



# Super Safari Teacher's Book



Limba engleză  
Grupa mare  
5 – 6 ani

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# Map of the Book

Hello! (pages 8–11)	
<b>Vocabulary</b> Mike, Gina, Polly, Leo	<b>Chant: Grammar</b> What's your name? I'm ...
<b>Total physical response:</b> Say 'hello', Smile, Shake hands, High five	<b>Song:</b> Hello!

1 My Classroom (pages 12–19)				
<b>Vocabulary</b> board, paper, computer, desk, crayon, pencil case	<b>Chant: Grammar</b> This is my (crayon).	<b>Story and value</b> <i>The medals</i> Appreciating differences	<b>CLIL</b> Move your body	<b>Thinking skills</b> Sorting
<b>Total physical response:</b> Open your book, Pick up your crayon, Draw a picture, Oh no! It's broken			<b>Song:</b> I've got a pencil case on my desk.	

2 My Body (pages 22–29)				
<b>Vocabulary</b> arms, hands, feet, legs, body, head	<b>Chant: Grammar</b> I can (clap my hands).	<b>Story and value</b> <i>Ouch!</i> Looking after someone	<b>CLIL</b> Animal bodies	<b>Thinking skills</b> Noticing details
<b>Total physical response:</b> Kick a ball, It's a goal, Clap your hands, Hug your friend			<b>Song:</b> Shake your body!	

3 My Room (pages 30–37)				
<b>Vocabulary</b> toy box, bookcase, lamp, mat, window, door	<b>Chant: Grammar</b> Where's my (book)? It's in / on / under the (bookcase).	<b>Story and value</b> <i>Goodnight, Dad</i> Being patient	<b>CLIL</b> Being tidy	<b>Thinking skills</b> Comparing
<b>Total physical response:</b> Where's my rabbit?, Look under the mat, Look in the toy box, Ah, here it is			<b>Song:</b> My messy room	

4 In the Jungle (pages 40–47)				
<b>Vocabulary</b> rhino, tiger, elephant, snake, spider, crocodile	<b>Chant: Grammar</b> Is it a (rabbit)? Yes, it is. / No, it isn't.	<b>Story and value</b> <i>The jungle</i> Being creative	<b>CLIL</b> Where animals live	<b>Thinking skills</b> Noticing details
<b>Total physical response:</b> Walk through the jungle, Turn around, It's a big snake, Run away			<b>Song:</b> Walking through the jungle	

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

## 5 Fruit and Vegetables (pages 48–55)

<b>Vocabulary</b> potatoes, pineapple, carrots, tomatoes, watermelon, banana	<b>Chant: Grammar</b> Do you like (vegetables)? Yes, I do. / No, I don't.	<b>Story and value</b> <i>The fruit salad</i> Healthy eating	<b>CLIL</b> Food types	<b>Thinking skills</b> Comparing, contrasting
▶ <b>Total physical response:</b> Hmm ... I'm hungry, Look, there's an apple, I can't reach. Jump ... Ouch			▶ <b>Song:</b> Do you like vegetables?	

## 6 My Town (pages 58–65)

<b>Vocabulary</b> bus stop, park, school, toy shop, supermarket, zoo	<b>Chant: Grammar</b> Let's go to (the park).	<b>Story and value</b> <i>The present</i> Keeping your town clean	<b>CLIL</b> The environment	<b>Thinking skills</b> Creating associations
▶ <b>Total physical response:</b> It's a toyshop ... wow, What's this?, Look ... a robot, Oh no			▶ <b>Song:</b> Come and see my town!	

## 7 Jobs (pages 66–73)

<b>Vocabulary</b> farmer, police officer, builder, doctor, firefighter, teacher	<b>Chant: Grammar</b> My (mum)'s a (doctor).	<b>Story and value</b> <i>Firefighters</i> Helping others	<b>CLIL</b> Jobs and vehicles	<b>Thinking skills</b> Sorting
▶ <b>Total physical response:</b> I'm a farmer, Listen ... what's that?, It's a bull, Run			▶ <b>Song:</b> Let's play firefighters!	

