

Introduction

About *Super Safari*

What is *Super Safari*?

Super Safari is an English course for pre-school children. 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 1 and 2 are 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.

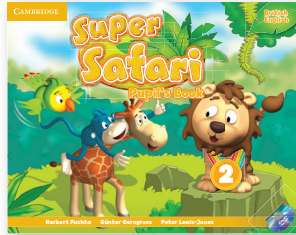
Applying English across the curriculum

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.
- 9 core units (8 pages) each with an easy-to-use single-page lesson format
- 10 pages of phonics activities, including basic handwriting skills, one page for each of the 9 core units and one review page
- 5 pages of revision material (a listening activity for every two units)
- Stickers to be used in Lesson 6 of each core unit



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

Pupil's DVD-ROM

This complementary component is included with the Pupil's Book for children to use at home or in the school computer room. It is also provided with the Presentation Plus DVD-ROM, for teachers to use in the classroom with a computer and a projector. The DVD-ROM offers language reinforcement and consolidation while the children also have fun. It contains:

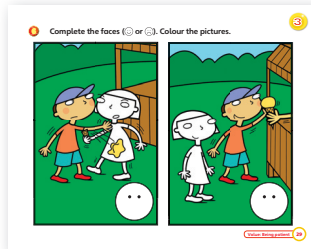
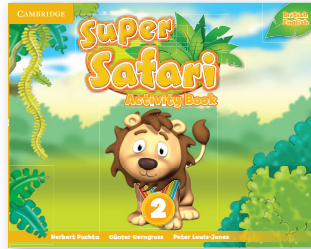
- 2 interactive vocabulary games per unit
- Animated versions of the Pupil's book songs with karaoke



Activity Book

This reinforces language and builds on skills development by offering:

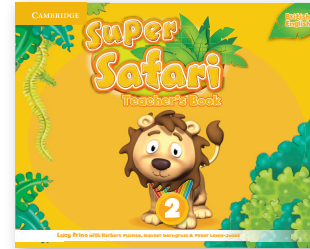
- Visual puzzles, fine motor skills work (circling, joining, matching and colouring), listening input and opportunities for oral practice
- A values activity for each unit drawn from the message in the Pupil's Book story
- Simple craft activities to extend the focus of the CLIL lessons
- An introduction to self-evaluation and an opportunity to review key vocabulary from the unit
- Cut-out phonics cards, one set for each phonics lesson
- 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)



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



Posters and Flashcards

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



Class CDs

The 2 Class CDs contain all the recorded material for the Pupil's Book and Activity Book, including the chants, songs, karaoke versions and stories.

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 and Pupil's DVD-ROM, 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.

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. For children who are new to the course, it presents the animal characters, greetings, colours, numbers and other basic vocabulary. For children who have already used Level 1, this is a revision unit.

There are then 9 main 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 (the Activity Book project) and revision.

Classes with **fewer than 5 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.

Using all the material in the Pupil's Book and Activity Book provides enough material for classes with **5 hours** per week.

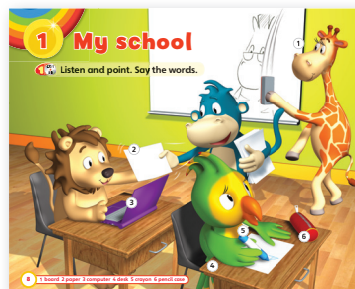
Classes with **more than 5 hours** per week can extend the material by using the phonics material and review lessons at the end of the Pupil's Book.

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 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.

