



Aims

- to present and practise features of a room and furniture; to practise responding to *What is it?*

New language: *room, toy box, bookcase, lamp, mat, window, door*

Recycled language: *toys, book, I've got ..., This is my ..., colours, numbers 1 to 6, chair, computer, board, desk, I like (your room), big, park*

Materials: CD 1, a box (if possible a toy box) with a doll, a toy car, a ball, a puzzle and a storybook inside, flashcards (room, computer, board, desk), sticky tack, coloured pencils

Optional: a room with the four features from the lesson in it (e.g. a window, a mat, a bookcase and a lamp), *Super Safari 1* flashcard (chair)

Language competences: The children will be able to name features of a room and furniture.

- 1 **AB p24** Look, trace and colour.
Say the words.

Aim: to practise features in a room, furniture and pencil control

- Review the new words by saying, e.g. *Point to the window*. The children find the item in the picture and point. They say the word. Say *Look and trace*. They trace each thing. Circulate and check they are using the correct pencil grip. Ask individuals *What is it?*
- The children then colour the picture.

Warm-up

Aim: to review *I've got ..., toys, colours and book and present toy box*

- Show the box. Say *This is my toy box*. Lift the lid and peer inside. Say *I've got ...* Elicit ideas. When someone guesses one of the items, take it out and say, e.g. *Yes! I've got a ball. This is my ball*. The children repeat the word. Give the ball to the child who guessed. Ask *What colour is the ball?* Repeat for all the items.
- Show the empty box and say *Oh no! My toys! Where's my ball?* The children say the child's name. Say, e.g. *My ball, please (name)*. The child comes to the front. Point to the box and say *In the toy box, please*. Repeat for all the toys.

Presentation



PB p24 Listen and point. Say the words.

Aim: to present *room, features in a room and furniture and practise responding to What is it?*

- Point to the picture on PB page 24 and say *My room*. Gesture at the room the children are in

and say *Our room. Room*. The children repeat.

- Point to known items in the picture and ask *What is it?* The children say, e.g. *(A) chair*. Say *Listen*. Play the audio. The children just listen.
- Point out the numbered items and say *Listen and point*. Play the audio. The children point. Play the audio again. The children point and say.

Audio script page T96

Practice

- Show the room flashcards and the flashcards *computer, desk and board* from Unit 1. (Note: If you have *Super Safari 1* flashcards, include *chair*). Say each word. The children repeat. Show the flashcards in different orders. The children say the correct word.
- Put sticky tack on the back of each flashcard if you have that item in your classroom. Call a volunteer to the front. Give him/her a flashcard and say *What is it?* The child replies, e.g. *Bookcase*. Gesture around the room and ask *Where's the bookcase?* Help the child to find the bookcase and stick the flashcard on it. Repeat with different volunteers and flashcards.
- Choose a different volunteer. Say, e.g. *The bookcase, please*. The child finds the bookcase flashcard, takes it off and hands it back. Repeat until you have collected all the flashcards.

Extension activity

Aim: to practise room words and play an action game

- If possible, move your class into a room with four items from the lesson in it (e.g. *a bookcase, a window, a lamp and the door*) and plenty of space. Alternatively move the children's desks and chairs to the back of your classroom so that they can move freely.
- Divide the class into four teams. Name them Leo, Mike, etc. They stand in the centre.
- Say, e.g. *Leo! Run to the window*. The children in the Leo team run to the window. Repeat for the other teams with different items. The children work together and help each other get to the correct place/object. Play until they are all following with ease.

Ending the lesson

Aim: to review room words and *What is it?*

- Point to different items in the classroom (e.g. *window, chair, door*) and ask *What is it?* Volunteers reply.
- Call volunteers to find items from the lesson. Say, e.g. *Yoris, touch the door*. The child stands up and touches the door.