## 8 The Weather\* (pages 76–83)

<b>Vocabulary</b> rainy, windy, cold, snowy, hot, sunny	<b>Chant: Grammar</b> Is it (hot / cold / sunny / snowy)? Yes, it is. / No, it isn't.	<b>Story and value</b> <i>The island</i> Be prepared	<b>CLIL</b> Weather and geography	<b>Thinking skills</b> Sequencing
▶ <b>Total physical response:</b> It's a hot and sunny day ... phew, Put your hat on, Eat an ice cream ... yum, Oh no, the sea! Run			▶ <b>Song:</b> What's the weather like today?	

## 9 In the Countryside\* (pages 84–91)

<b>Vocabulary</b> tree, leaves, frog, grass, flower, bee	<b>Chant: Grammar</b> The bee is / isn't (big). It's (small).	<b>Story and value</b> <i>The bee</i> Respecting nature	<b>CLIL</b> Animal habitats	<b>Thinking skills</b> Sorting
▶ <b>Total physical response:</b> I'm walking in the garden, Look, it's a flower, Look, it's a bird, Ouch! It's a tree			▶ <b>Song:</b> Four frogs in a tree	

## Review and self-assessment

<b>Hello! &amp; Unit 1:</b> pages 20–21	<b>Unit 2 &amp; Unit 3:</b> pages 38–39	<b>Unit 4 &amp; Unit 5:</b> pages 56–57	<b>Unit 6 &amp; Unit 7:</b> pages 74–75	<b>Unit 8 &amp; Unit 9:</b> pages 92–93
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**Certificate:** page 95    **Stickers:** End section

\* optional units



# 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 for kindergartens and Level 3 for the preparatory grade) or two levels (Level 2 for kindergartens and Level 3 for the preparatory grade), 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 2* is appropriate for children who have not



encountered English before. This will probably also be their first experience of group learning. The four lively and colourful animal characters in the course guide the children gently into the new world of learning, through stories and effective oral–aural practice. With the support of chants, physical games and songs, listening and speaking skills are developed gradually, together with fine motor skills in preparation for writing.

*Super Safari 3* is appropriate for children who have already had some exposure to English. There is controlled introduction to word recognition in the Pupil's Book, giving children a head start for reading and writing at Primary level.

### Catering for multiple intelligences

Pre-school 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 or act out a social situation.
- Activities involving TPR or Total Physical Response (requiring children to move in response to linguistic prompts) are designed to cater for bodily-kinaesthetic and spatial intelligence. *Super Safari* features a large number of 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. colouring puzzles, dot-to-dot, odd one out, and listen and circle) foster the use of logical-mathematical intelligence. Pre-school 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 deeper meaning (or 'value') of the stories, such as the importance of healthy eating, being patient, 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 2 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 present or review greetings, numbers, colours, common vocabulary and basic classroom instructions.
- 7 core units (8 pages) each with an easy-to-use single-page lesson format and 2 optional units for classes with more than 1 English lesson per week
- 1 page of revision material and a self-assessment activity for every two units
- A self-assessment activity for every two units complete with performance descriptors
- Stickers to be used in Lesson 6 of each unit
- A certificate to be awarded at the end of the course



## 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

## Icons



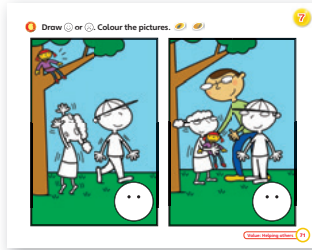
A set of intuitive, fun icons have been introduced both in the Pupil's Book and the Activity Book to accompany each type of task. They help children easily understand what steps to take in order to carry out the different tasks. They also provide further opportunities for teachers to engage the children in oral communication. This was done 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.



