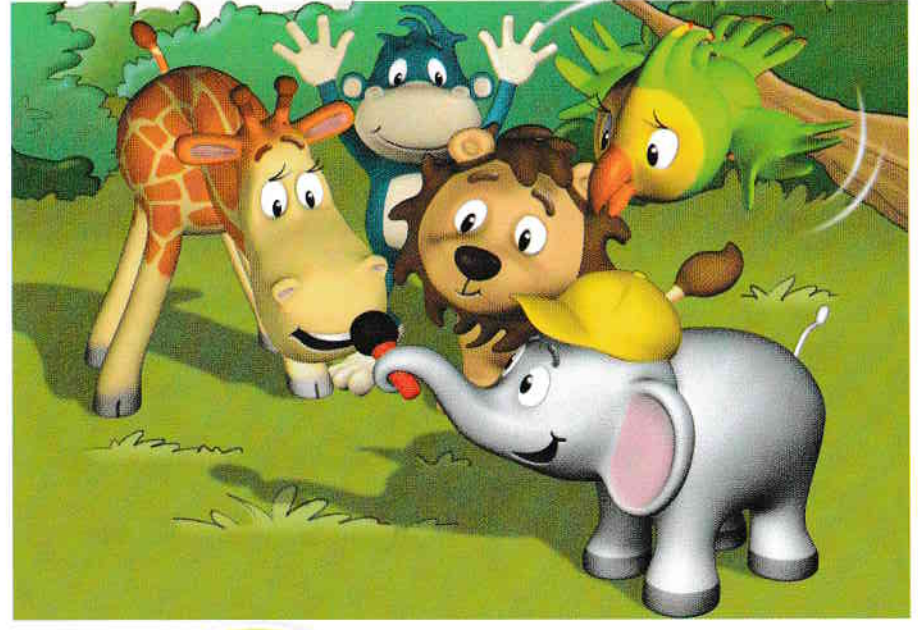
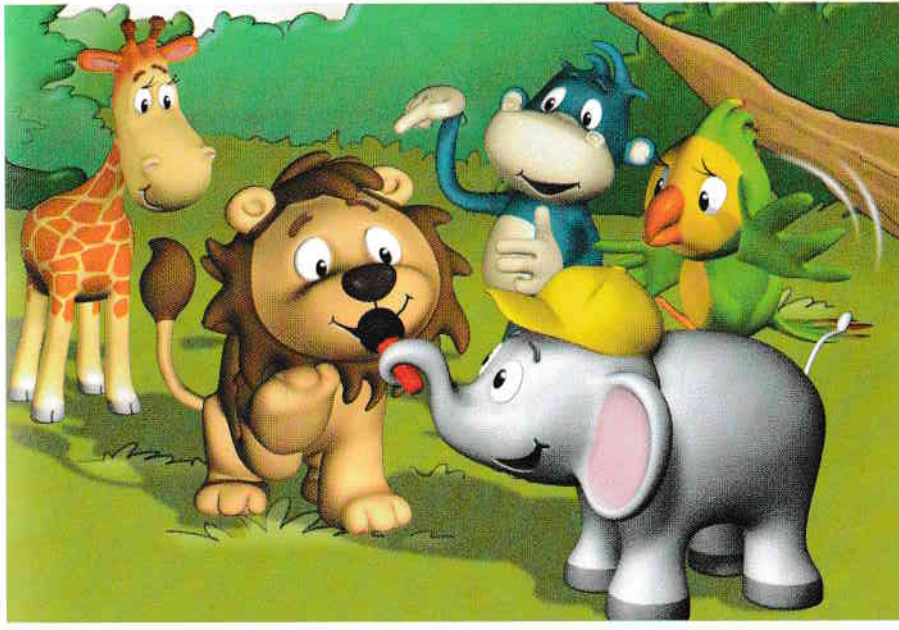
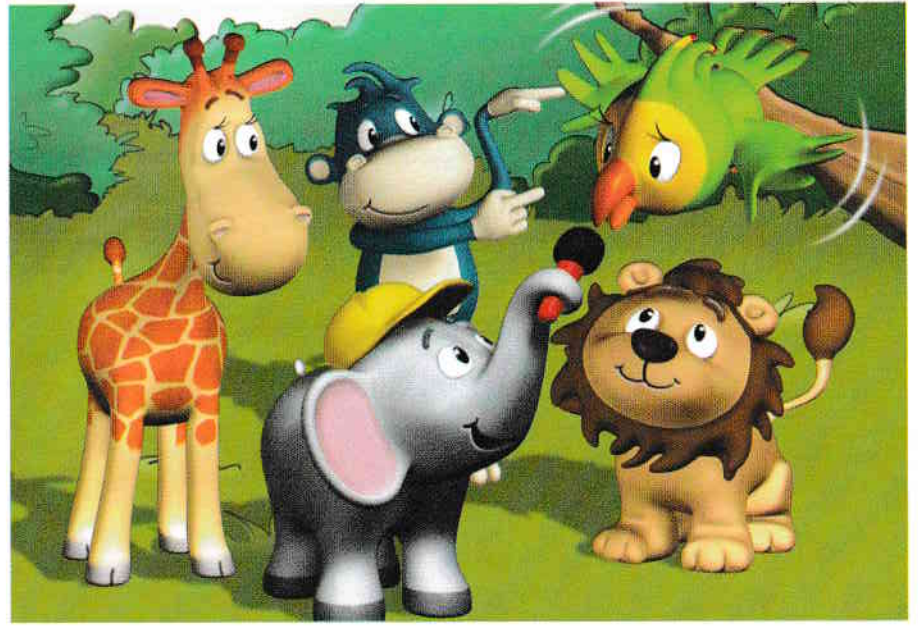
Song: Oh what a wonderful party!