Aims

- to present *Where's ...? It's in/on/under the ...*; to say a chant

New language: *Where's ...? It's in/on/under the ...*

Recycled language: features in a room, furniture, numbers 1 to 6, *look, room, colours, book, ball, T-shirt, What is it?*

Materials: CD 1, flashcards (room, numbers), a toy box, sticky tack, Yes/No cards, the puppet (Polly), coloured pencils or crayons

Optional: a soft toy (e.g. a teddy bear)

Language competences: The children will be able to respond to *Where's ...?* They will be able to join in with a chant.

Warm-up

Aim: to review room words and *What is it?*

- Put sticky tack on the back of each number flashcard. Show 1. The children say the number. Go to the window and say *What is it?* The children say *Window*. Stick the flashcard. Say *Look! Window is 1*. Repeat for the other numbers. If you don't have all these items, stick the flashcards for the missing ones on the board, each with a number next to it.
- Say, e.g. *One. What is it?* The children say *Window*. Make groups and number them 1 to 6. They go to the item with the same number. They take turns to point at the item and ask and answer *What is it?* Clap your hands and say *Change!* They move to the next item and repeat the exchange. Continue in this way.

Presentation



PB p25 Listen and circle. Chant.

Aim: to present *Where's the/my ...? It's in/on/under the ... and say a chant*

- Point to the picture on the left on PB page 25. Ask *Where's the toy box?* The children point. Repeat for *bookcase, rabbit, doll* and *ball*. Ask

Where's the green book? Help them say *Under the bookcase*. Repeat for *mat* (*Under the toy box*).

- Point to the picture on the right and ask *Where's the green book?* (*On the bookcase*) and *Where's the mat?* (*On the toy box*).
- Say *Listen and circle*. Explain in L1 that the children need to listen and circle the correct picture. Play the chant. The children listen. Ask them to point to the correct picture (the one on the left). Check before they circle.
- 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.

Audio script page T96



AB p25 Listen and colour. Say the sentences.

Aim: to practise *Where's my ...? It's in/on/under the ... and furniture/features of rooms*

- Point to the book, the ball and the T-shirt on AB page 25 and ask *What is it?* The children say the words. Ask *Where's my book?* to elicit *In the bookcase*. Repeat for *ball* and *T-shirt* (*On the toy box, Under the mat*).
- Say *Listen and colour*. Make sure the children understand that they have to listen and colour the things. Play item 1 on the audio. The

children show you the correct crayon, then colour the book. Repeat for items 2 and 3.

Audio script page T96

Extension activity

Aim: to practise numbers and *Where's ...?*

- Show the children the soft toy and say *This is my toy. It's (name)*. Make the toy wave and say *Hello*. The children say *Hello, (name)*. Explain in L1 that the toy wants to play hide and seek with them.
- Ask the children to close their eyes and help them count aloud to six. Make sure no one is looking. Hide the toy in a position the children can describe. Ask *Where's (name)?* The children look for the toy. If you have a large class, choose three or four volunteers to look. Encourage the seekers to say *Where's (name)?* and suggest places to look.
- The child who finds the toy hides it in the next game.

Ending the lesson

Aim: to practise *Where's ...?*

- Give out the Yes/No cards. Say *Show me 'No'*. The children hold up the correct card. Repeat for Yes. Put on the puppet. Make her fly somewhere, e.g. under your desk. Make a false sentence, e.g. *Polly's on my desk*. The children hold up their No card. Ask a volunteer to correct (e.g. *Under*). Make a complete sentence, e.g. *Polly's under my desk*. Repeat, flying Polly to different places. Mix correct and incorrect sentences.
- Make Polly say *Goodbye* to end the class. The children wave and say *Goodbye, Polly*.



