

Super Safari Teacher's Book



The title 'Super Safari Teacher's Book' is written in a playful, rounded font. 'Super' and 'Teacher's Book' are in blue with an orange outline, while 'Safari' is in a larger, bolder blue font with an orange outline. The text is set against a background of green leaves and a yellow-green circular shape. To the right of the main title is a blue circle containing a white number '3'.

Limba engleză
Clasa pregătitoare

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art Klett



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	On the Farm	T50		* 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.

Hello! (pages 6–9)				
Vocabulary red, blue, green, orange, purple, yellow Competences: 1.1, 2.1, 2.2, 2.3	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 Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Vocabulary 2 seven, eight, nine, ten	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 grandpa, grandma, mum, dad, sister, brother 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 eyes, ears, nose, face, teeth, mouth 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 ball, kite, rope, teddy bear, doll, plane 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:
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		

- 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
- 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
- Understand simple written messages
 - 3.1. Manifest curiosity towards decoding simple short written messages related to their own universe
- 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

Chants pages 82–86 Review 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



www.cambridge.org/supersafari/familyfun

Introduction

About *Super Safari*

What is *Super Safari*?

Super Safari is an English course for pre-school children and preparatory grade students. The course can be taught in three levels (Levels 1, 2 and 3) or two levels (Levels 2 and 3), as the language introduced in Level 1 is constantly recycled in the higher levels of the course. *Super Safari* helps children get used to learning in a classroom and develop key linguistic and interpersonal skills, all the while having as much fun as possible. The approach ensures that children using *Super Safari* begin their English-learning journey with enthusiasm and confidence.

A flexible approach

All three levels of *Super Safari* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. (See pages xviii–xix).

Igniting interest

Super Safari 3 is appropriate for children who are starting school. The four lively and colourful animal characters in the course guide the children gently through the world of learning, with stories and effective oral–aural practice. With the support of chants,



physical games and songs, listening and speaking skills are developed gradually. At this level, children develop fine motor skills through drawing, matching and circling tasks. They also begin to apply these skills to specific writing tasks tracing single numbers. Early word recognition is encouraged in a similar way, with labels for key vocabulary from Unit 5 onwards. Seven intuitive, fun icons indicate the different types of tasks to help children easily understand what steps to take in order to carry them out. This is because seeing, together with hearing and repeating, helps children get used to the instructions much faster and will also ensure retention at a quicker pace. The more senses involved in the perception of the task, the more chance there is that all students will understand it easily and perform it correctly.

Catering for multiple intelligences

Children need opportunities to use all aspects of their intelligence in a stimulating and varied environment. *Super Safari* caters for multiple intelligences in the following ways:

- The course develops linguistic intelligence – children's sensitivity to language and their ability to use language to express themselves and achieve goals. The games, songs, stories and projects in *Super Safari* always have a linguistic purpose, whether this is introducing new language, practising and recycling language or using language to solve a problem.
- Activities involving TPR or Total Physical Response (requiring pupils to move in response to linguistic prompts) are designed to cater for bodily-kinaesthetic and spatial intelligence. *Super Safari* features these games because children have

high energy levels and love to use their bodies. Channelling their energy into language learning through mime, dance or team games helps children to concentrate during the other, quieter parts of the lesson, as well as requiring careful listening.

- The chants and songs in *Super Safari* appeal to children's musical intelligence. They encourage a focus on the patterns, tones and rhythms of English, developing both listening and speaking skills.
- Many of the activities in the Activity Book (e.g. count and match, complete the picture, spotting similar pairs and complete the pattern) foster the use of logical-mathematical intelligence. Children are naturally curious and can apply their growing logic and numeracy skills in the English classroom.
- The story in each unit is designed to awaken interpersonal intelligence – the ability to interact with others and work together successfully, vital for children to get the most out of school in the future. The children are encouraged through discussion and Activity Book activities to think about the 'value' of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

Applying English across the curriculum

Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.

Super Safari 3 components

The Pupil's Book contains:

- An introductory *Hello* Unit (4 pages) which introduces the animal characters Mike the monkey, Leo the lion, Gina the giraffe and Polly the parrot. This unit also serves to introduce greetings and practise numbers and colours.
- 7 core units (8 pages) with an easy-to-use single-page lesson format and 2 optional units for classes with more than 1 hour of English per week.
- 5 pages of chant artwork, so that teachers can easily practise the chant from each unit at any point.
- 5 pages of revision material (a game for every two units).
- 1 page of cut-outs including Yes/No cards, for use in games (full instructions are supplied in the relevant lessons).
- Supplementary stickers.



Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the topic of the unit story and also provides a vehicle for the presentation of core vocabulary.
- A memorable chant to introduce new grammar and revise vocabulary.
- An engaging song for further language practice.
- A story featuring the appealing animal characters, whose interaction illustrates a different value in each unit.
- CLIL lessons, broadening the unit topic in the context of other school subjects and offering accessible craft projects.



