

Aims:

- to present and practise character names; to practise saying *Hello*

New language: *Hello, Gina, Polly, Leo, Mike, Goodbye*

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

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

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*.
- Turn to one of the children and say *Hello*, (name). He/She replies *Hello*. Encourage the child to say *Hello*, (name) to his/her neighbour. Continue this chain around the class. If you have space in the classroom, the children can sit in a circle for this activity. With a large class, start another chain at the back of the room/the other side of the circle so that the children who are waiting do not become bored.

Presentation



PB p4 Listen and point. Say the names.

Aim: to present characters

- Help the children find PB page 4. Point to the picture. Wave at the characters and say *Hello*!
- Say *Listen*. Play the audio. The children listen without looking at their books.
- Say *Listen and point*. Play the audio again. Show the children how to point at the characters. Say *Listen and point* again. Play the audio. The children listen and point.

- Play the audio again. The children point and say the names.

Audio script page T95

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 name.
- Teach a mime for each of the animal characters:
Gina = Standing up tall and munching leaves from a tree.
Polly = Flapping wings and squawking.
Leo = Growling and leaping.
Mike = Swinging arms and making a monkey noise.
- Do one of the mimes. The children say the correct name. Repeat with a different mime. Make the mimes as funny as you can.
- The children stand up. Say a name. They do the correct mime. Repeat several times.
- Ask the class to sit down and open their Activity Books.



AB p4 Look and trace. Say the names.

Aim: to practise character names and recognising shapes

- Help the children find AB page 4. Point to each character's head in turn and say the name. The children copy you. Repeat.

Ask volunteers to point to the heads and say all the names.

- Say *Look and trace*. Show the children how to trace the lines. They trace the lines using pencils. Monitor and make sure they are tracing and using the correct grip. Ask individual children to point at the pictures and say the names.

Extension activity

Aim: to practise character names

- Talk briefly in L1 about which of the animals has long legs, long hair, strong arms, wings, etc.
- Draw part of one of the characters on the board, e.g. Mike's tail. The children say the name of the character. Repeat with different body parts, e.g. Polly's beak, Gina's long neck, Leo's tail, Polly's feet, Gina's horns, Mike's hand, Leo's nose and mouth.

Ending the lesson

Aim: to review *Hello*

- Put on the Polly puppet and make her say *Hello* 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. The child stands up. Make Polly say *Hello*, (name). The child replies *Hello, Polly!* Repeat several times, moving around the class so that children are watching carefully to see where Polly will 'land' next.
- End the lesson by making Polly wave and say *Goodbye!* The children wave and can say *Goodbye* if they wish.



Aims:

- to present *Hello! I'm ...* and practise introducing yourself; to say a chant

New language: Hello! I'm ...

Recycled language: character names, *Hello*, *Goodbye*

Materials: CD 1, flashcards (characters), the puppet (Polly), CD of lively music, pencils, coloured pencils or crayons

Language competences: The children will be able to introduce themselves. The children will be able to join in with a chant.

Warm-up

Aim: to review *Hello* and character names

- Show the character flashcards in turn. Say the names. The children repeat.
- Show the flashcards again. The children say the names.
- Cover each flashcard with a piece of paper. Slowly reveal the picture. The children say the name when they recognise the character.
- Stick the flashcards on the board. Point to each one, wave and say, e.g. *Hello, Mike!* The children repeat. Point to the flashcards in a different order. The children wave and say *Hello, (name)*.

Presentation



PB p5 Listen and chant.

Aim: to present *Hello! I'm ...* and say a chant

- Help the children to find PB page 5. Talk about the picture briefly in L1 (ask where the children are and what they are saying and what's in the classroom). Use the picture to elicit *Hello!* Point at the girl and say *Jo*. The children repeat. Point at the boy and say *Mo*. The children repeat.
- Play the chant. Point to the girl for verse 1 and the boy for verse 2. 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

- Put on the Polly puppet. Make her say *Hello* to the class. The children reply. Make Polly look at you and say *Hello! I'm Polly*. Reply to the puppet *Hello! I'm (your name)*. Repeat.
- Make Polly fly to a child and say *Hello! I'm Polly!* Encourage the child to reply *Hello! I'm (his/her name)*. Repeat with different children. Ask them to put up their hands if they'd like to speak to Polly.
- The children stand up. Play some music. The children walk around. When the music stops, the children turn to their nearest classmate. They say *Hello! I'm (name)* to each other and wave. Start the music again. Continue until the children are confident with introducing themselves.



AB p5 Draw yourself. Say the sentence.

Aim: to practise *Hello! I'm ...*

- Draw a simple outline of a head and shoulders on the board (similar to the one on AB page 5). Point and say *I'm (your name)*. Draw your eyes, hair, nose and a smiley mouth. Wave at the picture and say *Hello! I'm (your name)*.

- Help the children find AB page 5. Point to the example drawing and the frame. Show some crayons and say *Draw yourself*. The children draw eyes, hair, mouth, etc. according to ability.
- Circulate and ask individuals to say *Hello! I'm ...* Invite volunteers to show their picture to the class and say *Hello! I'm*

Extension activity

Aim: to practise the long vowel sound 'oh' and listening skills

- If possible, move your class out into the playground, school gym or an empty classroom.
- Divide the class into two teams. Name one team Mo and the other team Jo. The teams stand at one end of the space (e.g. against one wall or behind a line). Explain in L1 that each team needs to run to the wall or line in front and touch it, then run back. The Mo team run when you say *Go Mo!* and the Jo team run when you say *Go Jo!*
- Play the game several times, encouraging the children to listen carefully for the name of their team. Ask a confident volunteer to lead the game by saying *Go Mo!* or *Go Jo!*

Ending the lesson

Aim: to practise the chant

- Divide the class into two groups. Name one group Mo and the other group Jo. They stand up and face each other. Play the chant. For the first verse, Mo group say the *Hello* lines, while Jo group say the *I'm Jo* lines. They change lines for the second verse. Encourage them to wave at each other while saying *Hello*.
- End the lesson by waving and saying *Goodbye!* The children wave. Encourage them to say *Goodbye*.