Aims

- to present and practise *Where's my rabbit?*, *Look in/on/under ...*, *Ah, here it is*; to practise following instructions

New language: *rabbit*, *Look in/on/under the ...*, *Ah, here it is*

Recycled language: *Where's my (rabbit)?*, features of rooms, furniture, instructions (*Smile, Shake hands, High five, Open your book, Kick a ball, It's a goal, etc.*)

Materials: CD 1

Optional: four of your possessions (which the children can name)

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

Ah, here it is! Point to the second picture. Elicit *Look under the mat*.

- Say *Listen and circle*. *Ah, here it is* or *Look under the mat*? Play the audio. The children draw a circle around the second picture. Elicit *Look under the mat* from individual children.
- Repeat for the second row of pictures.

Audio script page T96

Extension activity

Aim: to practise *Where's my ...?*

- Put four possessions on your desk. Choose four volunteers to hide the items. Tell them to come and fetch you when the items are hidden. Go out of the room.
- Come back and start seeking. Ask, e.g. *Where's my pen?* The children can sing a song (as in the Warm-up) to let you know if you are close to the item or not. When you find an item, say *Ah, here it is!*

Warm-up

Aim: to review *Where's my ...?*

- Ask a volunteer if you can borrow his/her pencil case. Tell the class that you are going to play hide and seek. The volunteer waits outside the room.
- Hide the volunteer's pencil case somewhere – ask the children to help you decide but give them known options, e.g. *In the box? Under the window? On the board?* When you have hidden the pencil case, tell the class that they mustn't say where the item is or look at the hiding place. The volunteer comes back and looks. Encourage him/her to ask *Where's my pencil case?* If the child is having difficulty, the class helps by singing. They sing quietly if he/she is not near the pencil case but get louder as he/she gets closer.

Play the next two lines of the audio and repeat the mimes. Play the next line *Look in the toy box* and mime rummaging in a box. For *Ah, here it is* mime hugging a soft toy and look happy (as in picture 4). The children copy. Play the next part of the audio. Repeat the mimes.

- Play the audio without pausing, doing the mimes with the children. Repeat several times. Then play the audio for the children to mime without your help.
- Say the sentences with variations, adding in known instructions. The children follow.

Audio script page T96

Practice

 **PB p26** Listen and colour.

Aim: to practise new instructions and listening

- Say *Listen and colour*. Remind the children in L1 that they have to colour the dots below the pictures. Play the first line of the audio and point to the dot next to picture 2. Then play the rest of the audio, pausing for children to colour the dots. Point to each picture and elicit the colour and the sentence.

Audio script page T96

 **AB p26** Listen and circle.

Aim: to practise new instructions, listening and pencil control

- Point to the first picture on AB page 26 and elicit

Ending the lesson

Aim: to practise the chant

- Play the chant from the previous lesson (CD 1, Track 38). Do the following mimes: *Where's my...?* = Scratch your head.
Look, look, look! = Hold your hand above both eyes and move your head.
It's under the bookcase/toy box. = Left hand held out in front of you, point under this hand with your right index finger.
It's on the mat. = Left hand in same position, point to the top with your index finger.
It's in my room. = Open your arms wide, indicating the room you are in.
- Play the chant again. The children join in and practise the mimes.

Presentation

 **PB p26** Listen and act.

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

- Point to the rabbit in picture 4 on PB page 26 and ask *What is it?* Practise *rabbit* with the class.
- Play the first line on the audio *Where's my rabbit?* and scratch your head. Encourage the children to copy. Repeat for *Look under the mat*.

