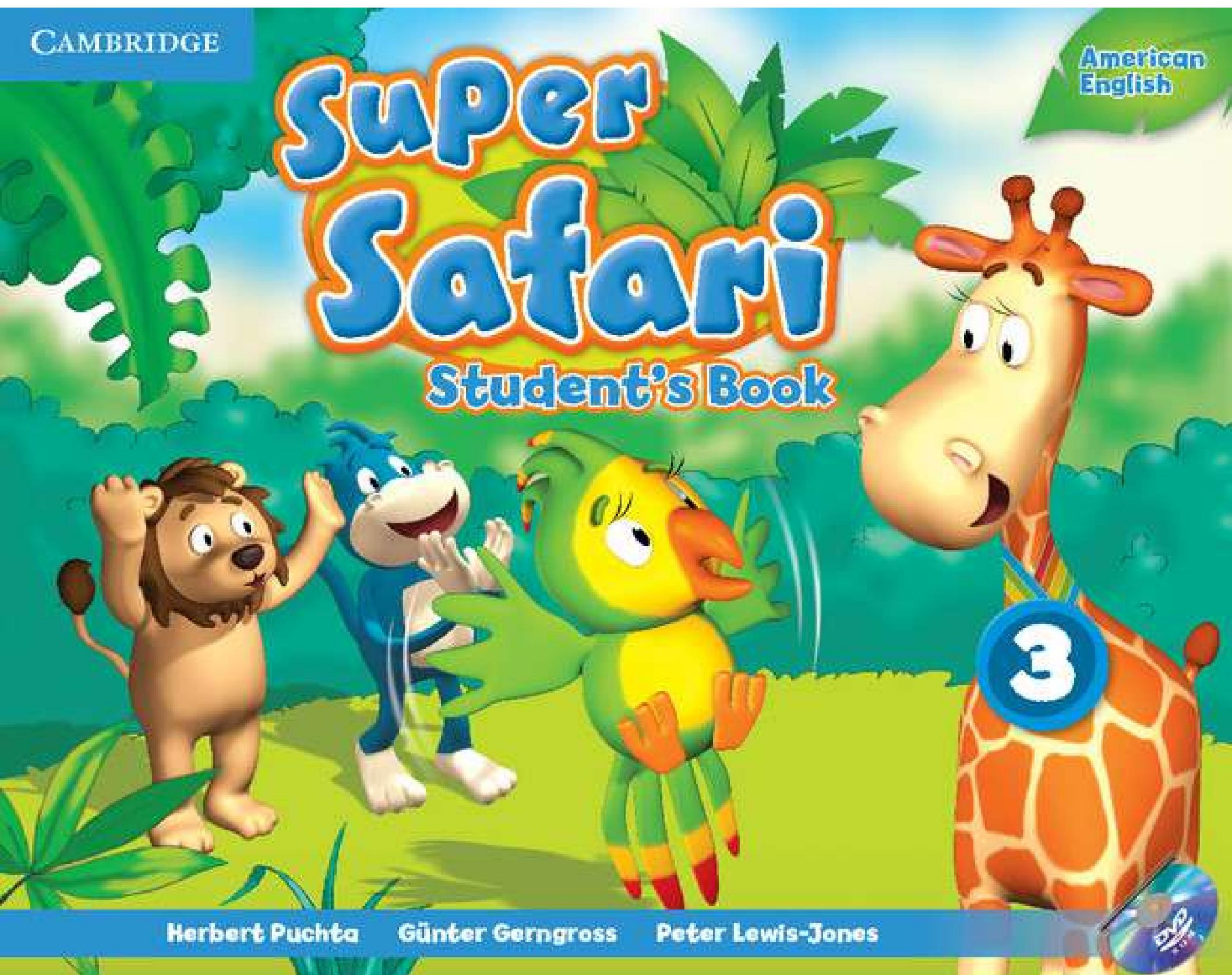


CAMBRIDGE

American  
English

# Super Safari

Student's Book



Herbert Puchta

Günter Gerngross

Peter Lewis-Jones



# Map of the book

<b>Hello! (pages 4–7)</b>				
<b>Vocabulary</b> <i>Hello! What's your name? I'm ...</i>	<b>Grammar</b> <i>red, blue, green, orange, purple, yellow</i>			
<b>Song:</b> What's your name?				
<b>1 My classroom (pages 8–15)</b>				
<b>Vocabulary</b> <i>pencil, chair, bag, eraser, book, desk</i>	<b>Vocabulary 2</b> <i>seven, eight, nine, ten</i>	<b>Story and value</b> <i>The pencil</i> Lending	<b>CLIL</b> Actions at school	<b>Thinking skills</b> Categorizing
<b>Total physical response:</b> Stand up. Put your bag on your desk. Sit down. Open your book. Pick up your pencil. Close your book.			<b>Song:</b> In the classroom	
<b>2 My family (pages 16–23)</b>				
<b>Vocabulary</b> <i>grandpa, grandma, mom, dad, sister, brother</i>	<b>Grammar</b> <i>This is my (brother).</i>	<b>Story and value</b> <i>The sandwiches</i> Sharing	<b>CLIL</b> Family trees	<b>Thinking skills</b> Organizing information
<b>Total physical response:</b> Open the door. Say hello to your mom. Sit down. What's that? Stand up. It's a sandwich.			<b>Song:</b> We're the Royal family!	
<b>3 My face (pages 24–31)</b>				
<b>Vocabulary</b> <i>eyes, ears, nose, face, teeth, mouth</i>	<b>Grammar</b> <i>I'm / You're (angry / happy / sad / scared).</i>	<b>Story and value</b> <i>The monster</i> Being nice to friends	<b>CLIL</b> Music and feelings	<b>Thinking skills</b> Interpreting feelings
<b>Total physical response:</b> Close your eyes. Put out your hands. What is it? Open your eyes. A present! You're happy! Give your friend a hug.			<b>Song:</b> Hey, little clown	
<b>4 My toys (pages 32–39)</b>				
<b>Vocabulary</b> <i>ball, kite, jump rope, teddy bear, doll, plane</i>	<b>Grammar</b> <i>I have a (ball).</i>	<b>Story and value</b> <i>The ball</i> Working together	<b>CLIL</b> Playing outside	<b>Thinking skills</b> Remembering sequences
<b>Total physical response:</b> Throw the ball. Look at the ball. Throw the jump rope. Catch the ball. Bounce the ball. Put the ball in your bag.			<b>Song:</b> I don't have a kite	



<b>5 My house</b> (pages 40–47)								
<b>Vocabulary</b> <i>bathtub, cabinet, bed, couch, table, armchair</i>		<b>Grammar</b> <i>The (doll) is (in / on / under) the (cabinet).</i>		<b>Story and value</b> <i>The cap</i> Listening to people		<b>CLIL</b> Homes		<b>Thinking skills</b> Planning and making
