

CAMBRIDGE

Super Safari

Big Book



Herbert Puchta Günter Gerngross Peter Lewis-Jones

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Super Safari



Big Book

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Story
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story
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Story
6





























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Story
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Super Safari 1 Big Book Teacher's Script

Using the teacher's script

The teacher's script for the Level 1 *Super Safari* Big Book is designed to help you present the book to your class. The black text provides a script for you to say out loud as you read the book with the children. The blue text provides the characters' lines. You may wish to read these using different voices to make it clear who is speaking.

The teacher's script contains some redundancy to ensure that the core language is allowed to stand out but remember that much of the meaning is communicated through your gestures and the pictures. Don't worry that there are some words that the children may not know. The important thing is to make the story sound as dramatic as possible.

Even if you don't normally do so, sit on a chair to tell this story and encourage the children to sit in a circle on the floor (if possible). Take your time telling the story and ask the children lots of questions (try to use English as much as possible but the children can answer in LI if they prefer). When you are particularly interested in having the children answer, cup your ear to indicate that you are listening to them. You may want to repeat the story several times over the course of a week. As the children become more familiar with it, they will be able to tell the story along with you.

Unit 1 The chair

Pages 2-4

Frame 1

Look at the picture.

Who's this? [point to Gina]

That's right. It's Gina.

Hello, Gina. [wave at Gina]

Who's this? [point to Polly]

That's right. It's Polly.

Hello, Polly. [wave at Polly]

Where are they? [quizzical as you point to the classroom]

They're in the classroom.

Where are we? [quizzical as you point to your classroom]

We're in the classroom! [excited as though this is a great coincidence]

Gina's happy! [make a happy face]

Polly's happy! [make a happy face]

Are you happy? [stress 'you' and encourage the children to respond]

GINA: Hello, Polly.

POLLY: Hello, Gina.

Look! There are two animals – one, two – [count as you point to Gina and Polly] and two chairs – one, two. [count as you point to the chairs]

Frame 2

Now look at the picture.

Who's this? [point to Mike]

That's right. It's Mike.

Hello, Mike. [wave at Mike]

Who's this? [point to Leo]

That's right. It's Leo.

Hello, Leo. [wave at Leo]

Where are they? [quizzical as you point to the classroom]

They're in the classroom.

Where are we? [quizzical as you point to the classroom]

We're in the classroom! [excited as though this is a great coincidence]

Mike's happy! [make a happy face]

Leo's happy! [make a happy face]

Are you happy? [stress 'you' and encourage the children to respond]

MIKE: Hello, Leo.

LEO: Hello, Mike.

Look, there are two animals – one, two –

[count as you point to Mike and Leo]

but, oh no, there's only one chair – one.

[count as you point to the chair]

Let's see what happens!

Frame 3

Look. This is their teacher ... [point to the zebra] and I'm your teacher! [excited as though this is a great coincidence]

The animals are standing up. [stand up as you say this]

The teacher wants them to sit down.

[sit down as you say this]

Stand up. Sit down. [repeat the actions]

TEACHER: Hello.

ANIMALS: Hello.

TEACHER: Sit down, please.

Polly has a chair so she can sit down.

[point to Polly and her chair]

Gina has a chair so she can sit down.

[point to Gina and her chair]

But, oh no, [look worried]

there are two more animals – one, two –

[count as you point to Mike and Leo]

but only one chair – one! [count as you

point to the chair between them]

Can Mike and Leo sit on one chair? [shake your head and encourage the children to respond]

No, two animals can't sit on one chair.

[shake your head and show the correct number of fingers]

Let's see what happens!

Frame 4

Mike wants the chair. He's pulling it! [point to Mike and pretend to pull]

Leo wants the chair. He's pulling it! [point to Leo and pretend to pull]

Mike's angry! [make an angry face]

Leo's angry! [make an angry face]

Look at the teacher. [point to the teacher]

Is the teacher happy? [imitate the teacher's posture]

No, the teacher isn't happy. [shake your head]

Let's see what happens!

MIKE: It's my chair.

Reading tips

- When you name a character or a familiar object, point to the image on the page to help relate the spoken word to the image.
- Before naming a character or object, pause slightly to allow the children to say the word or join you in saying it.
- When asking a question, nod if you want the children to say 'yes' and shake your head if you want them to say 'no'.

LEO: No, it's my chair.

TEACHER: Mike! Leo! Stop it.

MIKE, LEO: Ooooph!