## Activity Book

This reinforces language and builds on skill development by offering:

- Visual puzzles, fine motor skills work (circling, joining, matching and colouring), listening input and opportunities for oral practice
- A values activity for each unit drawn from the message in the Pupil's Book story
- Simple craft activities to extend the focus of the CLIL lessons
- An introduction to self-evaluation and an opportunity to review key vocabulary from the unit
- Cut-out Yes/No cards, for use in games (full instructions are supplied in the relevant lessons)
- Cut-out masks of the animal characters, for use in the story lessons (full instructions are supplied in the relevant lessons)
- Festivals pages for fun Christmas and Easter craft activities



## 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
  - Extension activities:** optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box
  - 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

## Class CDs

There are 2 Class CDs which contain all 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.



## Extra Materials

The following materials belong to the international edition, but can be used with *Super Safari 2* Romanian edition as well:

## Posters and Flashcards

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

## Puppet

A soft toy puppet version of Polly the parrot for the teacher to use in class. See page xvii for more information about how to use the puppet and related games.

## Presentation Plus

This whiteboard software features:

- The Pupil's Book and Activity Book pages
- Teacher's resources and audio material

It is also packaged together with the material on the Teacher's DVD, which provide animated stories, songs and interactive games for classroom use.

## Teacher's DVD

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

Each of the materials listed above is sold separately and can be ordered on [www.cambridge.org](http://www.cambridge.org) or on [www.art-educational.ro](http://www.art-educational.ro).



# Tour of a unit

*Super Safari 2* begins with a *Hello!* unit. This is an introductory 4-page unit in both the Pupil's Book and the Activity Book which presents the animal characters, greetings, colours, numbers and other basic vocabulary. For children who have studied English before, this is a revision unit.

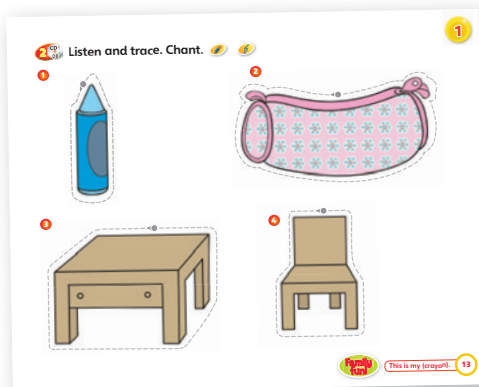
There are then 7 main units, each with 8 lessons. There are also 2 optional units for classrooms with children who advance at a faster pace. Each page in the Pupil's Book constitutes a lesson, together with its corresponding Activity Book page. There is a review section after every two units, followed by a self-assessment 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 (the Activity Book project) and revision.

Groups with **fewer than 3 classes** per week have the option to miss out some or all of Lessons 7 and 8, while still covering the vocabulary and grammar syllabus.

Using all the material in the Pupil's Book and Activity Book provides enough material for **3 classes** per week.



## 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 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, in a chant based on the unit topic. The vocabulary from Lesson 1 is also revised.

- The children first listen to the chant and give a non-linguistic response such as colouring, tracing or matching.
- They then listen and repeat the chant, sometimes also giving a TPR response (picking up an object, pointing or doing a mime).
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Activity Book often involve drawing and sometimes include listening. There is always oral follow-up.

## 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).
- Each Total Physical Response lesson includes revision of the phrases and actions featured in previous units and opportunities for children to respond to new variations of instructions, as they gain confidence with the language.
- The Activity Book practice activity requires the children to listen to one or two of the new phrases and choose the correct picture or pictures, by circling.





# Hello!

1 CD1  
02

Listen and point. Say the names.





## Aims

- to present and practise character names and introductions

**New language:** *Hello, I'm ..., Mike, Gina, Polly, Leo, Goodbye*

**Materials:** CD 1, flashcards, pictures or drawings (characters), the puppet (Polly), pencils

**Optional:** character masks – one for each child (AB pages 97 to 100)

**Language competences:** The children will be able to name the characters in *Super Safari*.

They will be able to introduce themselves.