<b>Total physical response:</b> Where’s the cat? Listen. Look on the couch. Look under the table. No, it isn’t there. Oh, look! It’s in the cabinet!					<b>Song:</b> Put your toys away!			
<b>6 On the farm</b> (pages 48–55)								
<b>Vocabulary</b> <i>cat, horse, cow, dog, rabbit, sheep</i>		<b>Grammar</b> <i>My favorite (color) is (orange).</i>		<b>Story and value</b> <i>I like your colors!</i> Paying compliments		<b>CLIL</b> Where animals live		<b>Thinking skills</b> Categorizing
<b>Total physical response:</b> Sniff like a rabbit. Eat like a rabbit. Look! A dog! Hop, rabbit, hop! Run, dog, run! Hide, rabbit, hide!					<b>Song:</b> The animal boogie			
<b>7 I’m hungry!</b> (pages 56–63)								
<b>Vocabulary</b> <i>carrots, sausages, apples, cakes, ice cream, fries</i>		<b>Grammar</b> <i>I like / don’t like (carrots).</i>		<b>Story and value</b> <i>Cakes and ice cream</i> Eating sensibly		<b>CLIL</b> Where food comes from		<b>Thinking skills</b> Organizing information
<b>Total physical response:</b> Smell. What’s that smell? You’re hungry. Go into the kitchen. Listen. Look – fries! Take one. Eat the fry. You like fries. Yummy!					<b>Song:</b> I don’t like fries			
<b>8 All aboard!</b> (pages 64–71)								
<b>Vocabulary</b> <i>boat, train, car, scooter, bus, bike</i>		<b>Grammar</b> <i>I’m / You’re (riding) a (bike).</i>		<b>Story and value</b> <i>Oh, what fun!</i> Saying <i>thank you</i>		<b>CLIL</b> Shape pictures		<b>Thinking skills</b> Focusing on detail
<b>Total physical response:</b> You’re flying your plane. There’s a café under the plane. Land your plane. Get out and go to the café. Ask for lots of ice cream. Yummy!					<b>Song:</b> We’re having fun!			
<b>9 Party clothes</b> (pages 72–79)								
<b>Vocabulary</b> <i>hat, belt, boots, shirt, button, shoes</i>		<b>Grammar</b> <i>Let’s have (cookies / chips / salad / candy).</i>		<b>Story and value</b> <i>Nice work!</i> Cleaning up		<b>CLIL</b> Our clothes		<b>Thinking skills</b> Recognizing numbers
<b>Total physical response:</b> Walk home. Open the door. Surprise! It’s a party! Hooray! Put on your party hat. Eat cakes. Yummy! Dance with your friends					<b>Song:</b> Oh, what a wonderful party!			
<b>Phonics</b> (pages 85–94)								
<b>Unit 1:</b> “r” red, rabbit	<b>Unit 2:</b> “f” fish, family	<b>Unit 3:</b> “h” happy, hat	<b>Unit 4:</b> “g” dog, dig	<b>Unit 5:</b> “y” yellow, yogurt	<b>Unit 6:</b> “z” zebra, zoo	<b>Unit 7:</b> “c,” “k” cat, king	<b>Unit 8:</b> “ng” singing, dancing	<b>Unit 9:</b> Alphabet