Frame 5

Oh no! Mike's on the floor. [point to Mike on the floor]

Oh no! Leo's on the floor. [point to Leo on the floor]

Oh no! The chair's on the floor. [point to the chair on the floor]

Polly's looking. She's worried. [make a worried face]

Gina's looking. She's worried. [make a worried face]

The teacher's looking. He's angry. [imitate the teacher's posture]

What are Mike and Leo saying? [encourage the children to respond]

LEO: Sorry.

MIKE: Ooh. Sorry.

Now Mike and Leo are friends again. [make a happy face]

Good, Mike. You said 'sorry'.

Good, Leo. You said 'sorry'.

It's good to be friends. It's good to say 'sorry'.

Let's practise: 'sorry, sorry, sorry'. [chant 'sorry, sorry, sorry' and encourage the children to join in]

Do you like the story?

Do you say 'sorry'? [encourage individual children to respond]

Unit 2 The painters

Pages 5-7

Frame 1

Look at the picture.
Who's this? [point to Polly]
That's right. It's Polly.
Is Polly happy or sad? [make happy and sad faces]
Yes, Polly's happy! [encourage the children to respond]

Who's this? [point to Mike]
That's right. It's Mike.
Is Mike happy or sad? [make happy and sad faces]
Yes, Mike's happy! [encourage the children to respond]

Who's this? [point to Leo]
That's right. It's Leo.
Is Leo happy or sad? [make happy and sad faces]
Yes, Leo's happy! [encourage the children to respond]

Polly's happy! Mike's happy!
Leo's happy ...
but, oh no, who's this? [point to Gina]
That's right. It's Gina.
Is Gina happy or sad? [make happy and sad faces]
Gina's sad. [encourage the children to respond]

MIKE, POLLY, LEO: Hello, Gina.

Poor Gina. [sympathetic]
Why is she sad? [quizzical]

Frame 2

Look at Gina. [point to Gina]
She's sad. [make a sad face]
Now Polly, Mike and Leo are sad too.
[make a sad face]

Gina's on the sofa / couch. [point to the sofa / couch]

She can't walk. [shake your head and pretend to walk]

Why can't she walk? [quizzical]

GINA: Hello, Polly.

Hello, Mike.

Hello, Leo.

Look!

Look. Gina's pointing to her leg.
What's the matter? [encourage the children to respond or to point to her leg]
Oh no! She has a broken leg. [point to the plaster and look pained]

Frame 3

Polly wants Gina to be happy.
She touches Gina's head. [pat your head]
Poor Gina. [sympathetic]

Mike wants Gina to be happy.
He touches Gina's shoulder. [pat your shoulder]
Poor Gina. [sympathetic]

Leo wants Gina to be happy.
He touches Gina's foot. [pat your foot]
Poor Gina. [sympathetic]

MIKE, POLLY, LEO: Oh. Poor Gina.

Can Gina be happy? [quizzical]
Let's see what happens!

Frame 4

What's this? [point to the palette]
Yes, it's paint. Do you like paint? [elicit responses from individual children]
What colour / color paint can you see?
Show me the yellow paint. [encourage the children to point to the correct splotch each time]

Show me the red paint.

Show me the blue paint.

Show me the green paint.

That's right: yellow, red, blue and green!
[encourage the children to point in order]

MIKE: Yellow, please.

LEO: Red, please.

MIKE: Blue, please.

LEO, MIKE: Green, please.

What are they going to do? Are they going to paint her arm? [point to Gina's arm]
No, not her arm! [shake your head and look amused]
Are they going to paint her face? [point to Gina's face]
No, not her face! [shake your head and look amused]
Are they going to paint her leg? [point to Gina's leg]

Yes! [nod your head]

What are they going to paint? [encourage the children to guess]
Let's see!

Frame 5

Look at Gina's leg. [point to her leg]
Wow! It's beautiful! [look elated]
Now there are flowers on her leg! [point to the flowers]
What colours / colors can you see?
Yellow, blue, green and red.

POLLY: Look, Gina.

GINA: Yellow, blue, green and red. Wow!

Thank you, Polly.

Thank you, Mike.

Thank you, Leo.

Look at Gina.
Is she sad now?
No, she's happy. [shake your head]
Polly's happy! Mike's happy!
Leo's happy! And Gina's happy!
They are good friends. [make a happy face]

Do you like the story?
Can you paint flowers? [encourage individual children to respond]

Unit 3 Family and friends

Pages 8–10

Frame 1

Look at the picture.