## Warm-up

**Aim:** to present and practise *Hello*

- Smile and wave at the class. The children wave back. Say *Hello* and wave at the same time. The children wave back and say *Hello*. Do this several times until all the children are joining in with *Hello*.
- Ask the children to stand up and walk around. Clap your hands and say *Stop!* The children say *Hello* to the classmate(s) nearest to them. Clap your hands and say *Go!* The children walk around again. Continue in this way until the children have greeted seven or eight different classmates. If you do not have space for the children to walk around in your classroom, the children could move one seat to the right when you say *Go* and greet their new neighbour.
- Ask the children to sit down.

## Presentation



**PB p8** Listen and point. Say the names.

**Aim:** to present characters and *Hello, I'm ...*

- Pick up the book and point to the icons. Use hand signals to gesture *point* and *listen*. Point to the picture. Wave at the characters and say *Hello!* The children copy.
- Say *Listen*. Play the audio. The children listen.

- Say *Listen and point*. Play the audio. Point at the characters. Say *Listen and point* again. Play the audio. The children listen and point.
- Play the second part of the audio again. The children point and say the names.

Audio script page T96

## Practice

- Show the character flashcards in the same order as the picture in the Pupil's Book. Say each name. The children repeat.
- Stick the character flashcards on the board in the same order. Point to each flashcard in turn. The children say the name. Point to the flashcards in different orders. The children say the correct names.
- Put on the Polly puppet and make her say *Hello, I'm Polly* to the class. Make her voice friendly and funny. The children reply *Hello, Polly!*
- Make Polly fly to a child and sit on his/her head or his/her desk. She says *Hello, I'm Polly*. The child replies *Hello, I'm (name)*. Repeat until Polly has greeted everyone, moving around the class so that children are watching carefully to see where Polly will 'land' next.



**AB p8** Look and match. Say the names.

**Aim:** to practise character names, *I'm ...* and matching skills

- Help the children find AB page 8. Pick up the book and direct children's attention to the icons.

Point to each jigsaw piece in the top row in turn and say *I'm (Polly)* in a character voice. The children copy you. Say *Listen and point*. Say, e.g. *I'm Mike* and make the appropriate animal noise. The children point to the correct picture.

- Say *Look and match*. Point out the example line from the first piece in row 1 to the matching piece below. The children trace this line first. Then they draw lines to match the other pieces using pencils. Monitor and make sure they are matching correctly and using the right pencil grip. Ask individual children to point at a picture and say the character's name.

## Extension activity

**Aim:** to practise character names and introductions

- Put on one of the character masks. Say *Hello, I'm ...* The children say the correct name. Repeat with the other masks.
- Make groups of four. Hand out the character masks to each group. The child wearing the Gina mask in each group says *Hello, I'm Gina* to the other children in the group, and so on. The children can swap masks, if time. Circulate and help with the names.

## Ending the lesson

**Aim:** to practise *Goodbye*

- Put on the puppet. Make her tidy your things and put them in your bag. Say *Thank you, Polly!* The children tidy up their things.
- Say *Goodbye, Polly* to the puppet. Polly replies *Goodbye, (your name)*. Make Polly wave and say *Goodbye* to the class. The children wave and say *Goodbye, Polly*.

## Aims

- to present and practise *What's your name?*; to say a chant

**New language:** *What's your name?*

**Recycled language:** *Hello, I'm ..., Goodbye*

**Materials:** CD 1, the puppet (Polly), coloured pencils or crayons

**Language competences:** The children will be able to ask and answer *What's your name?* They will be able to join in with a chant.

## Warm-up

**Aim:** to review *Hello, I'm ...* and present *What's your name?*

- Put on the puppet. Make her ask you *What's your name?* Reply *I'm* (your name). Pretend that Polly hasn't heard you and repeat the question and answer. Make Polly hold up her wing and do a 'high five' (touch her wing with your hand held up flat).
- Make Polly fly to different children around the class and ask *What's your name?* Encourage each child to reply *I'm ...* Polly and the child do a 'high five'.