Aims

- to revise features of a room, furniture and positions; to sing a song

New language: *messy, My (doll) is in/on/under the (bookcase), on the floor/bed, clothes*

Recycled language: *I like my room, bookcase, door, doll, toy box, T-shirt, computer, book, shoes, crayons, table, blue, orange, red*

Materials: CD 1, flashcards (room)

Optional: nine objects, such as soft toys, dolls, toy cars, books, a box, a mat, a bag

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

Warm-up

Aim: to present *messy*, review parts of a room, furniture and objects and encourage the children to listen to the initial sounds of words

- Focus on the picture on PB page 27. Say *Wow! Look at this room!* Ask in L1 if the room is tidy or messy. Say *It's messy. A messy room.*
- Review items in the picture by pointing and asking *What is it?* or by saying, e.g. *Where's the computer?* (the children point or say, e.g. *In the toy box*). Include *bookcase, door, doll, T-shirt, book, shoes, crayons* and *table*.
- Play *I-spy*. Choose an item in the picture, without saying what it is. Say *I spy with my little eye, something beginning with...* Make the initial sound, e.g. if the word is *doll*, say /d/ (not the letter name). Repeat the sound. The children guess. If they can't guess, give clues, e.g. *It's on the bookcase.*

Presentation



PB p27 Listen and sing.

Aim: to review room words, present on the floor/bed and sing a song

- Use the picture on PB page 27 to present on the bed and on the floor. Say *This is a messy room. It's messy.* Elicit a translation in L1.

- Play the song. The children only listen the first time.
- Play the song again. Point to the different items as they are mentioned. The children copy.
- Play the song again, pausing to teach each line. You can also use the karaoke version. The children sing and point to the items in the picture.

Audio script page T96

Practice



AB p27 Listen again. Draw your room.

Aim: to practise the song and review language from the unit

- Show the room flashcards and elicit the words. Stick them on the board. Tell the children in L1 that they are going to draw their bedroom. Ask them *Is your room messy? What's on the floor?* Point to the flashcards and tell the children they can draw some or all of these things.
- Play the song while the children draw. Circulate and ask individuals, e.g. *Is this the door? What colour?* Encourage them to tell you about their picture, e.g. *This is my bed. This is my window.*

Audio script page T96

Extension activity

Aim: to practise *My ... is in/on/under the ...* and careful listening

- If possible, move your class into an empty classroom with a bookcase, a toy box, a bag and a mat at one end. Alternatively, move the furniture in your classroom so that the children can move freely.
- Divide the class into three teams. Number them 1, 2 and 3. Ask the teams to stand in lines at the other end of the room.
- Show the objects (soft toys, dolls, etc.). Elicit the words. Put three objects in front of each team. Say *Oh no! My dolls, my books ... Very messy!* Tell the children they are going to play a game to help you tidy up.
- Give an instruction to the first team, e.g. *One. My rabbit is on the bookcase.* The first child in the line, consulting teammates if necessary, picks up the rabbit, runs and puts it in the right place. If it is in the correct place, award a point to the team. Give an instruction to team 2, then team 3, using a variety of prepositions (e.g. *under the mat, in the toy box, on the toy box, in the bag, on the mat, in the bookcase*). Take turns in this way. The team with the most points at the end wins.

Ending the lesson

Aim: to practise the song

- Play the song again (CD 1, Track 43). The children join in and point to the items on PB page 27.
- Say *This classroom is messy! Let's tidy up.* The children help you tidy up.



Aims

- to present a picture story; to review language from the unit

New language: *story, Dad, Be patient, Eat your food, Tidy up, Wash your face/hands, Goodnight*

Recycled language: language in the song, *please, Go to sleep, Wake up*

Materials: CD 1, a doll, a T-shirt, a laptop computer, a pair of shoes, some clothes, several books, three crayons (blue, orange and red), coloured pencils or crayons, the puppet (Polly)

Optional: CD of relaxing music

Language competences: The children will be able to listen and follow a picture story.

Warm-up

Aim: to review language from the song

- Ask the children what the bedroom in the unit song was like (messy).
- Show objects from the song – a doll, a T-shirt, a computer, etc. (see Materials, above). Elicit the words. Play the song (CD1, Track 43). The children join in. Pick up the objects when they are mentioned.