Activity Book

This reinforces language and builds on skills development by offering:

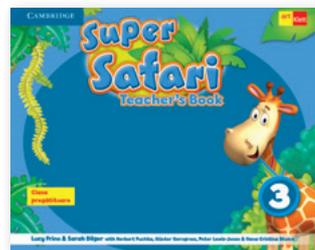
- Visual puzzles, fine motor skills work (circling, colouring, drawing, matching and tracing), listening input games and opportunities for oral practice.
- A follow-up activity for each unit to reinforce comprehension of the Pupil's Book story.
- A values activity for each unit drawn from the message in the Pupil's Book story.
- 10 pages of Phonics activities, one page for each of the 7 core units and one for each of the optional units as well, plus one review page.
- A self-evaluation activity and an opportunity to review key vocabulary from the unit.
- Cut-out phonics cards, one set for each phonics lesson.
- Cut-out vocabulary cards, for use in games (full instructions are supplied in the specific lessons).
- Cut-out masks of the animal characters, for use in the story lessons (full instructions are supplied in the relevant lessons).



Teacher's Book

This Teacher's Book is interleaved with the Pupil's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the children will achieve.
- Concise and clear instructions for all the Pupil's Book and Activity Book activities.
- Additional lesson stages in coloured boxes:
 - Warm-up:** ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
 - Ending the lesson:** simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
 - Extension activities:** optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box.



Extra Materials:

The following materials belong to the international edition, but can be used with Super Safari 3 Romanian edition as well:

Puppet

A soft toy puppet version of Polly the parrot for the teacher to use in class.

Teacher's DVD

This component features animated stories and songs from the Pupil's Book with bonus karaoke versions of the songs.

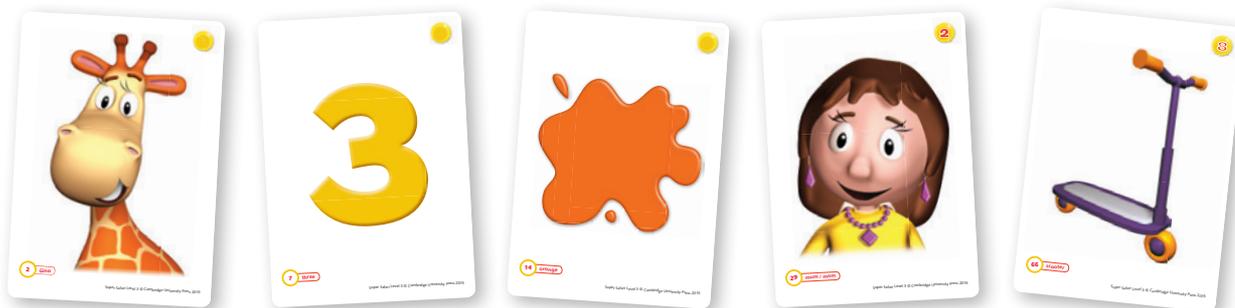
Posters and Flashcards

The posters and flashcards cover all the core vocabulary. They are ideal for warm-ups, presentations and games.

Each of the materials listed above is sold separately and can be ordered on www.cambridge.org.

Class CDs

There are 2 Class CDs which contain the recorded material for the Pupil's Book and 1 CD which contains the recorded material for the Activity Book, including the chants, songs, karaoke versions and stories.



Tour of a unit

Super Safari 3 begins with a *Hello Unit*. This is an introductory 4-page unit in both the Pupil's Book and the Activity Book. It presents the animal characters and introduces greetings, colours and numbers.

There are then 7 main units and 2 optional units, each with 8 lessons. Each page in the Pupil's Book constitutes a lesson, together with its corresponding Activity Book page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with follow-up activities.
- Lessons 7 and 8 focus on CLIL, together with creativity and revision.

Classes with **fewer than 2 hours** of English per week have the option to miss out some or all of Lessons 7 and 8, while still covering the vocabulary and grammar syllabus. They will also have to miss out on Units 8 and 9 as the allotted time is not enough to cover the entire material.

Using all the material in the Pupil's Book and Activity Book provides enough material for classes with **2 hours** per week.

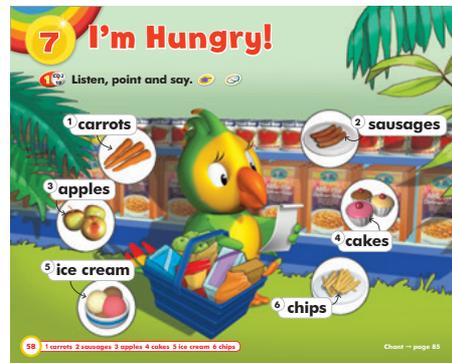
Classes with **more than 2 hours** per week (private schools or classes with optional English lessons) can extend the material by using the phonics pages in the Activity Book, Units 8 and 9 and the review lessons at the end of the Pupil's Book.

Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introduction of the topic of the story later in the unit.

- The children first hear a line or two of dialogue.
- The children listen and point to the new vocabulary in the picture and then listen again, this time repeating the words.



- The vocabulary is practised in a chant, the pictures for which can be found at the back of the Pupil's Book.
- The Activity Book offers a variety of practice activities for this lesson, always including oral follow-up.

Lesson 2

Grammar

The key grammar from the unit is presented and practised in Lesson 2. The vocabulary from Lesson 1 is also revised.

- The children first listen to the new language and give a non-linguistic response such as colouring, using stickers, tracing or matching.
- They then practise the language, usually in a game.

- The practice activities in the Activity Book are varied, and can involve a listening task, a visual puzzle, a drawing task or a communicative pairwork activity.