## Presentation



**2** **AB p9** Listen and chant.

**Aim:** to present *What's your name?* and say a chant

- Point to the picture on PB page 9 and say *Look! A classroom.* Gesture at your own classroom.
- Play the chant. Point to the girl and boy for the different lines. The children copy.
- Direct children's attention to the icon. Say *Listen and chant.* Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. They point to the children in the picture as they chant.

Audio script page T96

## Practice

- Teach the following actions for the lines of the chant: *What's your name?* = Hold your arms out and shrug.  
*I'm Alex / I'm Sally* = Pat your head with one hand.  
*Hello* = Wave with both hands.
- Play the chant and do the actions. The children copy you. Repeat until they are confident with the actions. Play the chant again for the children to join in and do the actions without your help.



**2** **AB p9** Draw yourself. Say the sentences.

**Aim:** to practise *What's your name? I'm ...*

- Draw your face on the board, with the correct hair colour/style and eye colour and a smiley mouth. Point and say *I'm* (your name).
- Help the children find AB page 9. Point to the icons, then to the frame. Show some crayons and say *Draw yourself.* The children draw their face and add hair, eyes, etc. according to ability.
- Circulate and ask individuals *What's your name?* Encourage them to reply *I'm ...*
- Make pairs. The children show their pictures and take turns to ask *What's your name?*

## Extension activity

**Aim:** to practise *What's your name?* and revise character names

- If possible, move your class out into the playground, school gym or an empty classroom.
- The children line up at one end of the space. Stand facing them. Explain in L1 the rules of the game. They all have to ask you *What's your name?* then listen to your answer. If you say *I'm Polly, I'm Gina* or *I'm Mike*, they take a step towards you. If you say *I'm Leo*, you become a lion and try to catch them. They have to run away.
- Do a few trial runs until the children are confident with the rules. Then play for real. When you 'catch' one of the children, he/she stands facing the class with you and helps run after the other children when you say *I'm Leo!* Add actions for the animals (e.g. flapping your arms like wings for Polly, monkey actions for Mike and stretching up on your toes for Gina). Don't forget to roar and leap when you say *I'm Leo!*
- If you can't move your class, the children copy your actions when you say *I'm Polly/ Gina/Mike* but have to freeze when you say *I'm Leo!* Any child who moves is 'out' and has to sit down.

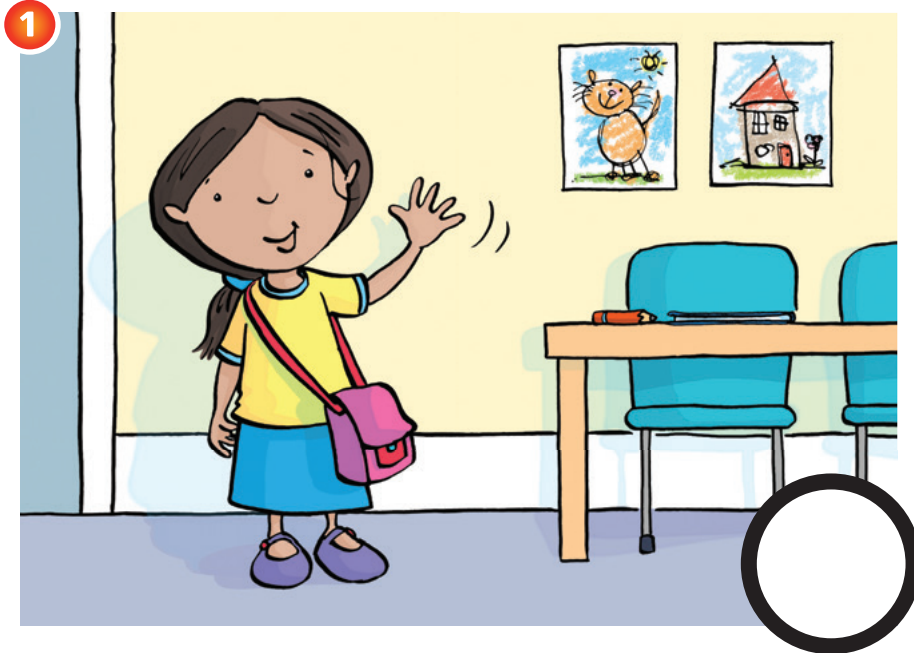
## Ending the lesson

**Aim:** to practise the chant

- Play the chant again (CD1, Track 03). The children join in with the words and actions.
- End the lesson by waving and saying *Goodbye!* The children wave. Encourage them to say *Goodbye!*

Listen and chant.