Who's this? *[point to Leo]*

That's right. It's Leo.

Who's this? *[point to Mike]*

That's right. It's Mike.

Where are they? *[join your fingertips to make a roof]*

Yes, they're in a house.

Is it Leo's house or Mike's house? *[point to the portraits]*

Yes, it's Leo's house.

It's a big house ... *[gesture to indicate 'big']*
and there are lots of pictures! *[point to the portraits]*

Leo's showing Mike the pictures of his family.
Look at the pictures! They're lions! *[roar like a lion]*

Who's this? Is it Leo's mum / mom? *[point to the portrait of the dad]*

Is it Leo's dad? *[point to the portrait of the dad again]*

Yes or no? Let's find out!

MIKE: Who's this?

LEO: It's my dad!

MIKE: Ooh.

Yes, it's Leo's dad.

Dad lions have big manes. *[point to his mane and draw a big mane around your head]*

Mike's happy too! He *likes* the picture of Leo's dad.
[stress 'like' and put your hand on your heart]

Frame 2

Now Leo's showing Mike another picture.

Who's this? Is it Leo's brother? *[point to the portrait of the sister, especially her bow]*

Is it Leo's sister? *[point to the portrait of the sister again]*

Yes or no? Let's find out!

MIKE: Who's this?

LEO: It's my sister!

MIKE: Wow!

Yes, it's Leo's sister.

Girl lions don't have manes. *[point to her head and your own to show there's no mane]*

Mike's happy too! He *likes* the picture of Leo's dad. *[stress 'like' and put your hand on your heart each time]*

He *likes* the picture of Leo's sister.

Frame 3

Now Leo's showing Mike another picture.

Who's this? Is it Leo's sister? *[point to the portrait of the brother]*

Is it Leo's brother? *[point to the portrait of the brother again]*

Yes or no? Let's find out!

MIKE: Who's this?

LEO: It's my brother.

MIKE: Ooh. Wow!

Yes, it's Leo's brother.

Boy lions have small manes. *[point to his mane and draw a small mane around your head]*

Mike's happy! He *likes* the picture of Leo's dad. *[stress 'like' and put your hand on your heart each time]*

He *likes* the picture of Leo's sister.

He *likes* the picture of Leo's brother.

Frame 4

Now Leo's showing Mike another picture.

Who's this? *[point to the portrait of the mum / mom]*

Is it Leo's dad? *[shake your head each time]*

Is it Leo's sister?

Is it Leo's brother?

Who is it? Let's find out!

MIKE: Who's this?

LEO: It's my mum / mom.

Yes, it's Leo's mum / mom.

Mum / Mom lions don't have manes. *[point to her head and your own to show there's no mane]*

Mike's happy! He likes the picture of Leo's ... dad. *[pause before 'dad', point and elicit the answer]*

He likes the picture of Leo's ... sister. *[repeat for 'sister']*

He likes the picture of Leo's ... brother. *[repeat for 'brother']*

He likes the picture of Leo's ... mum / mom. *[repeat for 'mum / mom']*

Leo has a dad and a sister. *[point to each]*

Leo has a brother and a mum / mom. *[point to each]*

Oh! There's one more picture.

Who is it? Let's find out!

Frame 5

Look at the picture.

Is it a lion?

Why's Mike laughing? *[laugh]*

Why's Leo laughing? *[laugh]*

Let's find out!

MIKE: And who's this?

LEO: This? This is my friend!

MIKE: Ooh.

Yes, the picture is of Mike the monkey!

[pretend to understand why they were laughing]

Look! Four lions – one, two, three, four –
[count the portraits as you point]

and one monkey – one.

Leo and Mike are friends. Now they're laughing.
[laugh]

Do you like the story?

Are there pictures of your family in your house?
[encourage individual children to respond]

Note: You may like to show the children a photo of your family to revise relationships or you could give them a note asking them to bring family photos to a future lesson.

Unit 4 The puzzle

Pages 11–13

Frame 1

Look at Leo, Gina and Polly.
They're playing. They're making a puzzle.
[point to the puzzle]
But look at Leo – [point to Leo]
he's not happy. [make a sad face]
What's the matter with Leo? [quizzical]

LEO: Ohhh ... My puzzle. My puzzle! Where is it?

Oh dear. He can't finish the puzzle ... [anxious]
he can't find one of the pieces. [point to the
space for the missing piece]
What's he going to do? [encourage the children
to guess]
Don't worry. I'm sure Gina, Polly and Mike can
help. [reassuring]

Frame 2

Gina, Polly and Mike are happy to help.
They want to finish the puzzle too.
They want Leo to be happy.