Presentation



PB pp28–29 Story: Goodnight Dad

Aim: to listen and follow a picture story

- Point to the characters in the first picture on PB page 28 and ask *Who's this?* The children say (*It's*) *Gina*. Ask who they think the other giraffe is. Explain that it is Gina's dad. Present or review *Dad*. Tell the children the title of this story is *Goodnight Dad*. Explain the meaning of *Goodnight*. Practise saying the word with the class. Ask the children what they do before they go to bed and which stories they like.
- Give the children time to look at the rest of the pictures and elicit ideas about what's happening. Ask what Gina is doing in the final picture. Present and practise *story*.
- Play the audio. The children point at the pictures as they listen.

- Play the story again, stopping after each picture. The children explain what's happening in L1 (Gina wants her dad to read her a story, but first she has to finish eating, tidy her room and wash her face and hands. Then her dad falls asleep before he can read a story!). Elicit translations for *A story please, Dad* and *Be patient*. If your children used *Super Safari 1*, review *Eat your food, Wash your face/hands* and *Tidy up*.

Audio script page T96

Practice



AB p28 Listen and colour the correct circles.

Aim: to listen and identify the correct picture

- Point to each picture on AB page 28 and say *Listen and colour the circle*. Remind the children that they have to colour one of the circles, depending on which picture matches the lines they hear. Play the audio for number 1. Confirm the answer (the first picture).
- Play the audio again. Check as the children colour in the circle.
- Point at the second row of pictures and play the audio. The children colour the circle next to the second picture.
- Play the audio again. The children repeat the lines.

Audio script page T96

Extension activity

Aim: to practise *Goodnight, Go to sleep, Wake up* and parts of the body

- If possible, move your class into the school gym or an empty classroom.
- If the children haven't used *Super Safari 1*, teach *Go to sleep* and *wake up* by miming the actions.
- Play the traditional party game *Sleeping lions* with the children. Put on the CD of relaxing music and say *Goodnight! Go to sleep*. All the children lie down and keep as still and quiet as possible. Walk amongst the 'sleeping lions' and try to make them 'wake up' by talking to them/making them laugh. If a child moves or giggles, he/she is 'out' – say *Wake up (name)!* If he/she moved, e.g. a hand, say *Your hand!* The child gets up and helps you to try and 'wake' the other children. The winner is the child who keeps still and quiet the longest.

Ending the lesson

Aim: to practise *Goodnight, Go to sleep and Wake up*

- Teach/Revise *Go to sleep* and *Wake up* by miming the actions. Say *Goodnight! Go to sleep!* Encourage the children to put their heads down on their desks as if asleep. Tell them to keep as still as they can. Then say *Wake up!* Teach the children to sit up and open their eyes.
- Put on the puppet. Explain that Polly is tired. Encourage the children to help you say *Goodnight, Polly! Go to sleep!* Make Polly go to sleep and snore comically. The children shout with you *Wake up, Polly!* Make Polly wake up with a start.

Aims

- to talk about the meaning of a story; to review language from the unit

Recycled language: features of a room and furniture, language from the story, numbers 1 to 6

Materials: CD 1, flashcards (room), Unit 3 stickers (lamp and bookcase), the puppet (Polly), a home-made spinner (with dots for numbers 1–6) and a toy for each pair of children

Optional: Gina character mask, a storybook, two plastic or paper plates, a box with toys in, a hand towel

Language competences: The children will be able to appreciate the values shown in the story. They will practise saying *Be patient*.

Warm-up

Aim: to review features of a room and furniture

- Review features of a room and furniture with the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the room flashcards.