## Aims

- to present and practise responding to *Say 'hello', Smile, Shake hands, High five*; to practise following instructions

**New language:** *Say 'hello', Smile, Shake hands, High five, red, blue, green, yellow*

**Recycled language:** *Hello, What's your name? I'm ..., character names*

**Materials:** CD 1, flashcards (characters, colours), character masks, coloured pencils or crayons

**Optional:** CD of lively music

**Language competences:** The children will be able to follow instructions.

## Warm-up

**Aim:** to present/review *red, green, blue* and *yellow*

- Use colour flashcards to present *red, green, blue* and *yellow*. Hold up each flashcard and say the colour. The children repeat. Do this several times. Point to different objects around the classroom and say/ elicit the colour.
- Make sure all the children have red, green, blue and yellow crayons. Say a colour and show the correct crayon. The children copy you. Repeat for the different colours. Then say the colours for the children to hold up the correct crayons without your help.

## Presentation

**3**  **CD1 04** **PB p10** Listen and do.

**Aim:** to present instructions and practise listening and responding physically

- Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio and do the action (wave and say *Hello*). The children copy. Repeat for the rest of the recording. For *Shake hands* and *High five*, the children do the action with the child on their right.
- Play the audio again without pausing, doing the actions with the children. Repeat this several times, until the children are following with ease.

**Audio script page T96**

## Practice

**3**  **CD1 05** **PB p10** Listen and colour.

**Aim:** to practise new instructions and listening

- Direct children's attention to the icons. Say *Listen and colour*. Explain in L1 that the children have to colour the dot below each picture. Play the first line of the audio and point to the example dot next to the picture for *Shake hands*. Hold up a red crayon. Then play the rest of the audio, pausing for the children to colour each time. Point to the pictures in turn and elicit the colour and the phrase.

**Audio script page T96**

**3**  **AB CD 02** **AB p10** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Help the children find AB page 10. Point to the first picture in row 1 and say/ elicit *Shake hands*. Point to the second picture. Say/ Elicit *Say 'hello'*.
- Direct children's attention to the icons. Say *Listen and circle*. Trace a large circle in the air. Say *Draw a circle*. The children copy, practising the circle shape in the air.
- Say *Listen. Shake hands or Say 'hello'?* Play the audio. The children point at the correct answer and finish drawing the circle. Circulate and elicit *Shake hands* from individuals.
- Repeat this process for row 2.

**Audio script page T100**

## Extension activity

**Aim:** to practise *Smile, Say 'hello', Shake hands* and *High five*

- Ask the children to stand in two circles, one inside the other, so that each child in the inner circle is facing a child in the outer circle.
- Say *Smile!* The children smile at whoever is facing them. Say *Say 'hello'*. The children say *Hello* to the person facing them. Repeat for *Shake hands* and *High five*. Tell the children in L1 that they are going to do these actions with different partners. When you play the music, they hold hands and walk around in their circle (the children in the outer circle clockwise, and the children in the inner circle anti-clockwise). When the music stops, they stand still and face a different child. The children do the actions with their new partner. The game continues in this way. When they are playing confidently, ask them to do the actions with their eyes closed!

## Ending the lesson

**Aim:** to review character names and *What's your name? I'm ...*

- Review the character names and practise the question *What's your name?* Put on the Mike mask and have the children ask *What's your name?* Reply *I'm Mike. Hello!* Use a 'Mike' voice and do monkey actions.
- Invite four volunteers to the front. Hand out the character masks. They put on the masks and do the appropriate animal actions. Choose a volunteer from the rest of the class to ask the first child *What's your name?* He/She replies, e.g. *I'm Gina*, using the character's voice, then sits down. Repeat with the other three volunteers.
- To end, say *Goodbye* and wave. The children repeat and wave back.

