

# Super Safari poster teaching tips

## Super Safari poster teaching tips. Level 1

The Super Safari posters complement each unit of the course. Below are some teaching tips for using the posters in class. As the poster will be a visual reminder of the unit language, use it as a quick warmer, or at the end of class to reinforce the target vocabulary. Use gestures and L1 as appropriate to support these activities.

### Hello!

Introduce the children to the four Super Safari characters on the poster. (*Gina, Polly, Leo and Mike.*) Point to each character and say the name. Encourage the children to say, e.g. *Hello Polly.* Using the cut-out masks at the back of Activity Book 1, the children pretend to be each character and introduce themselves to each other.

### Unit 1

Point to the four characters on the poster and ask *Who can you see?* (*Gina, Leo, Polly and Mike.*) *Where are they?* (*In the classroom.*) *What else can you see in the picture?* (*Bag, pencil, book, chair.*) *What colour/color is the book?* (*Blue.*) *What colour/color is the bag?* (*Red.*) Ask the children to find the classroom objects in their own classroom. *Find a bag! Find a book!*

### Unit 2

Ask *What can you see in the picture?* (*A painting, a flower, Gina, Polly.*) *What colours/colors can you see?* (*Red, blue, yellow, green.*) *What is Gina painting?* (*A flower.*) *What colour/color is the flower?* Point to each colour/color in the flower and say the colour/color (*red, blue, yellow, green.*) Ask *Does Polly like the painting?* (*Yes.*) Ask the children to paint or draw their own picture of a flower and say the colours/colors.

### Unit 3

Point to each character and ask *Who's this?* (*Leo and Mike.*) Point to the tablet and ask *Whose family can we see?* (*Leo's family.*) Point and say the words (*dad, mum/mom, brother, sister.*) Ask the children about their own family. *How many brothers and sisters have you got?* Ask the children to draw their own family and say, e.g. *This is my brother.*

### Unit 4

Point to each toy and ask *What's this?* (*Ball, car, puzzle, doll.*) *What colour/color is the car?* (*Blue.*) *Is it big or small?* (*Big.*) Ask *What's your favourite/favorite toy?* The children can draw it and describe it to the class, e.g. size and colour/color.

### Unit 5

Ask *What can you see in the picture?* (*A big train.*) *What colour/color is the train?* (*Green, blue, red and purple.*) *What numbers can you see?* Encourage the children to count the numbers on the front of the train (*one, two, three, four.*) Then ask the children to count four things in the classroom. They can also draw four objects and count them.

### Unit 6

Point to each animal in the picture and say the words (*rabbit, fish, bird, cat.*) Ask *How many pets are there?* Children count them (*one, two, three, four.*) Encourage the children to talk about their own pets. *Is your pet big or small? What colour/color is it?* The children create a poster of either their own pet or an imaginary pet.

### Unit 7

Invite volunteers to point to the food items in the picture and say the words (*pasta, salad, rice, cake.*) Ask the children about their food preferences. Ask, e.g. *Do you like pasta?* Using crayons, paints, or by making a collage, the children create their own posters of their favourite/favorite food and say, e.g. *I like salad!*

### Unit 8

Ask the children about the clothes in the picture. Point and say the words (*T-shirt, trousers/pants, dress, shoes.*) Ask *What is Leo wearing?* (*A T-shirt, trousers/pants.*) *What is Gina wearing?* (*A dress, shoes.*) Children take it in turns to describe what they are wearing, e.g. *It's a blue T-shirt.*

### Unit 9

Ask *What can you see in the picture?* (*Slide, roundabout/merry-go-round, seesaw, swing.*) *Which is your favourite?* Mime sliding down a slide and ask *What is it?* (*It's a slide.*) Encourage the children to mime swinging on the swing, sliding down the slide, and riding on the seesaw and on the roundabout/merry-go-round and say, e.g. *It's a swing!*



# Super Safari poster teaching tips

## Super Safari poster teaching tips. Level 2

The Super Safari posters complement each unit of the course. Below are some teaching tips for using the posters in class. As the poster will be a visual reminder of the unit language, use it as a quick warmer, or at the end of class to reinforce the target vocabulary. Use gestures and L1 as appropriate to support these activities.