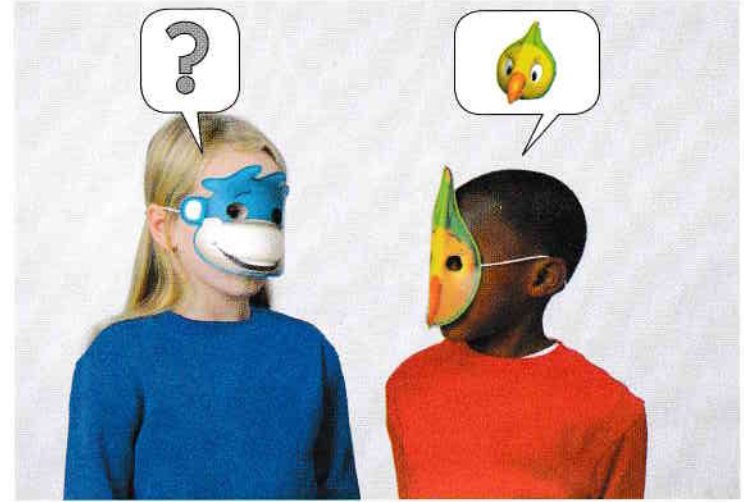
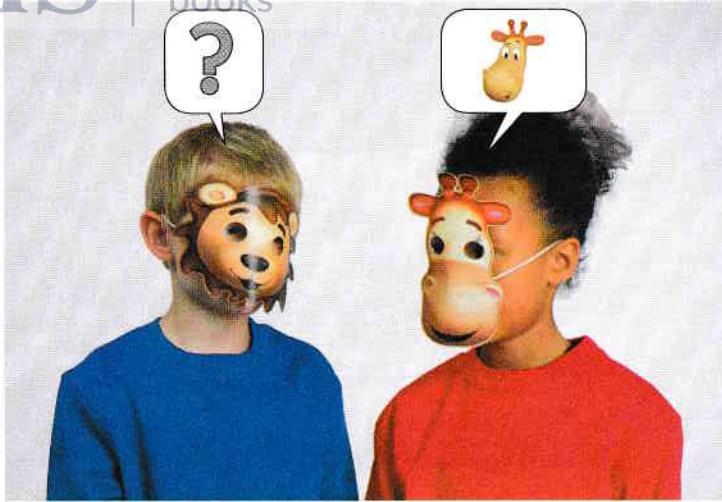
Review page 91

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







4 Talk to your friend. 