Lesson 3

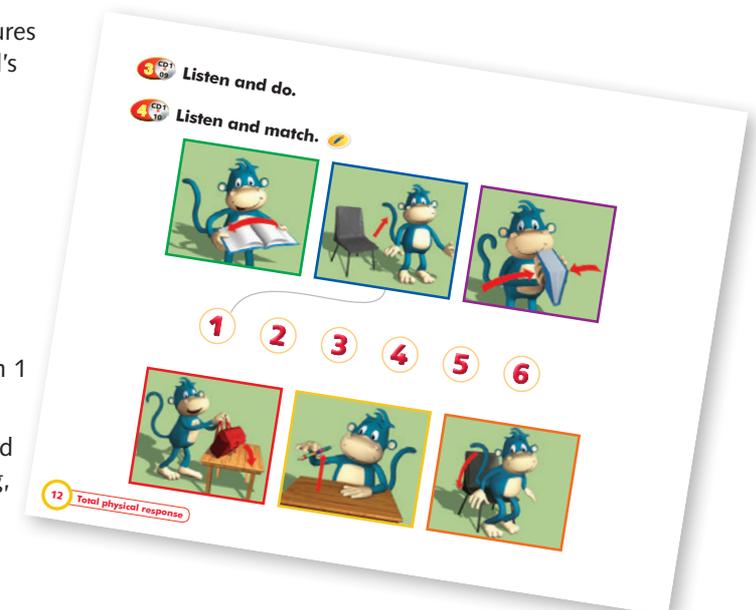
Total Physical Response

Further new language is introduced in the form of three or four phrases or instructions, each accompanied by an action.

- The children listen first and either look at the pictures in the Pupil's Book or watch the teacher demonstrating the action for each phrase.
- The language and actions are repeated until the children feel comfortable joining in (by moving and speaking).

The children then listen and order the pictures in the Pupil's Book, by matching each one to a number.

The Activity Book for this lesson requires children to practise the new language from the Pupil's Book, with a variety of activity types.



Lesson 4

Song

The vocabulary and the grammar of the unit are combined in a song for children to learn and join in.

- The children first listen to the song, using the pictures to help them follow the meaning.
- They can then join in, according to ability, using the pictures as visual prompts to help them remember the words.
- The next track on the CD after the song is always a karaoke version which you can use once the pupils are familiar with the song.
- The practice activities in the Activity Book are varied. They usually require children to listen to some or all of the song and respond by drawing, matching, colouring or tracing.

Lesson 5

Story

This lesson features the main story for the unit, bringing the unit topic, vocabulary and structures together. The clear and expressive illustrations invite the children to follow as they listen, and inspire them to act out the story with real emotion in Lesson 6.

- The teaching notes first suggest ways of reviewing the characters and setting the scene of the story (encouraging children to think about where the characters are and what they are doing / are about to do).
- The children then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in L1 (the pupils' own language) where appropriate, the pupils usually practise some key functional language from the story.

- The Activity Book has a task which aids comprehension of the story, for example, pupils have to place missing items in the correct pictures by drawing or using stickers.

Lesson 6

Story follow-up and values

Lesson 6 exploits the story in more depth.

- The children listen to the story again to review the language and content of the story.
- The teaching notes then guide a brief discussion in L1 of the value illustrated in the story. The children are encouraged to think about what the characters say and do, and to reflect on what is right (or wrong) about the characters' behaviour.
- The Activity Book presents two situations with a similar value to the story, with pictures illustrating positive behaviour. The children complete the faces next to the pictures, to show which one reinforces the value in the story.

- The optional Extension activity in Lesson 6 is always a suggestion for a group of pupils to act out the story at the front of the class, using the cut-out masks at the back of the Activity Book (see pages 100–104) and any other available props. Other groups can then take turns if time allows.



Lessons 7 and 8

CLIL

These two lessons introduce a topic from another area of the curriculum which is related to the overall unit topic. They are designed to encourage the children to explore other subjects through English and then to apply their new knowledge in a craft project.

- The first lesson usually introduces the topic and presents useful words which the children will need to recognise but which are not core vocabulary.
- The second CLIL lesson provides opportunities for the children to apply their knowledge from the previous lesson, developing thinking skills such as predicting, making deductions, sequencing and categorising. They also review the vocabulary and language from the unit using games and songs.
- The Activity Book page for Lesson 8 offers an introduction to self-evaluation. Each item of core vocabulary is illustrated and children are invited to tick the circle next to each word if they can say it. Monitoring while the children are working on this activity allows a simple opportunity for informal assessment.
- From Unit 4 onwards the pictures are labelled and the children can trace the first letters and eventually the whole words, according to ability.
- For more assessment opportunities, a colour dictation activity is suggested for each of these pages. The performance descriptors can be found in the corresponding TB pages.



After the main phonics lessons in the Activity Book, there is a phonics review lesson. This revises all the sounds focused on so far with a game of bingo, alongside further activities and games.



Optional phonics lessons

The Activity Book contains phonics materials which can be used at the end of each of the 7 core units (Units 1 to 7) and for the optional units as well (Units 8–9). There is a set of cut-out phonics cards for each of these lessons at the back of the Activity Book.

- The teaching notes first provide ideas for focusing on the sound featured in the lesson.
- The children then practise saying the sound in a chant. The phonics cards in the Activity Book are used to reinforce the relationship between the sound and the grapheme.
- The next stage of the lesson is a sound discrimination activity. The children listen to words read by the teacher (they do not need to understand the meaning) and respond when they hear the target sound by showing a phonics card, doing an action or holding up an object.

Review lessons

Pages 87–91 of the Pupil's Book are Review pages. There is a Review lesson for every two units of the book. The children practise the vocabulary and language from the units with a selection of appropriate games.