### Hello!

Point to each of the characters in the picture and ask *Who's this?* (Mike, Gina, Polly and Leo.) *What is Mike doing?* (Discuss in L1.) The children can act out the scene, using the character cut-out masks at the back of Activity Book 2.

### Unit 1

Ask *Who can you see in the picture?* (Leo, Polly, Gina.) Point at the picture of the zebra on the board and ask *Who's this?* (The teacher!) *Where are they?* (At school / In the classroom.) *What else can you see in the picture?* Point and say the words (board, paper, computer, desk, crayon, pencil case). *What colour/color is the computer?* (Purple.) *What colour/color is the pencil case?* (Red and yellow.) Encourage the children to draw objects in their own classroom and say, e.g. *This is my pencil case.*

### Unit 2

Ask *Who can you see in the picture?* (Gina and Leo.) *What are they doing?* (Jumping / shaking their arms and legs.) Ask the children to pretend to be Gina and Leo and act out the scene. Shout out the parts of the body that the children need to shake, e.g. *Arms! ... Legs! ... Head! ... Feet! ... Hands! ... Body!*

### Unit 3

Ask *Who can you see in the picture?* (Gina and Polly.) *Where are they?* (In Gina's room.) *Do you like the room?* Encourage the children to say what they can see (toy box, bookcase, lamp, mat/rug, window, door, car, doll, puzzle). Invite volunteers to point to the items on the poster as they name them. Ask the children to draw their own rooms, using crayons or collage and say, e.g. *Look! A bookcase, a window, a door, a ball!*

### Unit 4

Ask *Where are Mike, Gina, Polly and Leo?* (In the jungle!) *What other animals can you see?* (Rhino, tiger, elephant, snake, spider, crocodile.) *Do you like crocodiles? What other animals do you like?* The children say the names of the animals and the sounds they make. Children take it in turns to make an animal sound for the class to guess.

### Unit 5

Point to the fruit/fruits and vegetables in the picture and ask *What's this?* (Potatoes, pineapple, carrots, tomatoes, watermelon, bananas.) Encourage the children to talk about their food likes and dislikes, e.g. *I like watermelon, I don't like carrots.* Act out chopping and preparing the fruit/fruits and vegetables with the children, like the characters in the picture. Say, e.g. *Let's chop the carrots. Mmm ... I like carrots! Now let's chop the tomatoes.*

### Unit 6

Ask *Who can you see in the picture?* (Gina and Leo.) *What are Gina and Leo wearing?* (Blue and red bags.) *Where are they?* (In town.) Point to each place in town and encourage the children to say the words (bus stop, park, school, toy shop/store, supermarket, zoo). Children take turns to be Gina and Leo. The child pretending to be Gina asks, e.g. *Leo, where's the park?* The other child points to the correct picture on the poster.

### Unit 7

Ask *Who can you see in the picture?* (Leo, Mike's mum/mom, Gina, Polly, Mike, the teacher). In L1, talk about different types of jobs and the uniform that each character is wearing. Children act out the different jobs and say, e.g. *I'm a doctor!*

### Unit 8

Point to the hot air balloon and say *Look! Mike, Polly, Leo and Gina are flying in a hot air balloon!* Point to the island and say *Look! A beautiful island!* Point to the different weather types on the island and say *It's rainy/windy/cold/snowy/hot/sunny.* Point to the different parts of the island again and say, e.g. *Is it rainy?* (Yes, it is. / No, it isn't.) Children imagine they're in a hot air balloon. They look down, point and say, e.g. *Look! It's snowy.*

### Unit 9

Ask *Where are Gina, Polly, Leo and Mike?* (In the countryside/country.) *What are they wearing?* (Red and green bags.) *What else can you see?* (A frog, a tree, flowers, a bee.) *Is the bee big or small?* (Small.) *What sound does a bee make?* Encourage the children to act out walking in the countryside/country, like Gina, Polly, Leo and Mike. They can also act out being chased by the bee in the picture.



# Super Safari poster teaching tips

## Super Safari poster teaching tips. Level 3

The Super Safari posters complement each unit of the course. Below are some teaching tips for using the posters in class. As the poster will be a visual reminder of the unit language, use it as a quick warmer, or at the end of class to reinforce the target vocabulary. Use gestures and L1 as appropriate to support these activities.