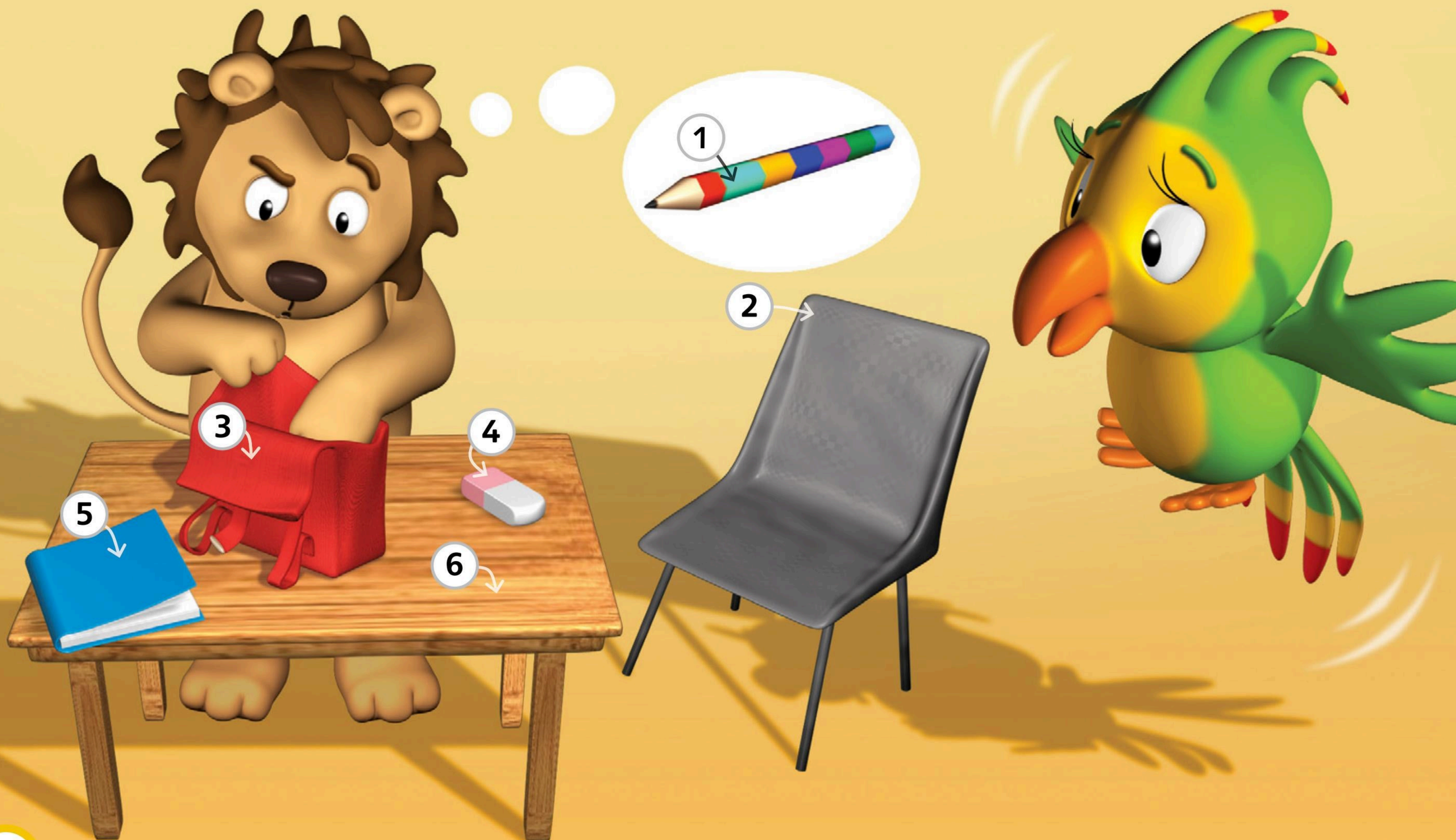


1

# My classroom

1 CD1  
07

Listen and point. Say the words.