Look at Gina. She wants to help.
She can use her veery looong neck to look
hiigh on the shelf. [exaggerate the words and
stretch your neck]
Go, Gina, go! You can do it! [encourage the
children to chant 'Go, Gina, go']

Look. Leo can't see. [point to Leo and shake
your head]

He wants to know what Gina can see.
[indicate where Gina is looking]

LEO: Is it there?

GINA: No!

Oh dear. Poor Leo.

Gina can't see the puzzle piece? [disappointed]
Leo still can't finish the puzzle.

Let's see if Polly can help.
What do you think? Can Polly help Leo?
[encourage the children to respond]

Frame 3

Look at Polly. She wants to help.
She can use her wings to fly and look in the
cupboard. [flap your arm(s) as if flying]

Go, Polly, go! You can do it! [encourage the
children to chant 'Go, Polly, go']

Look. Leo can't see. [point to Leo and shake
your head]

He wants to know what Polly can see.
[indicate where Polly is looking]

LEO: Is it there?

POLLY: No.

Oh dear. Poor Leo.

Polly can't see the puzzle piece? [disappointed]
Leo still can't finish the puzzle.

Let's see if Mike can help.
What do you think? Can Mike help Leo?
[encourage the children to respond]

Frame 4

Look at Mike. He wants to help.
He can use his arms to help look under the sofa
/ couch. [stretch your arms as if reaching under
the sofa / couch]

Go, Mike, go! You can do it! [encourage the
children to chant 'Go, Mike, go']

Look. Leo can't see. [point to Leo and shake
your head]

He wants to know what Mike can see?
[indicate where Mike is looking]

LEO: Is it there?

MIKE: No ...

Oh dear. Poor Leo.

Mike can't see the puzzle piece? [disappointed]

Leo still can't finish the puzzle ... [emphasise 'still']
and his friends have tried to help him.

What's he going to do?
Let's see what happens.

Frame 5

Gina, Polly and Mike are laughing.
Why are they laughing?
Leo doesn't understand. [confused, getting
more confused each time]

Leo looks at Gina – she's laughing.
Leo looks at Polly – she's laughing.
Leo looks at Mike – he's laughing.
Why are Gina, Polly and Mike laughing?

MIKE, GINA, POLLY: Look! It's there!

LEO: Oh yes! Thank you.

Why do you think they're laughing? [encourage
the children to point to the missing piece]
Oh, I see ... [pretend to have just noticed the
missing piece]

[laugh] The puzzle piece is on Leo's tail –
silly Leo.

Now they can finish the puzzle.
Good job, everyone!

Is Leo happy?

Does he have good friends? [encourage
individual children to respond]

Do you like the story?

Do you help your friends? [encourage individual
children to respond]

Unit 5 Where's Polly?

Pages 14–16

Frame 1

Look at the animals.

They're playing hide and seek.

Look at Gina. She's sitting on the sofa / couch.
[point to Gina]

She's covering her eyes. [cover your eyes]

She's counting – one, two, three, four.

Let's count too – one, two, three, four.

[cover your eyes, count and encourage the children to join in]

Look at Mike, Polly and Leo.

What are they doing? [encourage the children to guess]

Mike, Leo and Polly are hiding. [hide behind the book]

GINA: One ... two ... three ... four!

Hmm ... Where's Leo?

Gina's going to look for Leo. [stress 'Leo']

Where's Leo? Let's see.

Frame 2

Look. This is the kitchen. [point to the kitchen]

Leo, Leo, where are you? [repeat, encouraging the children to join in]

Can you see Leo? [stress 'you' and encourage the children to respond]

Yes, Leo's under the table. [point to Leo]

Can Gina see Leo? [stress 'Gina' and point to each animal]

Let's find out.

GINA: Oh – hello, Leo.

LEO: Ohhh!

GINA: Hmm ... Where's Mike?

Gina bends her veery looong neck and looks under the table. [exaggerate 'very' and 'long']
She can see Leo. Gina's happy!

Is Leo happy? [encourage the children to respond]

No, Leo isn't happy.

Now Gina's going to look for Mike. [stress 'Mike']

Where's Mike? Let's see.

Frame 3

Look. There's a door. [point to the door]

Is it a big door or a small door? [gesture to indicate 'big' and 'small' and encourage a response]

Yes, it's a small door.