### Hello!

Re-introduce the children to the four Super Safari characters on the poster (*Polly, Mike, Leo and Gina.*) Point to each character and say the name. Encourage the children to say, e.g. *Hello Polly.* Using the cut-out masks at the back of Activity Book 3, the children pretend to be each character and introduce themselves to each other.

### Unit 1

Point to each of the classroom items and ask *What's this?* (*Pencil, chair, bag, rubber/eraser, book, desk.*) Point to the desk and ask *What's on Leo's desk?* (*Book, bag, rubber/eraser.*) Point at the children's desks and ask *What's on your desk?* The children say what they can see on each of their desks, e.g. *two pencils and one blue book.*

### Unit 2

Ask *Who can you see in the picture?* (*Mike's family.*) Point to each family member and say *This is Mike's ...* Encourage children to say the word, e.g. *grandpa.* Children take it in turns to pretend to be Mike. Six other children pretend to be Mike's family members (*grandpa, grandma, mum/mom, dad, sister, brother.*) The child pretending to be Mike introduces the family members in turn, e.g. *This is my grandma. This is my brother.*

### Unit 3

Ask *Who can you see in the picture?* (*Mike.*) Point and say the different parts of Mike's face (*eyes, ears, nose, face, teeth, mouth*). Encourage the children to respond by pointing to the different parts of their own face and repeating the words. Invite volunteers to the front to take on the role of pointing and saying for the others to repeat. If you have time, the children can also draw a monster and talk about the different parts of its face.

### Unit 4

Ask the children what they can see in the picture. Point and say the words (*ball, kite, rope/jump rope, teddy bear, doll, plane*). What are the characters trying to do? (*Get the ball and the kite.*) Point to the kite and ask *Do you like kites?* Those who do raise their hand. Repeat for the other toys in the picture. Ask the children to draw themselves with their favourite/favorite toy and say, e.g. *I've got a ball.*

### Unit 5

Ask *What can you see in the picture?* Point to the labelled objects and say the words (*bath/bathtub, cupboard/cabinet, bed, sofa/couch, table, armchair*). Say *Mike's grandma*

*is in the ... bath/bathtub. (No.) Say No, she isn't. She's in the ... (bed).* Repeat for Mike's brother and the clothes, encouraging the children to correct you each time. Ask the children to make a poster of their own houses then draw and label the furniture inside the house. The children show their drawings to the class and say, e.g. *It's an armchair. It's a bed.*

### Unit 6

Ask *What animals can you see in the picture?* (*Cat, horse, cow, dog, rabbit, sheep.*) Say *Let's count the animals.* Count the animals together with the children. Ask *Which is your favourite/favorite animal?* Do an impression of one of the animals and encourage the children to guess which animal you are pretending to be. The children then take it in turns to pretend to be one of the animals for the class to guess.

### Unit 7

Ask *Who can you see in the picture?* (*Polly.*) *What is Polly doing?* (*Shopping for food.*) Point to Polly's basket and ask *What food can you see?* E.g. *green apples.* Say *What food is on Polly's shopping list? Let's look.* Point to each of the circled pictures and say the words (*carrots, sausages, apples, cakes, ice cream, chips/fries*). Tell the children to imagine they are shopping in a supermarket. Ask them to tell the class what items are on their shopping list. Then encourage the children to act out shopping in a supermarket, saying each food item as they take it from the shelf and put it in their imaginary basket.

### Unit 8

Point to each picture and say, e.g. *Look! It's a boat.* Ask *Which is your favourite/favorite?* E.g. *My favourite/favorite is the green scooter.* Talk about the animals in the picture and ask, e.g. *What is the cow doing?* (*The cow is riding the bike.*) Encourage the children to draw themselves and their favourite/favorite mode of transport and say, e.g. *I'm driving a yellow bus.*

### Unit 9

Point to the poster and say *Look! It's a party!* Point to each item of clothing and say the word (*hat, belt, boots, shirt, badge/button, shoes*). Say, e.g. *Show me a hat* and invite a volunteer to point to a hat in the picture. Describe one of the outfits for the children to guess. Say *She's wearing a hat, a shirt, a badge/button and black shoes. Who is it?* (*Gina.*) Repeat for the other characters. Ask *Who's wearing your favourite/favorite party clothes?* E.g. *Mike! Mike is wearing a hat, shirt, belt and boots.* If you have time, the children can draw their own party outfits.