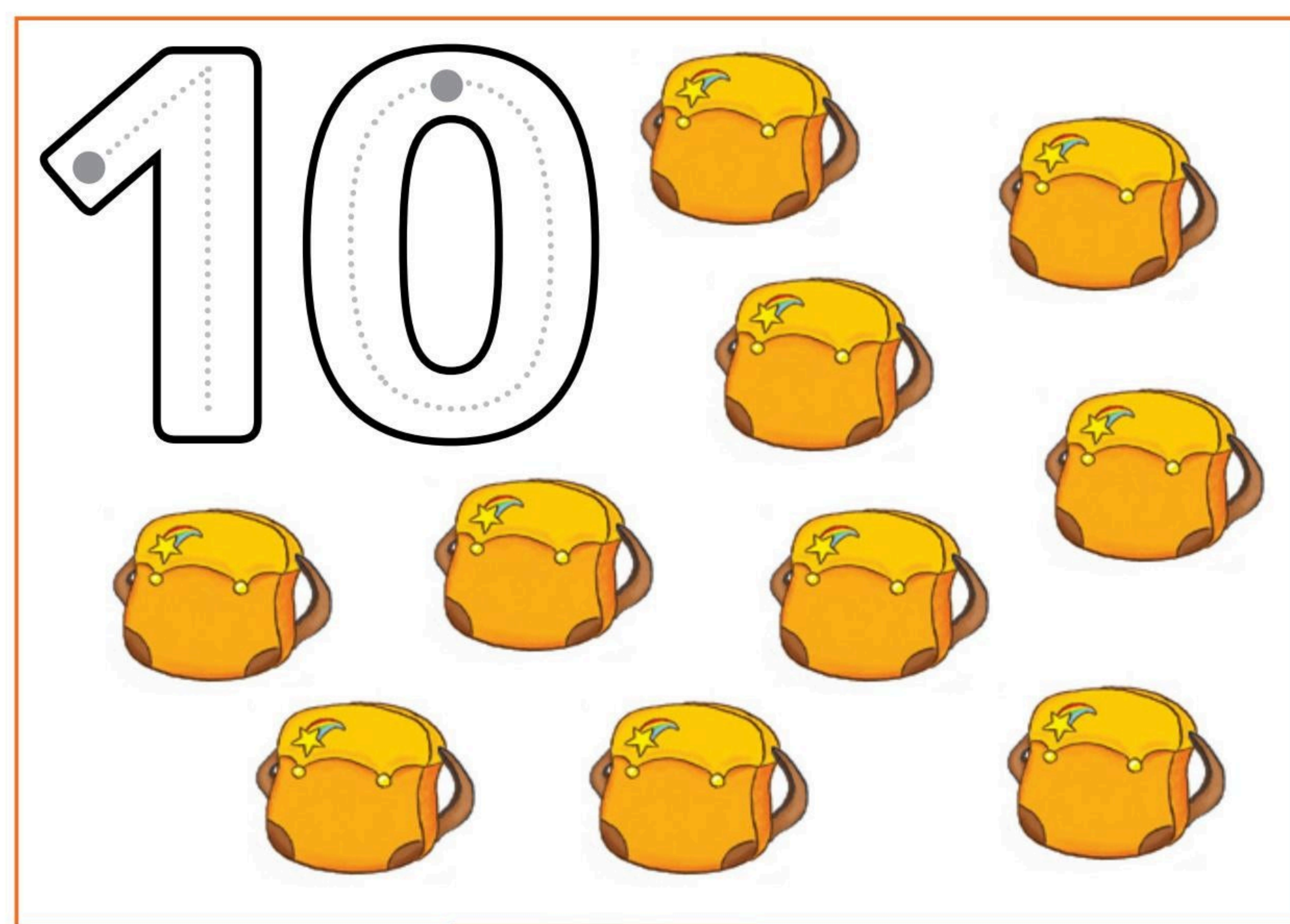
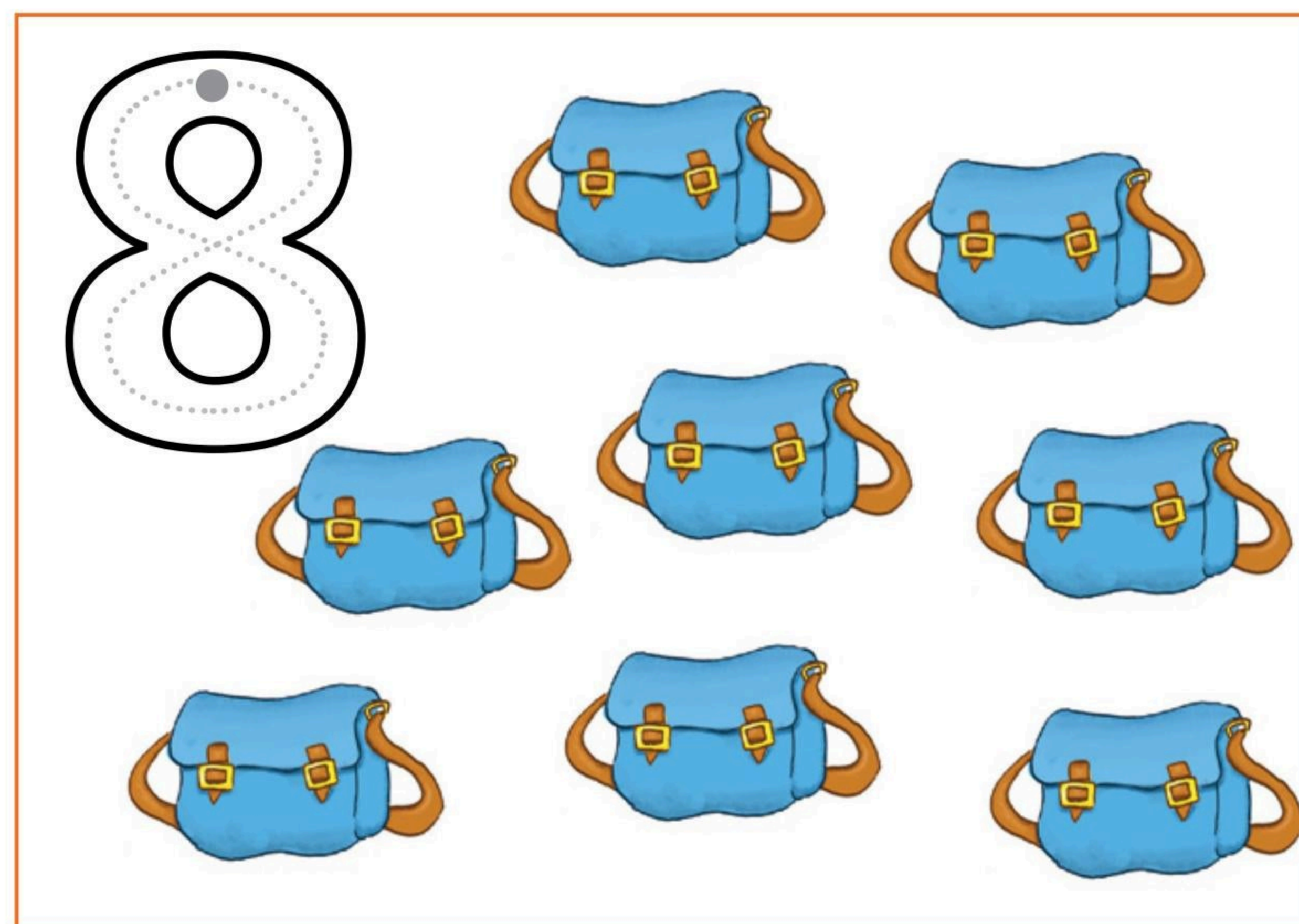