Teaching with *Super Safari* 3

Teaching very young children

Working with preparatory grade children presents a number of challenges. Young children are only able to concentrate in short bursts (no more than seven to ten minutes at ages three and four and 25–30 minutes at the ages of six–seven). Their high energy levels make it difficult for them to sit still for long and they are not used to being in the rather formal setting of the classroom. But young children have an insatiable curiosity, an innate sense of fun and a lack of self-consciousness, all of which make them excellent language learners. *Super Safari* has been developed with these challenges and advantages in mind, and the range and nature of the activities in the course are perfectly suited to the demands and abilities of this age group.

Keep moving

Super Safari harnesses children's energy with activities involving Total Physical Response, dance or mime. The teaching notes suggest mimes and actions at many points in the unit – to practise vocabulary in Lesson 1, as an integral part of the Total Physical Response material in Lesson 3, to support and help with comprehension of the song in Lesson 4, and so on. In parallel with activities involving movement at the children's desks, some of the Extension activities are action games, which require the children to jump, run or play a traditional game such as 'hide and seek'.

Be creative and have fun

In addition to the project activities in units 2, 5, 6 and 7, there are instructions for a range of hands-on creative activities.

Extension activity

Aim: to practise giving and following instructions

- Put a table, a chair and a bag at the front of the classroom. Put some classroom objects and real toys on the table. Invite two volunteers to the front. Explain in L1 that (name 1) is going to give instructions and (name 2) is going to listen and follow.
- Student 2 stands with his/her back to the board.
- Stick two flashcards on the board: an item from the table (e.g. *doll*) and, next to it, a furniture item or bag.
- Student 1 makes a sentence, e.g. *Put the doll on the chair*. Student 2 follows the instructions. The other students watch and say *Yes/No*.
- Repeat with different volunteers and other flashcard combinations.

Extension activity

Aim: to practise shapes

- If possible, move the furniture to the middle.
- Draw simple shapes on pieces of paper and stick them on the walls of the classroom at a height that your students can reach.
- Say *Stand up. Touch the (triangle)*. Students move to touch the correct shape.
- In a large class, students can stand up and point.

Preparatory grade children are still discovering the world around them and they learn a great deal by employing all their senses, particularly touch. Making simple models to represent new words (using play dough or cardboard boxes, empty pots and craft materials) is an excellent aid to learning and memory.

Super Safari uses young children's boundless imagination and love of play to support learning. Your attitude will also set the tone in the classroom – don't be afraid to have fun with the class when you are playing, dancing or miming.

Be flexible

Given the short attention span of preparatory grade children, each lesson needs to have a variety of activities and games, with changes of pace and activity type in order to keep the children interested. There are some set stages in the lesson notes (see The importance of routines on page xiv), but it is important to use the notes according to the way each lesson unfolds. If you find that your class are particularly energetic, you may choose to do an action game before the practice stage of the lesson or gain their attention using the puppet. If your class have a favourite song from the course, sing it as a reward after they have completed an Activity Book pencil-to-paper activity. If the weather is very good, choose one of the games the children can play outside. At this age, any language learning is good learning, and after Lesson 4 in each unit, you can alter the order of the lessons and activities to suit your situation and your class. *Super Safari* is designed to be flexible.

Extension activity

Aim: to practise listening carefully

- Arrange some items on your table and chair at the front, but hide them with, e.g. some books standing up. The items all need to be in, on or under things.
- Tell students in L1 that there are some things on your table and chair and you want them to listen carefully and to put the same items in the same places.
- List the items, e.g. I've got a rubber, a pencil, a book and a pencil case. Students get theirs ready.
- Describe where your things are, stopping for students to place their items correctly, e.g. The book is on the table....The pencil is on the book....The chair is under the table....The rubber is in the pencil case.
- Check by revealing your items for students to compare with theirs.

Extension activity

Aim: to practise I like and food items

- Stick the food flashcards on the board in a row. Students say *I like* and the food words in the order that they appear on the board.
- Remove a flashcard. Students say *I like* and list all of the foods again, including the missing item.
- Continue until all the cards have disappeared and students are saying all the words from memory.

Getting used to school

Pre-school is often the first time children have socialised regularly with the same group of their peers and is almost certainly the first time they have been in a classroom, but for those children who haven't attended pre-school, the preparatory grade is their first experience of a classroom environment. There is a clear discrepancy between children who have attended pre-school and have learnt to socialise and children who are educated solely at home. A large part of the role of a teacher is laying the foundations for learning and behaviour which will be vital for the children's entire academic career. Establishing good habits and appropriate behaviour patterns, together with a positive attitude and love of learning, at this early stage is therefore extremely important. The colourful, engaging illustrations and attractive materials in *Super Safari* (songs and stories, flashcards, posters, masks, cards and puppet) are designed to make the learning experience as much fun as possible. The teaching notes also contain advice about introducing routines, praising and motivating the children.

Familiarising the children with the classroom

Children are comfortable with familiar things, and the classroom should be a safe, recognisable place where they can explore new things and learn about the world of language. It is a good idea to have designated areas in the classroom, which are always used for the same purpose. Having a 'story corner' where the children always sit to listen to stories in Lessons 5 and 6; a 'creative corner' where the materials for projects, aprons, etc. are stored; a 'nest' for Polly the parrot on one wall, will help the children recognise familiar stages in a lesson. Displaying the children's work throughout the year, with a topic-themed wall display, will give them a sense of achievement and help them remember key language. This is also a useful way to show parents what the

children are working on (see Linking school and home, in the next column).

