

# Super Safari

Level 3

Pupil's Book

Limba engleză  
Clasa pregătitoare

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# Map of the book

<b>1 Hello!</b> (pages 6–9)				
<b>Vocabulary</b> red, blue, green, orange, purple, yellow	<b>Grammar</b> Hello! What's your name? I'm ...			
▶ <b>Song:</b> What's your name?				
<b>2 My Classroom</b> (pages 10–17)				
<b>Vocabulary</b> pencil, chair, bag, rubber, book, desk 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	<b>Vocabulary 2</b> seven, eight, nine, ten	<b>Story and value</b> <b>The pencil</b> Lending	<b>CLIL</b> Actions at school	<b>Thinking skills</b> Categorising
▶ <b>Total physical response:</b> Stand up. Put your bag on your desk. Sit down. Open your book. Pick up your pencil. Close your book.		▶ <b>Song:</b> In the classroom		▶ <b>Review</b> page 87
<b>3 My Family</b> (pages 18–25)				
<b>Vocabulary</b> grandpa, grandma, mum, dad, sister, brother 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	<b>Grammar</b> This is my (brother).	<b>Story and value</b> <b>The sandwiches</b> Sharing	<b>CLIL</b> Family trees	<b>Thinking skills</b> Organising information
▶ <b>Total physical response:</b> Open the door. Say hello to your mum. Sit down. What's that? Stand up. It's a sandwich.		▶ <b>Song:</b> We're the royal family!		
<b>4 My Face</b> (pages 26–33)				
<b>Vocabulary</b> eyes, ears, nose, face, teeth, mouth 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	<b>Grammar</b> I'm / You're (angry / happy / sad / scared).	<b>Story and value</b> <b>The monster</b> Being nice to friends	<b>CLIL</b> Music and feelings	<b>Thinking skills</b> Interpreting feelings
▶ <b>Total physical response:</b> Close your eyes. Put out your hands. What is it? Open your eyes. A present! You're happy! Give your friend a hug.		▶ <b>Song:</b> Hey, little clown		▶ <b>Review</b> page 88
<b>5 My Toys</b> (pages 34–41)				
<b>Vocabulary</b> ball, kite, rope, teddy bear, doll, plane 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> I've got a (ball).	<b>Story and value</b> <b>The ball</b> Working together	<b>CLIL</b> Playing outside	<b>Thinking skills</b> Remembering sequences
▶ <b>Total physical response:</b> Throw the ball. Look at the ball. Throw the rope. Catch the ball. Bounce the ball. Put the ball in your bag.		▶ <b>Song:</b> I haven't got a kite		

Icons:



sing



point



cut



play



talk / say



circle / draw / match / trace



colour

<b>5 My House</b> (pages 42–49)					<b>General and specific competences from the curriculum explored in the units:</b> <ol style="list-style-type: none"> <li>Understand simple oral messages               <ol style="list-style-type: none"> <li>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</li> <li>1.2. Recognise names of objects from their immediate universe in short messages, articulated clearly and slowly</li> <li>1.3. Manifest curiosity towards understanding the global meaning of children's films and songs in English</li> </ol> </li> <li>Speak in common communication situations               <ol style="list-style-type: none"> <li>2.1. Reproduce simple information/short songs/poems with the teacher's help</li> <li>2.2. Provide basic punctual information about themselves (name, gender, age), about their immediate universe, with help from the interlocutor</li> <li>2.3. Take part in communication games by reproducing or creating short chants/messages</li> </ol> </li> <li>Understand simple written messages               <ol style="list-style-type: none"> <li>3.1. Manifest curiosity towards decoding simple short written messages related to their own universe</li> </ol> </li> <li>Write short simple messages in common communication situations               <ol style="list-style-type: none"> <li>4.1. Take part in group/class projects by producing short written messages with support from the teacher</li> </ol> </li> </ol>
<b>Vocabulary</b> <i>bath, cupboard, bed, sofa, table, armchair</i> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	<b>Grammar</b> <i>The (doll) is (in / on / under) the (cupboard).</i>	<b>Story and value</b> <b>The cap</b> Listening to people	<b>CLIL</b> Homes	<b>Thinking skills</b> Planning and making	
<b>Total physical response:</b> 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!		<b>Song:</b> Put your toys away!		<b>Review</b> page 89	
<b>6 On the Farm</b> (pages 50–57)					
<b>Vocabulary</b> <i>cat, horse, cow, dog, rabbit, sheep</i> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>My favourite (colour) is (orange).</i>	<b>Story and value</b> <b>I like your colours!</b> Paying compliments	<b>CLIL</b> Where animals live	<b>Thinking skills</b> Categorising	
<b>Total physical response:</b> Sniff like a rabbit. Eat like a rabbit. Look! A dog! Hop, rabbit, hop! Run, dog, run! Hide, rabbit, hide!		<b>Song:</b> The animal boogie			
<b>7 I'm Hungry!</b> (pages 58–65)					
<b>Vocabulary</b> <i>carrots, sausages, apples, cakes, ice cream, chips</i> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>I like / don't like (carrots).</i>	<b>Story and value</b> <b>Cakes and ice cream</b> Eating sensibly	<b>CLIL</b> Where food comes from	<b>Thinking skills</b> Organising information	
<b>Total physical response:</b> Smell. What's that smell? You're hungry. Go into the kitchen. Listen. Look – chips! Take one. Eat the chip. You like chips. Yummy!		<b>Song:</b> I don't like chips		<b>Review</b> page 90	
<b>8 All Aboard!*</b> (pages 66–73)					
<b>Vocabulary</b> <i>boat, train, car, scooter, bus, bike</i> 1.1, 1.2, 2.1, 2.2, 2.3, 3.1	<b>Grammar</b> <i>I'm / You're (riding) a (bike).</i>	<b>Story and value</b> <b>Oh what fun!</b> Saying thank you	<b>CLIL</b> Shape pictures	<b>Thinking skills</b> Focusing on detail	
<b>Total physical response:</b> 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!		<b>Song:</b> We're having fun!			
<b>9 Party Clothes*</b> (pages 74–81)					
<b>Vocabulary</b> <i>hat, belt, boots, shirt, badge, shoes</i> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	<b>Grammar</b> <i>Let's have (biscuits / crisps / salad / sweets).</i>	<b>Story and value</b> <b>Nice work!</b> Tidying up	<b>CLIL</b> Our clothes	<b>Thinking skills</b> Recognising numbers	
<b>Total physical response:</b> Walk home. Open the door. Surprise! It's a party! Hooray! Put on your party hat. Eat cakes. Yummy! Dance with your friends.		<b>Song:</b> Oh what a wonderful party!		<b>Review</b> page 91	

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

\* optional units



# Hello!

1 CD1  
02 03

Listen and sing.



Listen and point.



3

Cut and play.