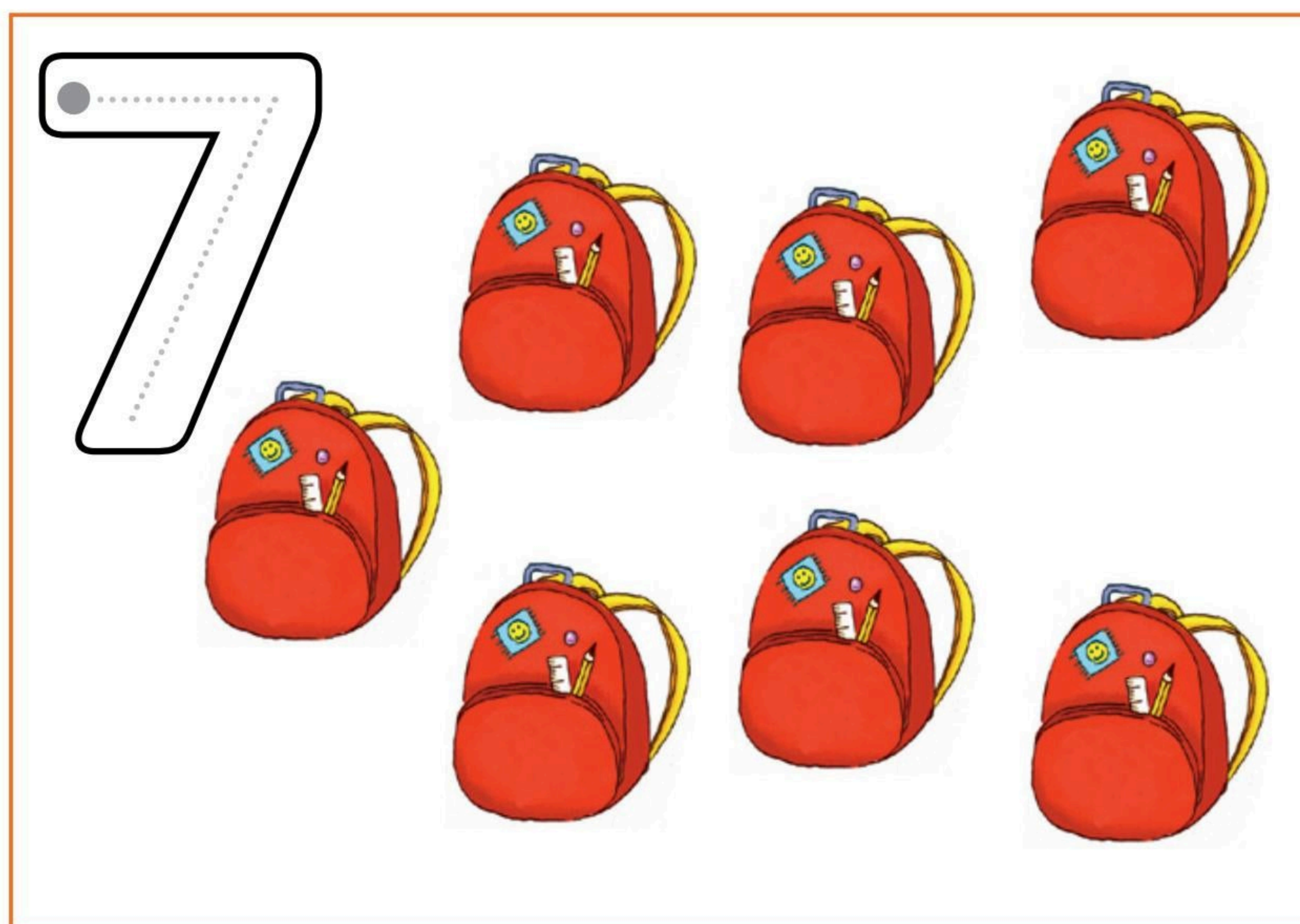
8 1 pencil 2 chair 3 bag 4 eraser 5 book 6 desk