Mike, Mike, where are you? [repeat, encouraging the children to join in]

Can you see Mike? [stress 'you' and encourage the children to respond]

Yes, Mike's behind the door. [point to Mike]

Can Gina see Mike? [stress 'Gina' and point to each animal]

Let's find out.

GINA: Hello, Mike.

MIKE: Ohhh!

Gina bends her veery looong neck and opens the door. [exaggerate 'very' and 'long']
She can see Mike. Gina's happy!

Is Mike happy? [encourage the children to respond]

No, Mike isn't happy.

Now Gina's going to look for Polly. [stress 'Polly']

Where's Polly? Let's see.

Frame 4

Look. Leo, Mike and Gina are by the front door.

What colour / color is the door? [point to the door]

Is it blue? [shake your head each time]

No, it isn't blue.

Is it yellow?

No, it isn't yellow.

Is it green?

No, it isn't green.

Is it red? [nod your head]

Yes, it's red.

Polly, Polly, where are you? [repeat, encouraging the children to join in]

Can you see Polly? [stress 'you' and encourage the children to respond]

Can Gina see Polly? [stress 'Gina' and point to each animal]

Let's find out.

GINA: Now ... Where's Polly?

Hmm ... Oh ... Where's Polly?

Is Gina happy? [encourage the children to respond]

No, Gina isn't happy. She can't find Polly.

Are Leo and Mike happy? [encourage the children to respond]

Yes, they're very happy. They're laughing.
[laugh]

Where's Polly? Let's see.

Polly, Polly, where are you? [repeat, encouraging the children to join in]

Frame 5

Look! There's Polly! [point to Polly and sound happy]

POLLY: Hello, Gina. I'm here!

GINA: Oh yes!

Now Gina can see Polly. She's happy!

Gina, Polly, Mike and Leo are happy!

Do you like the story?

Do you like playing hide and seek? [encourage individual children to respond]

Unit 6 The cat

Pages 17-19

Frame 1

Look at the picture.
Who can we see? [point to each character in turn to elicit a response]
Yes, we can see Gina ... we can see Leo ... and we can see Mike.
They're walking in the jungle. [make a walking movement with your fingers]
[make a meowing sound, then look surprised]
What's that?
Oh, look! It's a cat!
Show me the cat. [encourage the children to point to the cat]
That's right. It's in the tree.

LEO: Look. The cat! The cat!

Is the cat happy or sad? [make happy and sad faces]

Oh no, the cat's very sad. It's crying. [demonstrate crying]

Why is it crying? [encourage the children to respond]

Is it scared? [make a scared face]

Can it get down? [make a downward movement]

Look, Gina's worried ... Leo's worried ... and Mike's worried. [make a worried face each time]
Are you worried? [stress 'you' and encourage the children to respond]

They want to help. Can Gina reach the cat? [mime reaching each time]
Can Mike reach the cat?
Can Leo reach the cat?
What can they do? Let's find out.

Frame 2

Of course! [as though the solution is obvious]
Polly can fly! [flap your arm(s) as if flying]
She flies up and talks to the cat!

POLLY: Oh no ...

Oh, look at Polly! [impressed by her caring attitude]

She's stroking the cat. [mime stroking]

Is the cat crying now? [encourage the children to respond]

No, the cat isn't crying ... but it's still in the tree.

Let's see what happens.

Frame 3

Wow! Look at Mike.
Gina's veeery tall ... [exaggerate 'very']
but her legs are on the ground. [point to your legs and the ground]
She can't help the cat ...
but Mike is climbing up her neck. [mime climbing]
He wants to help!

MIKE: Let's go! ... Humph.

Mike is climbing up and up. [mime climbing]
He wants to help the cat ...
but, oh no, the branch is wobbling. [point to the branch and wobble your hand]
Oh no! What's happening? [anxious but also expectant]

Frame 4

Oh look! Mike has the cat! [excited]
Now Mike and the cat are sliiding down Gina's neck. [exaggerate 'sliding' and trace down Gina's neck]

MIKE: Yippee!

Well done, / Good job, Mike ...
but, oh no, is the cat OK? [with trepidation]
What's Leo doing? Let's find out.

Frame 5

Oh good! Leo has caught the cat. [mime catching]
Look! The cat's safe. [look happy and clap, encouraging the children to join in]

Mike's happy! He's clapping. [clap]
Gina's happy and Polly's happy!
Leo's happy! He's patting the cat. [pat your head]

Are you happy? [stress 'you' and encourage the children to respond]

ALL: Yay!