Make sure that classroom furniture is arranged in a way that encourages communication and is not overly formal. The children can sit in small groups or facing each other, rather than always in rows facing the front. The seating arrangements should ideally be flexible, so that chairs and tables can be moved easily for physical activities and games.

Children need to learn which types of behaviour are acceptable in the classroom and which are unacceptable. You may wish to introduce a particular way to sit for a story or for listening (e.g. legs crossed, arms folded), a way to attract the teacher's attention (e.g. putting up hands) and a way for the teacher to ask the children to be quiet (such as ringing a bell). Reward good and improved behaviour with stickers or by allowing children to help you perform classroom tasks (e.g. cleaning the board, using the whiteboard, sticking flashcards on the board).

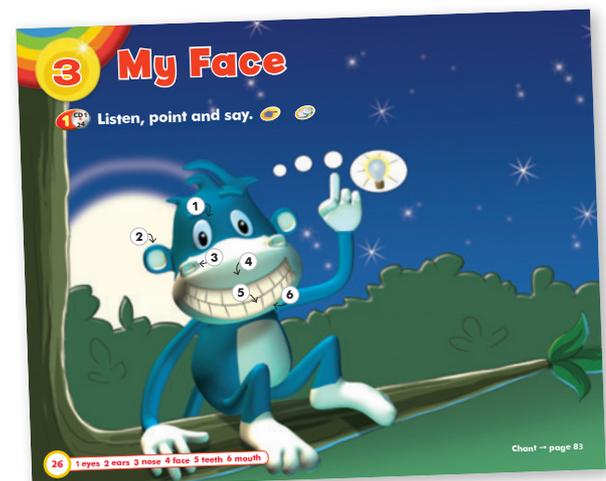
Linking school and home

At this age, the most important influences on a child are still his or her parents or carers and the home environment.

It is therefore advisable to forge a strong link between school and home and involve parents in their children's learning. The activities provided at the web address at the front of the Pupil's Book go some way towards doing this. There are also specific points in the Pupil's Book where a link to home can be made, either by practising key vocabulary (such as furniture or classroom objects) at home, singing the song at home or in the car or applying values and practising simple functional language from the story in genuine situations at home (e.g. saying sorry). These home-school link points are marked with a 'Family fun' icon.



You can keep your children's families involved with the topics covered in the course by encouraging them to look at class displays, inviting them to hear the children performing their favourite chants or songs and encouraging children to bring items relevant to the topics or CLIL lessons into school.



The importance of routines

Young children respond well to routines. They provide a similar sense of familiarity to a well-organised classroom and are also an opportunity to learn everyday set phrases and practise key language in a natural way. The *Super Safari* teaching notes have the same structure for the beginning and end of each lesson – a Warm-up activity and an Ending the lesson activity. However, there will also be an initial stage of the lesson before the Warm-up, in which you all get ready (e.g. with the children signalling they are ready by sitting in a particular way or getting their books out). You may wish to write the day of the week on the board or display a word card or picture for each day at the beginning of each lesson, talk about the weather or celebrate a child's birthday by singing a song together. Similarly, after the Ending the lesson activity, you could establish a final signal that the lesson has finished, e.g. by saying a goodbye chant together.

Using books

Children will not be used to working with a textbook and they need to learn to use two books in one lesson. Establishing effective techniques for having the correct book open at the correct page can save a lot of time.

The right book

The first time you use a book in a lesson, holding up your own Pupil's Book or Activity Book is an obvious cue for the class. You can also save time by asking the children to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.

The right page

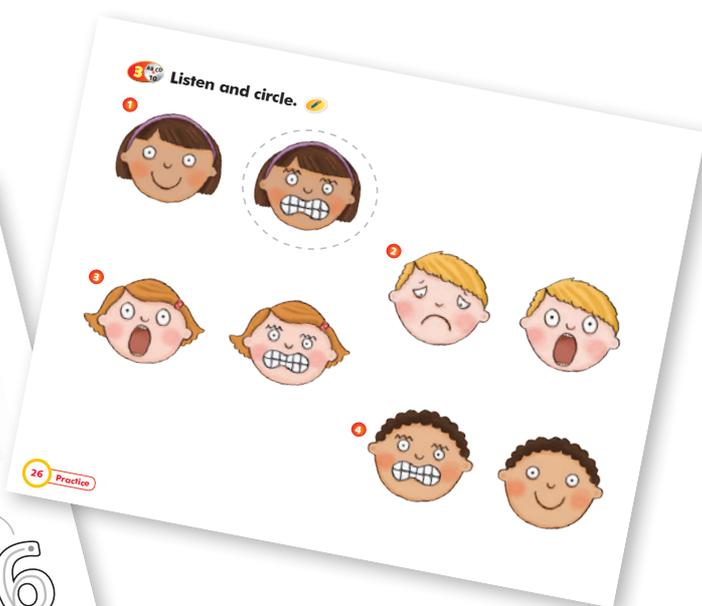
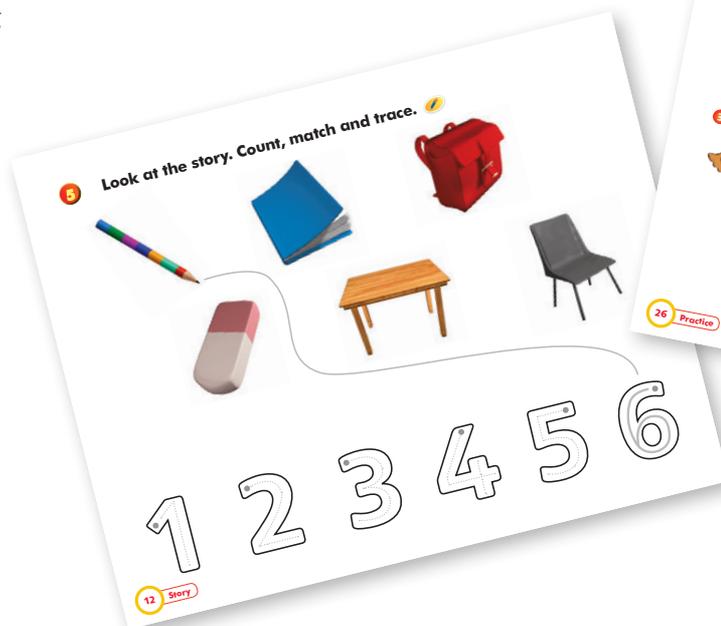
- Say the page number in English and, if possible, in L1. Pupils of this age will be learning to recognise figures 1 to 10, but do not expect them to be able to read figures consistently with success. Show the children the correct page and draw their attention to the pictures, characters or colours to help them find it quickly.
- Again, asking children to hold up their books, open at the right page, can be a faster way of checking that everyone is ready.