Chant → page 80





Listen and say the numbers. Trace.



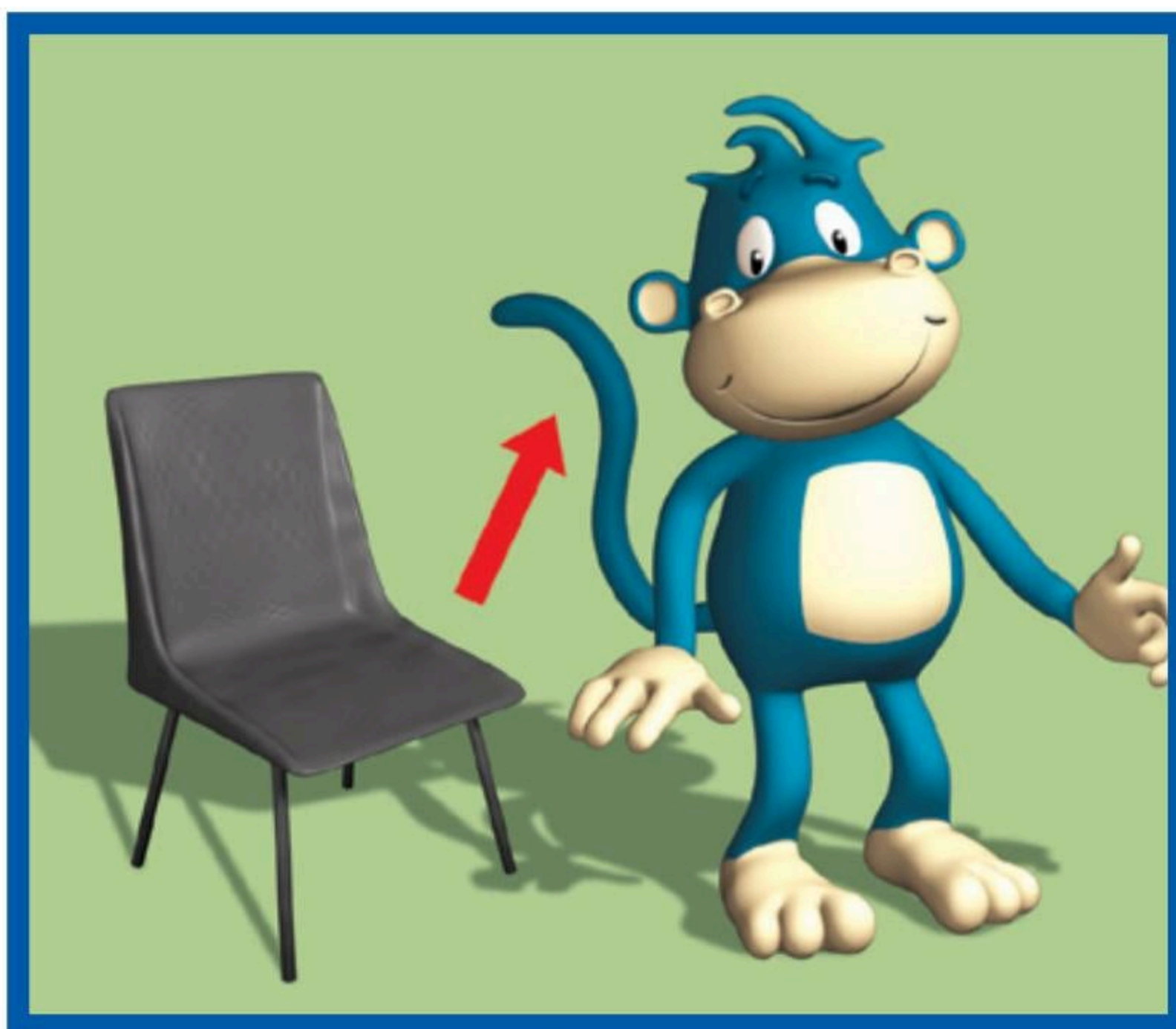
Family  
fun!