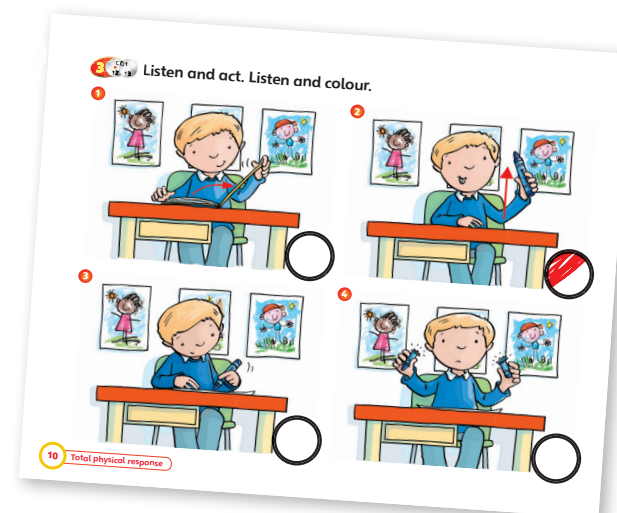
- The children first listen to the chant and give a non-linguistic response such as colouring, tracing or matching.
- They then listen and repeat the chant, sometimes also giving a TPR response (picking up an object, pointing or doing a mime).
- This is followed by an opportunity to use the language, 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.



Lesson 4

Song

The vocabulary and usually 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 children are familiar with the song.
- The practice activities in the Activity Book are varied. Some require children to listen to some or all of the song and respond by colouring, matching or tracing. Some do not involve listening.

Lesson 5

While listening to a 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 children's own language) where appropriate, the children usually practise some key functional language from the story.

- The Activity Book practice is always a listening activity. The children hear one or two lines from the story and colour a circle to show which character is speaking from a choice of two.
- The Ending the lesson activity in Lesson 5 always practises key language from the story.

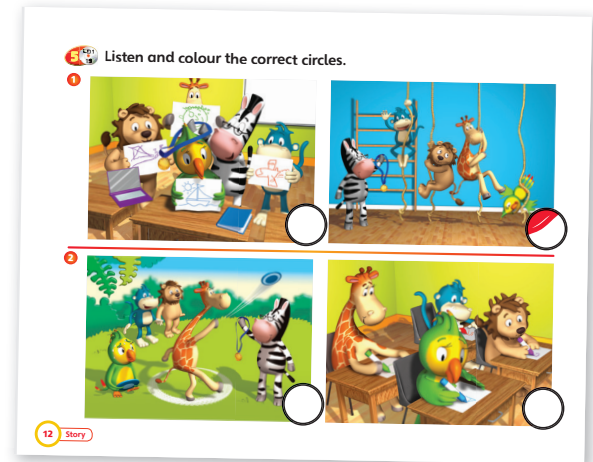
Lesson 6

Story follow-up and values

Lesson 6 exploits the story in more depth. This lesson uses the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

- The children listen to the story again and do the sticker activity. This gives them a chance 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 and negative behaviour. The children complete the smiles on the faces below the pictures, reinforcing the value in the story.
- The optional Extension activity in Lesson 6 is always a suggestion for a group of children 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 93–96) 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 Activity Book material for Lesson 7 is a creative project, usually carried out individually. The project is illustrated in a series of step-by-step pictures and enables the children to make something which they can take home or display in the classroom. The focus on detail and the skills of cutting, sticking, folding and drawing involved develop fine motor skills which the children can apply when they begin writing.
- The second CLIL lesson provides opportunities for the children to apply the 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 colour 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.



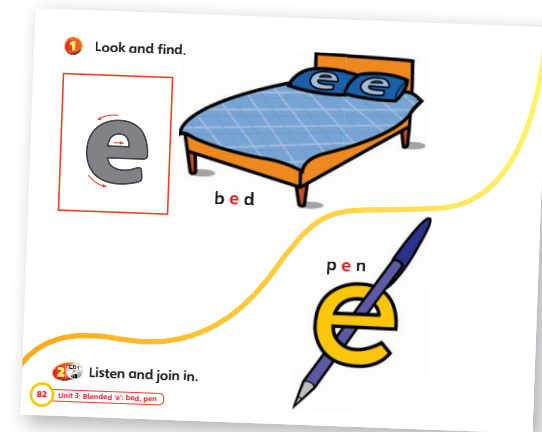
Optional phonics lessons

Pages 80–88 of the Pupil's Book contain phonics materials which can be used at the end of each of the 9 core units (Units 1 to 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 key word on each phonics page is usually a familiar item from the corresponding core unit (e.g. a bed for Unit 3 (My room)).
- The children then practise forming the corresponding grapheme and saying the sound in a chant. For Units 1 to 3, they practise forming the grapheme in the air with their fingers, in Units 4 to 6 they colour in the outline letter on the page and in Units 7 to 9 they trace the letters. 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.

