

# Super Safari

Level 3

Pupil's Book

Limba engleză  
Clasa pregătitoare

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# Foreword

*Super Safari* British English Romanian edition is a three-level course that welcomes very young children to English through stories, songs and playtime while supporting their cognitive, motor-sensory and social development. The course introduces the new language through play while improving memory and concentration, thinking and creativity.

With children's development in mind, English and Romanian teachers have worked together to bring the *Super Safari 3* adventure to preparatory grade students through this course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun arts and crafts.

So join Gina and her friends on this exciting adventure!



# Super Safari 3 components

- **Pupil's Book** – contains an introductory *Hello!* Unit, 7 core units with an easy to use single-page lesson format, 2 optional units, 5 pages of chants artwork, 5 pages of revision materials (a game for every 2 units), 1 page of cut-outs, stickers, a certificate.
- **Activity Book** – contains a follow-up activity for each lesson in the *Pupil's Book* and self-assessment activities, providing an opportunity to review the key vocabulary from each unit; cut-out vocabulary cards for use in games, cut-out masks of the animal characters for use in role-playing.
- **Teacher's Book** – contains one page for each of the lessons in the *Pupil's Book* with an Aims box, clear and concise instructions for all the activities in both the *Pupil's Book*, and the *Activity Book*, additional lesson stages (ideas for beginning the lesson, simple ideas that are flexible in the time available to bring the lesson to a close, optional activities to extend the focus of the lesson), answer key and transcripts.
- **3 Class Audio CDs** – contain all the tasks, stories, songs along with karaoke versions.

All the listed components are interconnected. For optimum results the use of all the packet components is recommended: the *Pupil's Book* to introduce new vocabulary and grammar structures and to form skills, the *Activity Book* to reinforce language, structures and skills, the *Teacher's Book* to plan lessons and read detailed instructions on how to use all the activities and the class CDs to provide the students with the audio support they need to solve the tasks and to help practise the songs.

# Map of the book

|   |  |   |                                   |  |
|---|--|---|-----------------------------------|--|
| <b>0 Hello!</b> (pages 6–9)   |  |   |                                   |  |
| <b>Vocabulary</b><br>red, blue, green, orange, purple, yellow   | <b>Grammar</b><br>Hello! What's your name?<br>I'm ...          |   |                                   |  |
| ▶ <b>Song:</b> What's your name?  |  |   |                                   |  |
| <b>1 My Classroom</b> (pages 10–17)   |  |   |                                   |  |
| <b>Vocabulary</b><br>pencil, chair, bag, rubber, book, desk<br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1  | <b>Vocabulary 2</b><br>seven, eight, nine, ten                 | <b>Story and value</b><br><b>The pencil</b><br>Lending                | <b>CLIL</b><br>Actions at school  | <b>Thinking skills</b><br>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>2 My Family</b> (pages 18–25)  |  |   |                                   |  |
| <b>Vocabulary</b><br>grandpa, grandma, mum, dad, sister, brother<br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3  | <b>Grammar</b><br>This is my (brother).                        | <b>Story and value</b><br><b>The sandwiches</b><br>Sharing            | <b>CLIL</b><br>Family trees       | <b>Thinking skills</b><br>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>3 My Face</b> (pages 26–33)  |  |   |                                   |  |
| <b>Vocabulary</b><br>eyes, ears, nose, face, teeth, mouth<br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1  | <b>Grammar</b><br>I'm / You're (angry / happy / sad / scared). | <b>Story and value</b><br><b>The monster</b><br>Being nice to friends | <b>CLIL</b><br>Music and feelings | <b>Thinking skills</b><br>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>4 My Toys</b> (pages 34–41)  |  |   |                                   |  |
| <b>Vocabulary</b><br>ball, kite, rope, teddy bear, doll, plane<br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1  | <b>Grammar</b><br>I've got a (ball).                           | <b>Story and value</b><br><b>The ball</b><br>Working together         | <b>CLIL</b><br>Playing outside    | <b>Thinking skills</b><br>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><br><i>bath, cupboard, bed, sofa, table, armchair</i><br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3   | <b>Grammar</b><br><i>The (doll) is (in / on / under) the (cupboard).</i>  | <b>Story and value</b><br><b>The cap</b><br>Listening to people             | <b>CLIL</b><br>Homes                 | <b>Thinking skills</b><br>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><br><i>cat, horse, cow, dog, rabbit, sheep</i><br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1  | <b>Grammar</b><br><i>My favourite (colour) is (orange).</i>               | <b>Story and value</b><br><b>I like your colours!</b><br>Paying compliments | <b>CLIL</b><br>Where animals live    | <b>Thinking skills</b><br>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><br><i>carrots, sausages, apples, cakes, ice cream, chips</i><br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1   | <b>Grammar</b><br><i>I like / don't like (carrots).</i>                   | <b>Story and value</b><br><b>Cakes and ice cream</b><br>Eating sensibly     | <b>CLIL</b><br>Where food comes from | <b>Thinking skills</b><br>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><br><i>boat, train, car, scooter, bus, bike</i><br>1.1, 1.2, 2.1, 2.2, 2.3, 3.1   | <b>Grammar</b><br><i>I'm / You're (riding) a (bike).</i>                  | <b>Story and value</b><br><b>Oh what fun!</b><br>Saying thank you           | <b>CLIL</b><br>Shape pictures        | <b>Thinking skills</b><br>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><br><i>hat, belt, boots, shirt, badge, shoes</i><br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1   | <b>Grammar</b><br><i>Let's have (biscuits / crisps / salad / sweets).</i> | <b>Story and value</b><br><b>Nice work!</b><br>Tidying up                   | <b>CLIL</b><br>Our clothes           | <b>Thinking skills</b><br>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                |  |  |

 pages 82–86   
  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.