seven, eight, nine, ten





Listen and act. Listen and match.



1

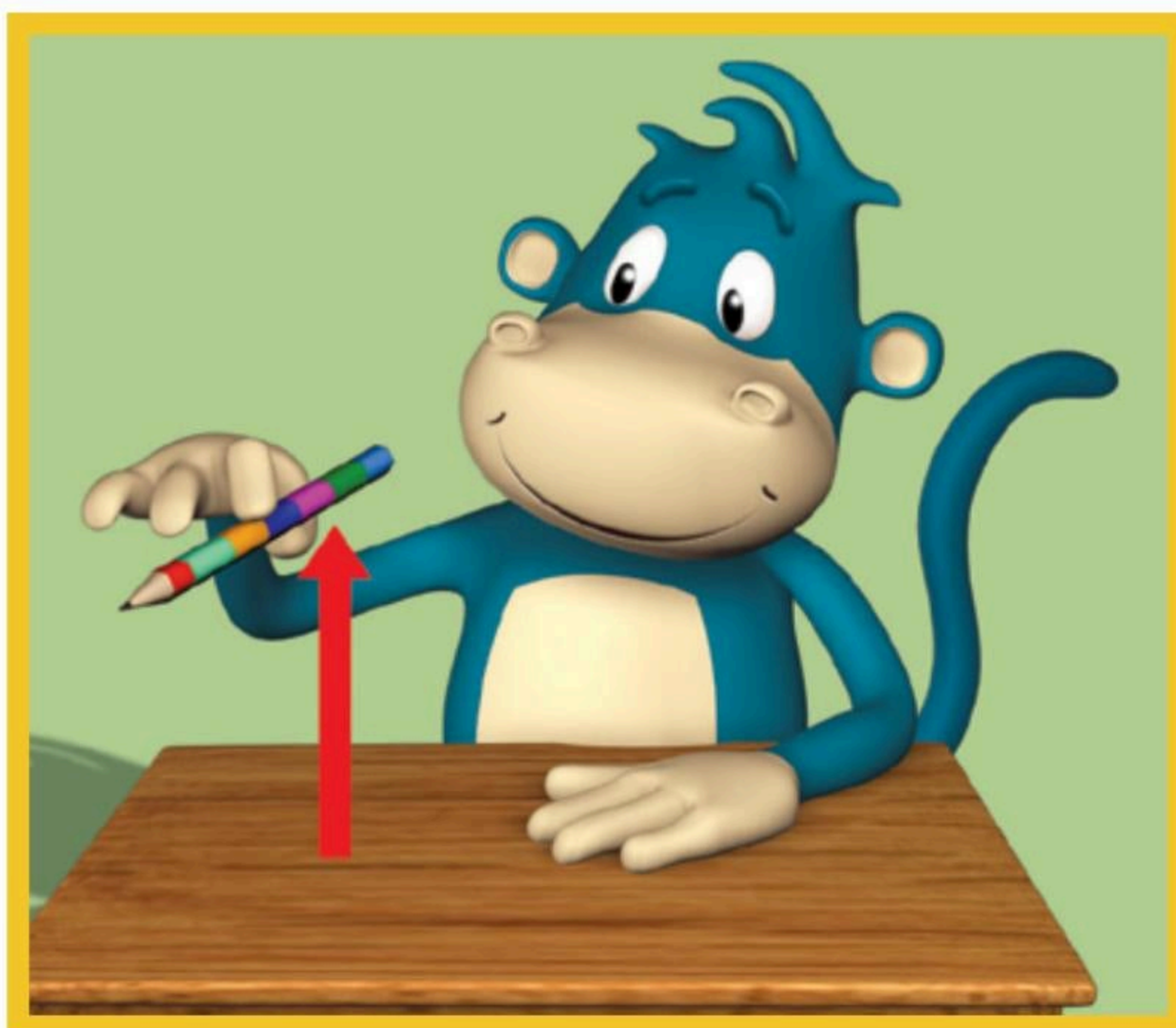
2

3

4

5

6



10

Total physical response





Listen and sing.