Aims:

- to present and practise responding to *Stand up, Sit down, Say 'hello'*

New language: *Stand up, Sit down, Say ...*

Recycled language: *Hello! I'm ..., character names, Goodbye*

Materials: CD 1, flashcards (characters) or character masks (AB pages 93 to 96), the puppet (Polly), pencils

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

Warm-up

Aim: to review character names and *Hello! I'm ...*

- Review the character names with the flashcards.
- Hold the flashcard of Gina in front of your face or put on the Gina mask and say *Hello! I'm Gina*. Use a 'Gina' voice. Repeat for the other characters.
- Invite four volunteers to the front. Hand out the character flashcards or the four character masks to these children. They take turns to hold their flashcard up or put on their masks and say *Hello! I'm* (the character on the card). Encourage them to use a different voice for the characters. Repeat with different volunteers.

Presentation



PB p6 Listen and act.

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

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio and do the action (*Stand up*). Encourage the children to copy you. Ask the children to sit down again. Play the first line again. Do the action along with the children. Play the next line and do the action (*Sit down*). The children copy you. Repeat for the rest of the recording.

- Play the audio again without pausing, doing the actions and saying *Hello* along with the children. Repeat this several times, until the children are following the instructions with ease. Play the audio for the children to follow the instructions without your help.

Audio script page T95

Practice

Aim: to practise new instructions and listening

- Put on the Polly puppet. Make the puppet greet the class. Then make her say *Stand up*. The children stand. Repeat with the other new instructions *Say 'hello'* and *Sit down*. The children follow.
- Make Polly give the instructions in different orders and more quickly, as the children become confident.



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 and say/ elicit *Look! Stand up*. Point to the second picture. Say/ Elicit *Say 'hello'*.
- Say *Listen and circle*. Trace a large circle in the air with your finger. Say *Draw a circle*. Encourage the children to copy you, practising the circle shape with their fingers in the air.

- Say *What can you hear?* Play the audio. *Hello?* (gesture 'yes'). Confirm the instructions in L1. Play the audio. Ask the children to point at the correct answer. They finish drawing the circle around the second picture. Circulate and elicit *Say 'hello'* from individual children.

Audio script page T95

Extension activity

Aim: to practise responding to instructions

- Pretend to be a robot. Say *Hello!* in a robot voice, sit down with arms and legs making jerky movements like a robot and stand up in the same way. Repeat, encouraging the children to copy you.
- Explain to the class in L1 that they are all robots and you are going to give them instructions. The children stand up. Give instructions (e.g. *Sit down, Stand up, Say 'hello', Say 'goodbye', Sit down*). The children follow using robot movements and robot voices. Make this into a fun game by speeding up.

Ending the lesson

Aim: to practise following instructions

- Divide the class into four groups. Name the groups Gina, Polly, Leo and Mike. Give instructions from the lesson, but naming a group each time, e.g. *Mike, stand up* (only the children in the Mike group stand up). Repeat with different instructions and character names. If your class have made the character masks, they can wear them for this game (e.g. all the children in the Gina group wear their Gina mask).
- End the lesson by asking each group to say *Goodbye*.



Aims:

- to sing a song; to revise character names and encourage children to reflect on their learning

New language: *Clap your hands, Let's go*

Recycled language: *Stand up, Sit down, Say 'hello', character names*

Materials: CD 1, flashcards (characters), coloured pencils or crayons

Optional: the puppet (Polly)

Language competences: The children will be able to join in with a song.
The children will be able to reflect on their learning.

Warm-up

Aim: to present *Clap your hands* and review classroom instructions

- Clap your hands. Encourage the children to copy. Say *Clap your hands* as the children clap. Choose individual children and say, e.g. *Elena, clap your hands*.
- Put on the Polly puppet. Make her give instructions to the class (*Stand up, Sit down, Say 'hello', Say 'goodbye'* and the new instruction *Clap your hands*). The children respond. Speed up as they become more confident.

Presentation



PB p7 Listen and sing.

Aim: to sing a song

- Help the children find PB page 7. Point to the children on PB page 7 and ask what they are doing in L1. Elicit *Hello*.
- Play the song. The children listen and point to the pictures.
- Play the song again. The children follow the instructions (they begin the song sitting down and stand up for the first line of verse 2).
- Play the song again, pausing to teach each line.
- Using L1 you may want to use the artwork as an opportunity to highlight how children can

be different but still an important part of our community. Emphasise how everybody wants to feel included and take part in all the same fun and games.

Audio script page T95

Revision



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.
- Circulate and ask individual children to say the names.

Extension activity

Aim: to practise giving instructions

- Put on the puppet. Make her greet the class and then 'sit' on your desk or a chair. Give Polly instructions and make the puppet 'follow' by doing the actions, e.g. *Stand up, Polly! Say 'hello', Polly! Clap your hands!* (Polly 'claps' her wings together), etc.
- Choose volunteers to give Polly instructions in the same way. Make the game funny by having Polly get tired/fed up as the children speed up their instructions.

Ending the lesson

Aim: to practise the song

- Play the song. The children sing along and follow the instructions.
- Wave and say *Goodbye* to end the lesson. The children copy you.