Using pencils and crayons

Many of the activities in *Super Safari* require pupils to use a pencil or coloured pencils/crayons. Make sure the children have them ready to use. Show the number and colours required, naming and counting

in English, and ask children to hold up their pencils or crayons to make sure they have the right colours.

The Activity Book practice activities which involve drawing lines, circling and tracing help to develop the early writing skills of gripping a pencil correctly, controlling the pencil and working from left to right on the page. Whenever the children are working individually on these activities, the teaching notes suggest monitoring and checking they are using the correct grip.



Classroom management

Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some children will become distracted and are not then sure what to do.

- If the children need to move to different desks, a different part of the classroom or outside for a game, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g. *Take your pencil* (stick the pencil flashcard on the board) *and your book* (stick the book flashcard on the board) *with you*.
- Remember that the children are not able to read the written instructions, so direct them to the icons, ask them what they think the icons mean and have the students guess what they will have to do in order to complete the task. This is a good way to engage them in oral interaction, to involve them more in the activity and to make sure everyone understands what they have to do.
- Use hand signals for each type of task (e.g. hand behind the ear for *listen*, draw a line in the air with an imaginary pencil for *Match/Trace*, etc.). You can think up your own hand signals and use them throughout your lessons. You can even have the children use the hand signals every time they hear the task or see certain icons.
- Focus on the examples in the Activity Book and demonstrate them with your finger.
- Even at this young age, there will usually be one or two children able and more than willing to explain the instructions in L1 as a final check if some children still seem unsure.

Involving everyone

In *Super Safari*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each pupil's progress. This combination ensures that all children are actively involved in the lesson.

Children can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the children to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the children, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom.

Confident children will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark children's names when they have been involved in this way, to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

Using English and L1

With young learners, it is helpful to establish an English-speaking environment as far as it is possible, while still fostering an encouraging atmosphere where the children feel at ease and able to contribute. The more you use English, the more

natural it will be for the children to copy you and to use as much as they can. If you do not speak your children's L1, this will happen as a matter of course, but you will need to monitor your own use of language carefully – use materials such as flashcards and plenty of gesture and mime, to make sure none of the children feel lost or uncomfortable. In a class where everyday classroom business is carried out in English, many children will acquire a little more language passively and may surprise you by using new classroom phrases that they have heard.

The use of L1 can be an effective tool:

- After you have first explained and demonstrated a task in English, use limited L1 to clarify or ask a confident child to explain in L1 for you. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the children will learn to expect this and more passive children may 'switch off' until they hear the L1 instructions.
- When a child has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem. In these instances, let the child tell you the problem in L1 first (consult a colleague if necessary) but then use English to console them, to praise their work and to integrate them in the lesson again, e.g. *OK now? Really, your weather dial's great! Can I show it to Elena?*

Monitoring and assessment

Monitoring in the classroom is essential to ensure that everyone's attention is on the task in hand. It's even more important in the language classroom, particularly at the oral–aural stage. More pupils will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise work and ask questions. The teaching notes provide guidance about when and how to do this and many of the Activity Book activities have a follow-up oral stage which has been specifically designed for authentic communication. Some children may be able to use a few words; most will need questions to prompt them; others may only be ready to listen and agree as you talk about their work.
- Ask children about their classmates' work and encourage them to show interest and to compliment each other.

Using the Activity Book self-evaluation feature

Assessment at this early stage of learning is an ongoing process of observation in whole-class work and monitoring at an individual level. Although formal testing is not appropriate in the preparatory grade, the Activity Book self-evaluation feature at the end of each unit can be used for informal assessment. If practical, call the children to your desk individually to say the words, while the rest of the class are working on another activity. Tick the children's books / use a reward sticker to confirm they have said the words.

Using the *Super Safari* songs

Songs are an extremely valuable part of the language-learning process at this stage. Children produce more language in a song than in any other form of practice activity; the rhythmic nature of songs helps develop authentic intonation and pronunciation,

and the repetitive nature of song lyrics activates key language many times.