Practice

5

CD 1
46 PB pp28–29

Story: Goodnight Dad

Aim: to review the story

- Ask the children to tell you what they remember about the story in L1.
- Play the story again, pausing after each picture to ask what Gina and her dad are saying.
- Help children find the stickers for Unit 3 at the back of the PB. Say *Bookcase*. The children point to the correct sticker on the sheet. Repeat for *Lamp*.
- Point to the picture on PB page 29. Say *Where's the lamp?* The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T96

Story values PB pp28–29

Aim: to think about the meaning of the story: being patient

- Tell the children to count how many times Gina says *A story, please*. Play the story again, up to picture 5. Count with the children (four). Play the rest of the story and ask how Gina feels at the end (sad) and what her dad is doing (sleeping). Talk about how Gina is patient in the story. Ask the children for examples of times when they have to be patient at home and at school (e.g. when taking turns, when their parents/carers are speaking on the telephone, when they are waiting for a birthday or holiday to arrive).

6

AB p29 Complete the faces (☺ or ☹).

Colour the pictures.

Aim: to apply values from the story to new situations

- Tell the children in L1 *Look at the pictures and think*. Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile and if a picture shows the wrong thing happening, they should draw a sad face. Point out that the boy in the first picture has not been patient and has knocked the ice cream out of the girl's hand. The children draw an unhappy face for the

first picture. Elicit that the boy is being patient and waiting for his turn in the second picture. The children draw a happy face for the second picture. Circulate and check.

Extension activity

Aim: to reinforce understanding of the story

- Invite two volunteers to the front. Assign them the roles of Gina and her dad. The child playing Gina puts on the character mask. Play the story. The children act out the story along with the CD, using props of plates (for picture 1), the box and toys (to tidy up for picture 2), a towel (for Gina to pretend to wash) and a storybook (for the ending of the story). Encourage the children to join in with the CD (CD 1, Track 46).
- Invite another pair of children to come to the front and act or repeat with the class working in pairs at the same time, with Gina miming eating, tidying up, washing, etc.

Ending the lesson

Aim: to practise turn-taking, being patient and numbers 1 to 6

- Give a spinner to each pair of children. Let them practise spinning it and counting the dots in English. Circulate and help.
- Give a toy to one child in each pair. Tell the other child it's his/her turn to play with the toy when he/she spins a six. The first child plays while the other child spins the spinner, saying the numbers in English. When he/she gets a six, they swap over. Circulate and help with the numbers. Say *Be patient* to any children who are waiting for a long time to get a six.



Aims

- to integrate other areas of the curriculum through English: Social science

New language: *tidy* (adj)

Recycled language: *messy*, language from the song

Materials: CD 1, flashcards (room), the puppet (Polly), materials for the project (large pieces of pale coloured paper with a room outline and window predrawn in the middle – one per child, coloured pencils or crayons), *Super Safari 1* CD1

Optional: Music for the song *Wind the bobbin up* (without words)

Language competences: The children will be able to talk about the furniture and features of their room.

Warm-up

Aim: to review *messy* and practise the song

- Point at the room on PB page 27 and say *Oh no! It's ...* The children say *Messy*. Ask about the position of different objects in the picture (e.g. *Where's the T-shirt? Where are the crayons?*).
- Play the unit song (CD 1, Track 43). The children join in and point to the items in the picture as they are mentioned.

Presentation



6 **CD 1** **48** **PB p30** Listen and point. Draw and say the words.

Aim: to present *tidy* and review *messy*

- Ask the children to look at PB page 30. Say *Look! Rooms! Listen and point*. The children listen and point to each photo in turn. Elicit the meaning of *tidy*. The children practise saying the word.
- Point to the faces at the bottom of the page. Tell the children to draw a sad or happy mouth on each one. Circulate and check their work.
- Talk in L1 about the importance of keeping the classroom/their rooms tidy.

Audio script page T96

Practice



7 **AB p30** Make a poster of your room.

Aim: to make a room poster and review language from the unit

- Point to the pictures on AB page 30. Explain in L1 that they are all going to make a picture of their rooms. Ask questions about their rooms, e.g. *Where's the computer? What colour's the door?* Call on volunteers to say which is their favourite thing in his/her room.
- Hand out the coloured pencils/crayons and the coloured paper. Have the children draw and colour their room. Circulate and ask questions (e.g. *What is it? What colour? Where's the window?*) The children answer according to their ability.
- Have the children present their finished posters and ask about the position and colour of furniture and objects.