After the main phonics lessons in the Pupil's 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.



Review lessons

Pages 90–94 of the Pupil's Book are Review pages. There is a Review lesson for every two units of the book. In each Review lesson, the children listen to six key pieces of language from the two featured units and choose the correct picture from a selection, by colouring. They then practise the vocabulary and language from the units with a selection of appropriate games.

Teaching with *Super Safari 2*

Teaching very young children

Working with children of pre-school age 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). Pre-schoolers' 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 in every lesson. The teaching notes suggest mimes and actions at each stage of the unit – to practise vocabulary in Lesson 1, to accompany the chant in Lesson 2, 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, many of the Extension activities are action games, which require the children to jump, run, move like different animals, throw, pick up objects and put them in a box or basket, or play a traditional game such as *Hide and seek*.

Be creative and have fun

In addition to the project activity in Lesson 7 of each of the 9 core units, there are instructions for a range of hands-on creative activities.

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.

Extension activity

Aim: to practise colours, animals, fruit and vegetables and *Do you like ...?*

- Divide the class into two teams. The teams stand at one end of the space, with one child at the front. This child is the runner.
- Put the colour, animal and fruit and vegetable flashcards on the floor at the other end of the space. Choose a volunteer. Explain in L1 that he/she needs to look at the flashcards and ask you a *Do you like ...?* question about one of them, e.g. *Do you like red?* Answer *No, I don't*.
- Repeat with several children. When the class have got the idea, answer *Yes, I do* to a question. As soon as they hear *Yes, I do*, the runners have to run and pick up the correct flashcard. Whoever finds the card first wins a point. The runners then go to the back of their teams and the two children at the front become the runners.
- Continue in this way, choosing volunteers to ask you *Do you like ...?*

Pre-school 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 (such as by using play dough) is an excellent aid to learning and memory. The teaching notes also suggest making animals from paper plates, making monster pictures to practice parts of the body and creating a model town in Unit 6 (also used to practice the language in Unit 7).

Super Safari uses young children's boundless imagination and love of play to support learning. There are role play shopping games to practise counting and dressing-up activities to practise clothing and other key vocabulary. Polly the parrot is used to engage the children's curiosity and becomes an imaginary English-speaking friend (see Using the Polly the parrot puppet, on page xvii). 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 pre-school 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 jungle animals and *Is it a ...? Yes, it is/No, it isn't*

- Show the children paper plate animals – e.g. the head of a tiger: triangle ears stuck to the top, whiskers made of strips of paper, paper nose and eyes stuck to the plate and orange and black stripes coloured in at the top and sides; a spider: a plate coloured black, with four pipe cleaners attached to each side and eyes stuck on it at one end.
- Hand out the materials. The children copy the animals you have made/make their own animals. Stick the flashcards on the board as prompts. Circulate and ask *What's that? Is it a ...?* The children answer *Yes, it is/No, it isn't*. Ask about colour, size, etc.

Extension activity

Aim: to practise places in town and encourage personalisation

- Create a town model. Start with a large grey piece of display paper as the ground. Draw some roads before class (large enough to fit toy cars/buses).
- Divide the class into six groups. One group makes a park (cutting out a piece of green card and decorating it with flowers, trees, etc.), one makes a zoo (cutting out brown card with green areas for the animal pens), one makes five bus stops (with straws and pieces of paper, each stop with sticky tack at the base), one makes a school, etc.
- Hand out the materials and supervise carefully. Then arrange the town – first stick large areas like the park and zoo onto the ground, then add the supermarket (with an area for parking), school and toy shop. Place bus stops next to each place. Add actual names of places in your town (e.g. on the park, supermarket and school). Ask, e.g. *Where's the supermarket? Do you like the park?*
- If you do not wish to create a model, make a map, similar to the one on PB page 48.

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. A large part of the role of a pre-school 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, masks, cards, puppet and accompanying digital activities) 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 (using the DVD-ROM in the Pupil's Book) or applying values and practising simple functional language from the story in genuine situations at home (e.g. being

patient). 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 display a 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 or singing the *Tidy up* song as you clear up (see *Super Safari* Level 1 Teacher's Book page T11).