Before playing a song

It may be tempting to explain the song lyrics before the children hear it, but it is more motivating to let them simply enjoy the song first. Strong visual support encourages thinking skills and helps children predict what the song is about. The songs in *Super Safari* are clearly illustrated with this in mind and the teaching notes suggest a quick lead-in to each song based on the picture.

Learning a song

As well as providing a context, the song illustrations act as visual prompts to help support the meaning of the lyrics. Once the children are more familiar with the song, they will add in actions (suggested in the teaching notes), for which they will need to stand and sing without looking at their books. It is common for pupils of this age to 'mumble' the less familiar words, but the song structure in many cases will allow time for you to show a flashcard or an object, or do an action to help them with core nouns.

Performing the songs

The teaching notes suggest different approaches to performing the songs, depending on the type of song and the content – for example, dividing the class into groups taking different roles as they sing. There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books. Where possible, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

Using the *Super Safari* stories

Before playing a story

An effective way to prepare the children to listen to a story is to ask them to sit in a part of the classroom or in a circle, making sure they are relaxed but also quiet and ready to listen. Tell the children to put their things away to avoid distractions.

While listening to a story

Hold up your book and point to each frame. Encourage pupils to listen out for the sound that signals the end of each frame by cupping your hand to your ear every time it sounds. After working with the first story in the course, they will learn to recognise this.

After listening to a story

The Lesson 5 teaching notes give guidance on how to work with the story. In Lesson 6 there is then the full exploitation of the value illustrated in the story.

Using the masks and Yes/No cards

Masks of the animal characters Mike, Gina, Leo and Polly are at the back of the Activity Book for use in acting out the stories, to practise the characters' names and for additional activities, detailed in the notes for individual lessons. To make the masks more durable, stick or copy them onto card and/or laminate them. Use sticky tape to add strips of paper to fit round the children's heads or, if you have to use string, add reinforcers or sticky tape to strengthen the holes in the masks.

Using the Polly the parrot puppet

Puppets provoke a magical reaction from young children. In their eyes a puppet has a life of its own, with its own home, character and language. This makes the puppet an extremely useful tool in the language classroom.

Making your own Polly puppet

If you do not have the Polly puppet, you can make your own using a green sock, orange card (for the beak and feet), green card (for the wings and tail) and black and white card for the eyes.

Bringing Polly to life

To make Polly as magical and appealing as possible, create a home for her in the classroom. This can be a nest (a cardboard box or a basket) or simply your bag. Make sure the children do not see you putting Polly on your hand, so that she appears to magically come to life. You can use a special voice for Polly if you wish, but do not distort your pronunciation, as the children need to hear clear examples of language at all times.

Have a set routine for beginning an activity with Polly, e.g. Polly greets the children and they respond *Hello, Polly!* When the activity is finished, get the class to say *Goodbye, Polly!* Make Polly reply and fly back to her home.

Keep in mind that Polly is a parrot, and can do the things that a real parrot does – fly, walk, talk and sing. Polly can use her skills to help with classroom management, e.g. fly to an individual child if you need to choose a volunteer, help the children learn a song (by singing along) or bring some fun to the class if the children are feeling tired. To gain the most linguistic value from the puppet, make sure that she speaks only English. This will lead the children to communicate with Polly in a very authentic, natural way.

Games with Polly the parrot

Disappearing flashcards

Put on the puppet and greet the class. Make Polly say *Close your eyes*. Mime closing your eyes. Make Polly say *Open your eyes*. Practise these instructions, with Polly 'talking' to the class and the pupils following her instructions. Stick the flashcards on the board. Elicit the words.

Make sure all the children have their eyes closed and remove one flashcard from the board. Say *Open your eyes*. Polly 'points' to the remaining flashcards in turn. The class say the words. She 'points' to the space where the missing flashcard was. The class say the missing word. Show them the card and make Polly say *Yes! Well done!* Repeat the game, changing the order of the flashcards.

Follow the leader

Choose a volunteer to be the leader. The rest of the class stands behind the leader in a line. The leader walks around with everyone following. Put on the puppet and greet the class. Make Polly whisper an instruction to the leader. He/She does the action, moving around the space at the same time. The rest of the class follow and say the word (e.g. if the instruction is *Jump!* the child jumps around, and all the other children do the same thing, saying *Jump!*). Make Polly say *Well done! Stop! Change the leader!* The leader then goes to the back of the line and the child at the front is the new leader.

No, Polly!

Put on the puppet and greet the class. Make Polly point at one of the items or flashcards, e.g. a bag, and say the wrong word (e.g. *Pencil*). Frown at Polly and say *Pencil? No, Polly!* Try to make your class laugh. The children say *Bag* to the puppet. Make Polly say *Oh! Bag! Thank you*. Repeat for the other items. Polly says the wrong word each time. Encourage the children to join in when you say *No, Polly!* Repeat with Polly getting the words right.

Encourage the class to clap whenever she gets it right (she takes a bow).

Polly says...

Put on the puppet and greet the class. Make Polly whisper in your ear. Mime listening. Then say, e.g. *Polly says 'Stand up'*. Encourage the children to follow the instruction. Repeat with different instructions, making Polly 'whisper' into your ear each time.