1



Family  
fun!

Singing for fun

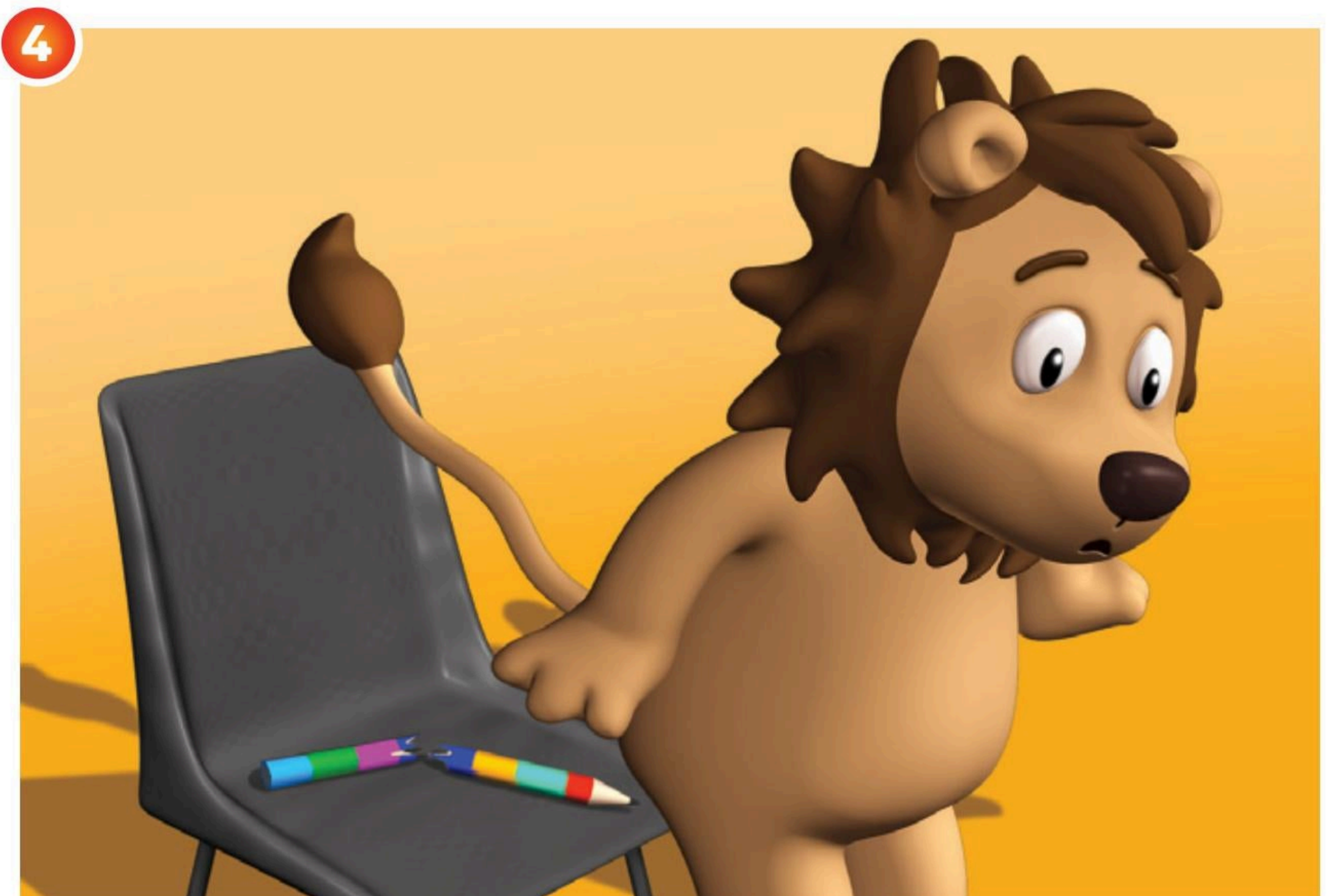
11



5 CD1  
16  
Sticker

# The pencil

Values



12 Story





Family  
fun!

Value: Lending

13



# Actions at school

**6** CD1  
17 Listen and say the words. Act it out.





7 Think! Think and color.