Using books

The 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. Children of this age may be able 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 children to use a pencil or coloured pencils/crayons. Hand the materials out at the beginning of the class or 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 and the Pupil's Book phonics lessons in later units all 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 children are working individually on these activities, the teaching notes suggest monitoring and checking they are using the correct grip.

84 Unit 5: Blended 'u': cut, bus

85 Unit 6: Blended 'm': mum, mat

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 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 children are not able to read the written instructions, so 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 child'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 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 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 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, 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 chicken's great! Come and look at (name)'s chicken. It's orange like yours.*

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 children 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 on-going process of observation in whole-class work and monitoring at an individual level. Although formal testing is not appropriate in the pre-school classroom, the Activity Book self-evaluation feature at the end of each unit can be used for informal assessment. If practical, call children to your desk individually to say the words, while the rest of the class are working on another activity. Tick 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 children hear them, 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 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 children 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 object, or do an action to help them join in with the core words.

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 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 children 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. If you use them from the pages of the book, 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.

Also at the back of the Activity Book (pages 91 and 92) is a green card with a tick on it and a red card with a cross on it. These are referred to as 'Yes/No cards' in the teaching notes and can be used at different stages of the lesson to elicit a non-verbal response. The notes explain fully how to introduce and use the cards. It is a good idea to reinforce the cards by copying or sticking them onto card or laminating them.

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 children 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 pre-school 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, focus on the activities that make a difference as well as activities that children will enjoy.

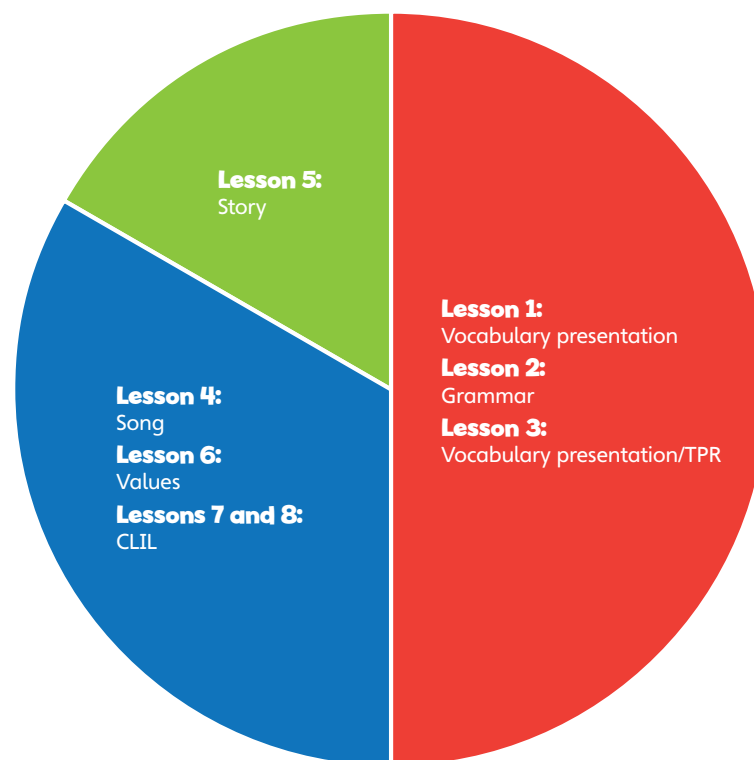
Do

- 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 or for homework. 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) Phonics Review	✓ ✓ ✓	X X X
Activity Book	Value (activity 6) Project (activity 7) Review (activity 8)	✓ ✓ ✓	X X X
Teacher's DVD	Animated stories Animated songs Animated songs with karaoke* <i>* Also seen on the Teacher's DVD</i>	✓ ✓ ✓	X X X
Pupil's DVD-ROM	Vocabulary practice game 1 Vocabulary practice game 2 Animated songs* Animated songs with karaoke* <i>* Also seen on the Teacher's DVD</i>	✓ ✓ ✓ ✓	X X X X <i>(can be used at home)</i>