Say *Let's play!* Explain in L1 that the children need to listen carefully and follow your instructions, but only when you say 'Polly says'. Make Polly whisper in your ear and give instructions as before. The children follow the instructions when they hear 'Polly says'. Miss out 'Polly says' sometimes. The children who follow the instruction that time are 'out'. Repeat until only a few children remain. They are the winners. Make Polly fly to each of the winners, 'land' on their heads or hands and say *Well done!*

Singing Polly

Put on the puppet. Explain in L1 that Polly is going to sing. Say that she is very good at singing, but her memory is not so good.

Give out the *No* cards. Explain that when the children hear Polly make a mistake, they should hold up the card.

Play the karaoke version of the song. Make Polly sing along, but with the wrong words. Pause when the children hold up their *No* cards and ask/help a volunteer to say or sing the right words. Make Polly say *Oh, thank you!* and then continue singing.

Teaching without the puppet

There are ideas in the teaching notes for adapting puppet activities if you do not wish to use the puppet. For all the games described above, you can take the role of Polly (for 'Polly says', which is a version of 'Simon says', any soft toy could be used to replace Polly).

How can I adapt *Super Safari* to fit my timetable?

Super Safari is designed for schools that dedicate a significant part of the week to English. No two schools are the same and different pressures on the timetable mean that you, the teacher, may need to adapt the course to fit your timetable.

If you have more time

Repetition, repetition, repetition. Young children learn very quickly but forget just as quickly, which is why it is so important to recycle little and often. If you have more time available, don't be afraid to sing the same song a couple of times in any one lesson and several times during the week. Consider incorporating your class's favourite songs and chants into the welcome routines for every lesson. Similarly, the story in the book can be used several times in many different ways.

Remember, as well as the Activity Book, the puppet, flashcards and posters offer excellent opportunities to further consolidate new language.

If you have less time

If you are short of time, it can be tempting to skip lessons or shorten certain stages. However, when working with preparatory grade children it is important to maximise input and ensure each lesson has lots of variety and movement. Consider the following ideas as ways to shorten the course and focus on the activities that make a difference as well as activities that children will enjoy.

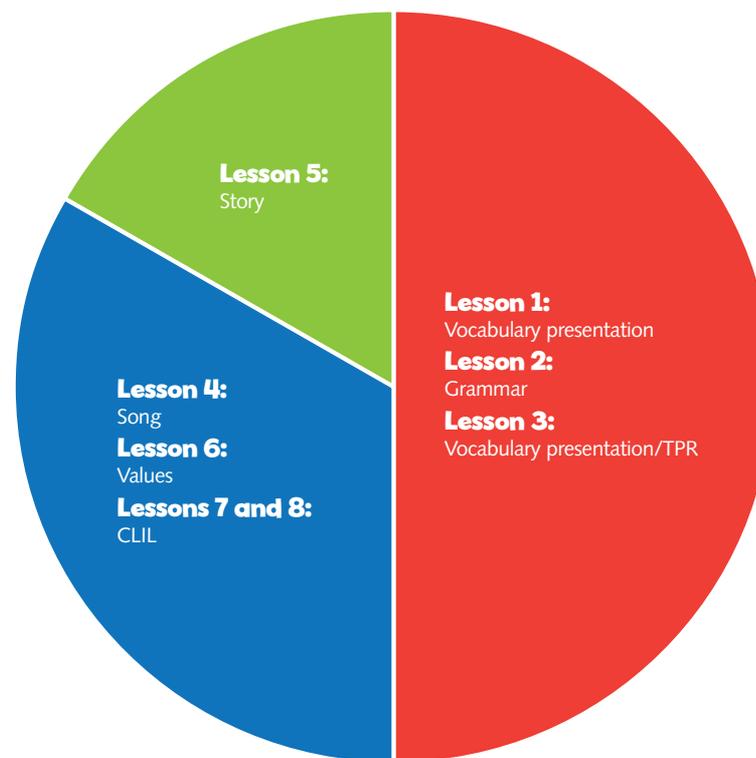
Do

- Ensure every lesson includes predictable routines for Warm-up, Presentation, Practice and Ending the lesson.
- Ensure that each lesson has a balance of active and quiet periods.
- Focus on the Presentation and Practice stages of the lesson; this is the main input and fundamental to successful acquisition.
- Focus on the activities in which children hear and use new language.

- Consider leaving the drawing and colouring tasks until the end of the lesson. Do not ignore these activities altogether, they offer children an excellent opportunity to process the lesson's input.

All the lessons in a unit provide important learning opportunities, but the following chart can help you decide how much time to allocate to each lesson.

Suggested time allocation per unit



We hope this helps you to plan your lessons, but please do get in touch at ELTmail@cambridge.org if you have any questions or comments about the course.

Use the table below to help you decide which activity types you can integrate into your lessons depending on the time you have available.

Component	Activity type	If you have more time	If you have less time
Teacher's Book	Warm-up activities Extension activities Ending the lesson activities Lesson 6 (practice)	✓ ✓ ✓ ✓	X X X X
Pupil's Book	<i>Think!</i> (activity 7) Review	✓ ✓	X X
Activity Book	Value (activity 6) Review (activity 8) Phonics	✓ ✓ ✓	X X X
Teacher's DVD (sold separately)	Animated stories Animated songs Animated songs with karaoke	✓ ✓ ✓	X X X

Hello!

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.

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)*.

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

1 CD 1 02 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

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



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)*.

Listen and point. 



3

Cut and play.



4

Talk to your friend.



8

Practice

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.