4

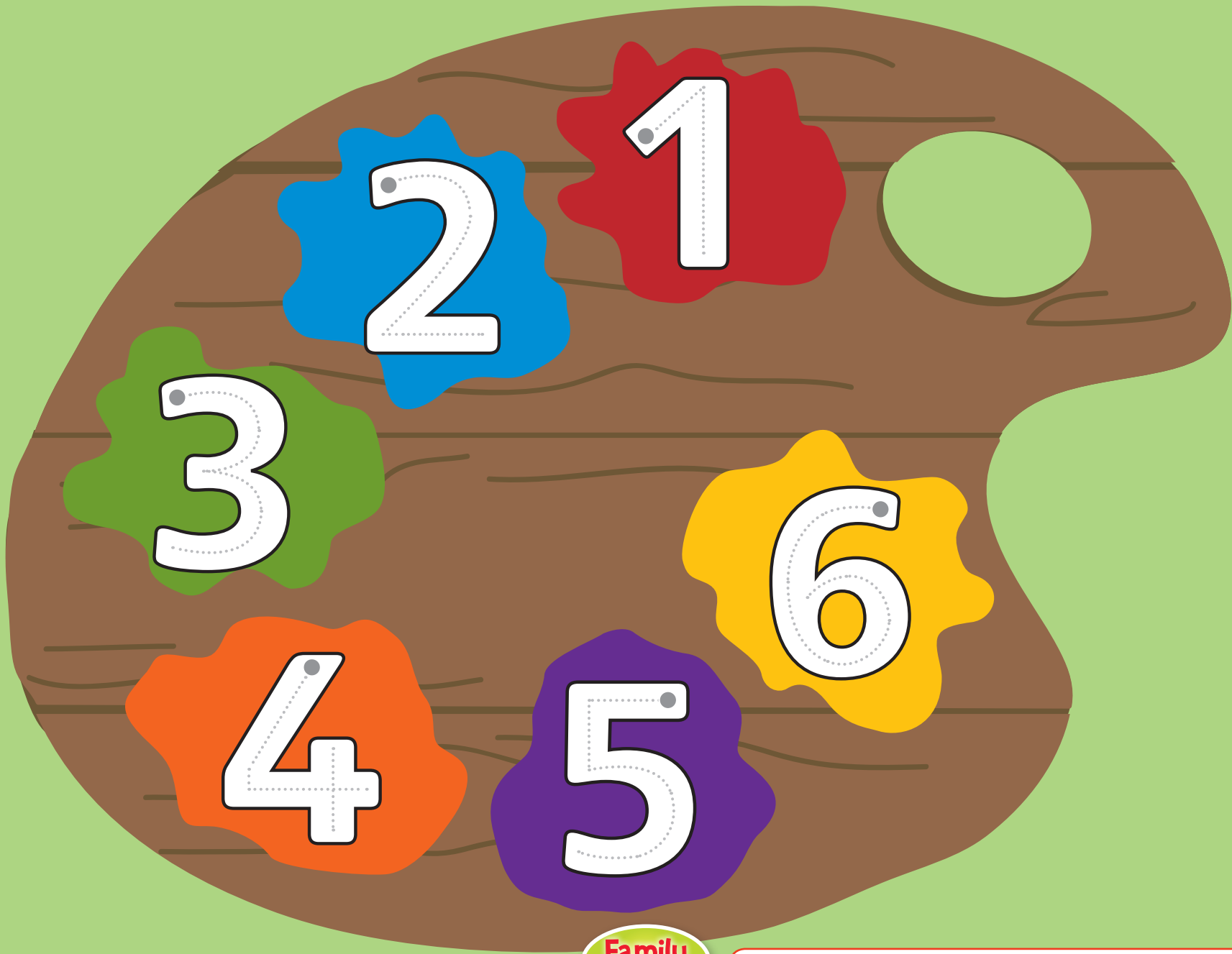
Talk to your friend.



8

Practice

Listen and say. Trace.

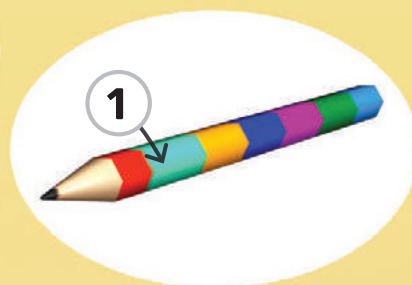


# 1

# My Classroom

1 CD1  
06

Listen, point and say.



2



10 1 pencil 2 chair 3 bag 4 rubber 5 book 6 desk

Chant → page 82

Listen and say. Trace.



7

A large number 7 with a dotted line for tracing is on the left. To its right are seven red backpacks arranged in two rows: three in the top row and four in the bottom row.

8

A large number 8 with a dotted line for tracing is on the left. To its right are eight blue messenger bags arranged in three rows: two in the top row, two in the middle row, and four in the bottom row.

9

A large number 9 with a dotted line for tracing is on the left. To its right are nine green backpacks arranged in three rows: three in the top row, three in the middle row, and three in the bottom row.

10

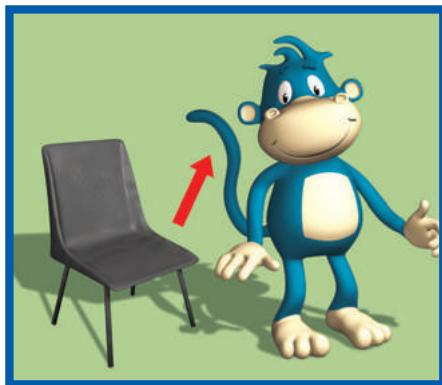
A large number 10 with a dotted line for tracing is on the left. To its right are ten yellow messenger bags arranged in four rows: two in the top row, two in the second row, three in the third row, and three in the bottom row.

3 CD1 09

Listen and do.

4 CD1 10

Listen and match.



1

2

3

4

5

6