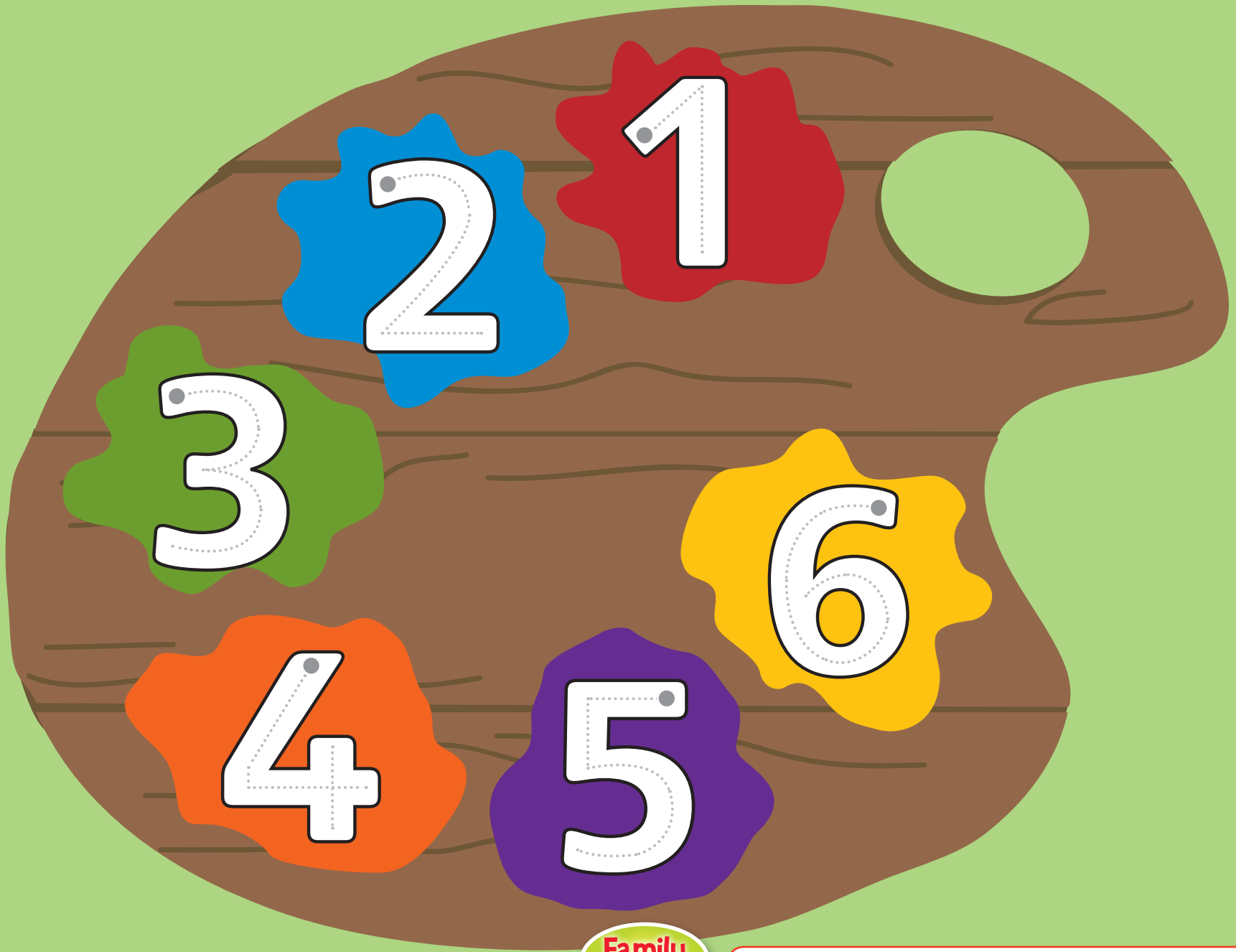


8

Practice



Listen and say. Trace.

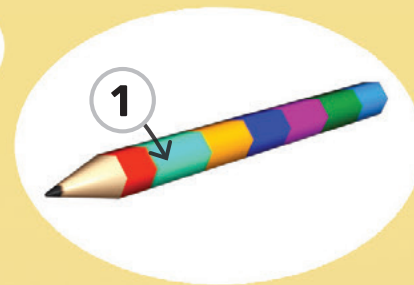


1

# My Classroom

1 CD1 06

Listen, point and say.



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 messenger bags arranged in three rows: three in the top row, three in the middle row, and three in the bottom row.

10

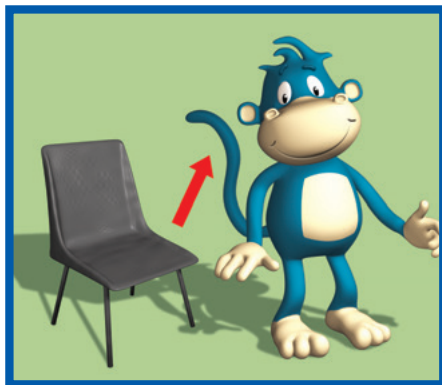
A large number 10 with a dotted line for tracing is on the left. To its right are ten yellow messenger bags arranged in four rows: two in the top row, two in the second row, three in the third row, and three in the bottom row.

3 CD1  
09

Listen and do.

4 CD1  
10

Listen and match.



1

2

3

4

5

6