Extension activity

Aim: to review language from the unit and sing a traditional song

- Teach the children the song *Wind the bobbin up*, with the following lyrics:
*Wind the bobbin up, wind the bobbin up.
Stamp your feet. Wave your hands.
Wind it back again. Wind it back again.
Stamp your feet. Wave your hands.
Point to the bookcase.
Point to the floor.
Point to the window.
Point to the door.
Clap your hands together – 1, 2, 3!
Put your hands down on your knees.*
- Teach actions for each line.

Note: For *Wind the bobbin up*, mime winding a ball of wool with your hands, for *Wind it back again* mime winding the wool in the other direction.

Ending the lesson

Aim: to review *tidy up*

- Ask the children to help you tidy up the things you used for the project activity and their own possessions. Say, e.g. *Tidy up the room. Tidy up (the crayons)!* If your children used *Super Safari 1*, play the *Tidy up!* song (CD 1, Track 13).

Aims

- to review language and values from the unit; to encourage children to reflect on their learning

Recycled language: features of a room, furniture, colours, *It's in /on/under the ...*

Materials: CD 1

Optional: flashcards (room), pictures/flashcards from *Super Safari 1* (chair and desk), materials to make junk models of furniture/objects from the unit (e.g. pieces of thick cardboard, bits of material, cardboard boxes, packets and tubes, sticky tape/glue, paints and brushes) or building blocks, a model you have already made (e.g. of a lamp)

Language competences: The children will be able to use language from the unit. They will be able to reflect on their learning.

Warm-up

Aim: to review language from the unit and encourage the children to listen to the initial sounds of words.

- Play *I-Spy* with known items in the classroom (see page T27, Warm-up).

Revision

7 Think! **PB p31** Spot the difference. Circle the objects and say.

Thinking skills: Comparing

- Point to the table in the first picture on PB page 31. Ask *What is it?* The children say *Table*. Explain in L1 that the children need to find the difference between this picture and picture 2. Say *Look at 1. Where's my ball?* Elicit *Under the table*. Repeat for picture 2 (*On the table*). Show the children how to circle the ball in picture 2.
- Point to the second row of pictures and ask *What's different?* Circle. Let the children find the difference and circle it in the fourth picture. Circulate and help.
- Elicit sentences for the pictures by asking *Where's my book?* (*It's on the table/It's under the table*).

If time, the children can practise talking about the pictures in pairs. Child A points to a picture and asks, e.g. *Where's my ball?* Child B answers, e.g. (*It's*) *under the table*. Then they swap.

8 **AB p31** Say the words. Colour the circles.

Aim: to create a record of learning

- Point to the pictures on AB page 31. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to make junk models of furniture

- Show the junk model you have made and ask *What is it?* The children say, e.g. (*A*) *lamp*. Explain in L1 that they are going to make a model of one of the things from the unit. Show the flashcards (mat, lamp, bookcase, toy box) and pictures/flashcards from *Super Safari 1* (chair, desk).
- Hand out the materials – children can work individually or in pairs. Circulate and help with cutting and sticking as necessary. Ask individuals *What is it?* to practise words and ask the children to find the item in the classroom, e.g. *Where's the ...?*
- The children can show their classmates the finished models and say, e.g. *This is my bookcase. It's green*. Encourage the children to compliment their classmates (e.g. *I like your bookcase. Well done!*)

Note: You can start some models yourself and provide the missing pieces for the children to paint and stick on. If you do not have enough materials for the children to make models, you could use building blocks.

Ending the lesson

Aim: to review language from the unit

- Play the children's favourite game from the unit or sing the unit song (CD 1, Track 43).

Phonics

- See page T82 for Unit 3 Phonics.

Review

- See page T91 for Unit 2 & Unit 3 Review.