## Aims

- to present and practise numbers 1 to 6 and colours; to sing a song; to revise unit language and encourage children to reflect on their learning

**New language:** *I've got ...*, numbers 1 to 6, *brown, pencil case, computer, crayon (purple, orange, bag, shoes, chair, book, fish, T-shirt, rabbit, car)*

**Recycled language:** *red, blue, green, yellow, What's your name? I'm ...*, character names

**Materials:** CD 1, the puppet (Polly), flashcards (characters, colours, numbers, *computer*), classroom objects (pencil case, crayon, bag, chair, pencil)

**Optional:** chalk, a bean bag or soft toy for each pair or small group of children

**Language competences:** The children will be able to join in with a song.

They will be able to reflect on their learning.

## Warm-up

**Aim:** to present and practise numbers 1 to 6 and colours

- Stick the number flashcards on the board. Count aloud, pointing at the flashcards. Repeat with the children copying you.
- Show the colour flashcards *red, blue, green, yellow, brown, orange* and *purple*. Elicit known colours and present *brown, orange* and *purple*. Show the cards in different orders. The children say the colours.
- Stick the colour flashcards on the board, one below each number. Say, e.g. *One is blue*, pointing at the flashcards. The children repeat. Then say, e.g. *One?* The children say the colour. Say the numbers in different orders. The children say the colours. Say the colours. The children say the numbers.

## Presentation



**PB p11** Listen and sing.

**Aim:** to practise numbers, colours and new language and sing a song

- Show items in the classroom to review *chair, bag, book* and *pencil*. Present *crayon, computer* and *pencil case* (use the computer

flashcard if you don't have a computer in your classroom).

- Use the picture on PB page 11 to review/present *shoes, T-shirt, fish, rabbit* and *car*. Point to the things in the picture and count them aloud. Encourage the children to join in.
- Play the first part of the song (up to *I'm Ann, I'm Ann*). The children listen and point to the girl. Point to all of the things around Ann in the picture and play the next part of the song. The children listen and point at the items. Repeat for the second section of the song (about Jack).
- Play the song again. Point to and count the items in the picture as they are mentioned. The children listen and point to them.
- Play the song again, pausing to teach each line. You can also use the karaoke version.

**Audio script page T96**

## Revision



**AB p11** Say the names. Colour the circles.

**Aim:** to review character names and create a record of learning

- Review the character names using the flashcards.
- Help the children find AB page 11. Direct children's attention to the icons. The children colour the circles if they can say the names on their own.

## Extension activity

**Aim:** to practise numbers 1 to 6

- Move your class into a large space where you can draw on the floor with chalk.
- Draw six circles for each pair or group with numbers 1 to 6 inside. Make sure the circles are close enough together that the children can jump to each of the numbers from the starting position.
- Practise the numbers. One child from each pair/group goes first. Say *Four* or *Jump to four!* One child from each pair/group jumps onto the correct circle. Repeat with different children and numbers.

**Note:** If your children are not yet confidently reading figures 1 to 6, play the above version of the game only.

- Give each pair/group a bean bag or soft toy. Each child throws the bean bag onto number 1, saying *One* then jumps/hops onto the other numbers in turn, counting aloud 2, 3, 4, 5, 6! Then they jump back again, pick up the bean bag and hand it to the next child. That child begins with one, as above. When it is a child's second turn, they throw the bean bag onto number 2, jump over number 1 and count 2, 3, 4, 5, 6. The game continues in this way, with children jumping over the numbers they have already done.

## Ending the lesson

**Aim:** to review instructions

- Put on the puppet. Make Polly say *Smile!* The children smile. Repeat with *Say 'hello'*, *Shake hands* and *High five*. The children shake hands and do a high five with the person sitting next to them.
- Make Polly give the instructions in different orders and then have her say *Goodbye*. The children say *Goodbye, Polly*.

