



Aims

- to present and practise character names and introductions

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

Materials: CD 1, flashcards (characters), the puppet (Polly), pencils

Optional: character masks – one for each child (AB pages 93 to 96), *Super Safari 1* CD 1

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 p4 Listen and point. Say the names.

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

- Point to the picture. Wave at the characters and say *Hello!* The children copy. If your children used *Super Safari 1*, ask them the names of the characters.
- Say *Listen*. Play the audio. The children listen only the first time.

- 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.

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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 p4 Look and match. Say the names.

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

- Help the children find AB page 4. 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!* If your children used *Super Safari 1*, say *Tidy up* and sing the *Tidy up!* song, (CD1, Track 13). 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



PB p5 Listen and chant.

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

- Point to the picture on PB page 5 and say *Look! A classroom.* Gesture at your own classroom. If your children used *Super Safari 1*, point at the colours on the wall and ask *What colour?* Review other language from Level 1 by saying, e.g. *Point to the bag, Point to the trousers, Point to the fish.*
- Play the chant. Point to the girl and boy for the different lines. The children copy.

- 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 T95

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 p5** 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 5. Point 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!*

Aims

- to present and practise responding to *Say 'hello', Smile, Shake hands, High five*; to practice 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 the 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.

Note: If your children used *Super Safari 1*, ask *What colour?* for each flashcard and say, e.g. *Show me something red.*

- 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



PB p6 Listen and act.

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 T95

Practice



PB p6 Listen and colour.

Aim: to practise new instructions and listening

- 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 T95



AB p6 Listen and circle.

Aim: to practise new instructions, listening and pencil control

- Help the children find AB page 6. Point to the first picture in row 1 and say/ elicit *Shake hands*. Point to the second picture. Say/ Elicit *Say 'hello'*.
- 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 T95

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 practise numbers 1 to 6, colours and language from *Super Safari 1*; 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* (from *Super Safari 1*: *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* if the children didn't use *Super Safari 1*. 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 p7 Listen and sing.

Aim: to practice numbers, colours and language from *Super Safari 1* 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 7 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 T95

Revision

4 **AB p7** 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 7. 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*.