LEO: Oh thank you. Thank you!

Yay! The animals like helping.
They're a good team.

Do you like the story?
Do you like helping? [encourage individual children to respond]

Unit 7 The cake

Pages 20–22

Frame 1

Look at the picture.

Can you see Leo? *[encourage the children to respond]*

Yes, this is Leo ... *[point to Leo]*

but who's this? *[point to Leo's dad]*

Look at the big mane. *[draw a mane around your head]*

It's Leo's dad.

What's this? *[point to the cake]*

Wow! It's a cake.

Look! There are four candles –

one, two, three, four. *[point to the candles as you count]*

It's a birthday cake! *[excited]*

DAD: Here's your cake.

LEO: Thank you, Dad. I like cake.

How old is Leo?

One, two, three, four. *[point to the candles as you count]*

Leo's four!

How old are you? *[stress 'you' and encourage the children to respond]*

Is Leo happy? *[encourage the children to respond]*

Yes, Leo's very happy ...

and he's very hungry. *[stress 'and' and rub your tummy]*

Is Leo going to eat the cake? *[mime eating]*

Let's see what happens.

Frame 2

Look at the room. *[point to the room]*

Leo's friends are there. Wow!

Look at the balloons. *[point to the balloons]*

Are these balloons yellow? *[point to the green balloons and shake your head]*

No! Show me the yellow ones. *[do the same with the red and green balloons]*

There are ... yellow balloons ...

and red balloons ... and green balloons.

[pause each time and elicit the answers]

There is also a blue balloon ... and a purple balloon. *[point to each in order]*

Look at Leo. Oh no! *[shocked]*

ALL: Oh no!

Look at Leo. Poor Leo.

'Oh no!' says Mike.

Look at the cake.

What's going to happen? *[encourage the children to guess]*

Shall we find out? *[with trepidation]*

Frame 3

Oh dear. Poor Leo.

Look at the cake.

The cake is on his head! *[put your open hand on your head]*

LEO: My cake ...

ALL: Ohhh ...

Is Leo happy? *[encourage the children to respond]*

No, Leo's very sad. He's crying.

[demonstrate crying]

Poor Leo.

Look at Mike, Gina and Polly.

Are they happy? *[encourage the children to respond]*

No, they're sad because Leo's sad.

What's going to happen? *[encourage the children to guess]*

Frame 4

Leo's friends are cleaning up. *[demonstrate using a cloth and mop]*

Well done! / Good job!

Look! Now Gina's thinking ... *[scratch your head as though thinking]*

She has a good idea.

What's Gina's idea? Let's find out.

GINA: I've got an idea.

POLLY: What is it?

GINA: Let's get some ice cream.

MIKE: Lovely idea!

What's Gina's idea? *[encourage the children to respond]*

Yes, she says 'ice cream'.

Do Mike and Polly like the idea? *[point to the animal's faces and elicit a response]*

Yes, Mike's happy! Polly's happy!

They like ice cream ...

and they think it's a good idea.

Is Leo happy? Let's see.

Frame 5

Oh, look! *[sound relieved and happy]*

What a lovely ice cream cake!

LEO: I like ice cream.

MIKE: Yes, it's great.

GINA: Wonderful!

POLLY: Yummy!

Is Leo happy? *[encourage the children to respond]*

Yes, he likes ice cream and he's happy!

Mike, Gina and Polly are happy too!

They all like ice cream ...

and they like sharing.

What a great idea, Gina!

Oh, and look at the candles.

There are four – one, two, three, four.

Leo's four!

And it's his birthday ice cream cake! *[excited]*

Do you like the story?

Do you like ice cream?

Do you like sharing? *[encourage individual children to respond]*

Unit 8 The party

Pages 23-25

Frame 1

Wow! Look at Gina.

She looks like a ... princess. *[pause for suggestions]*

Isn't she lovely? *[stress 'lovely']*

She has a princess dress ... *[point to her dress]*

and she has princess shoes. *[point to her shoes]*

She has a lovely hat. *[point to her hat]*

Is she happy?

GINA: Look! I like my dress and my shoes!

Yes, Gina's very happy.

She likes her ... dress. *[pause for the children to respond each time]*

And she likes her ... shoes.

Where's she going? *[quizzical]*

Where's Leo?

Where's Polly?

Where's Mike? *[stress 'Mike']*

Frame 2

Wow! Look at Leo.

He looks like a ... pirate. *[pause for suggestions]*

Isn't he lovely? *[stress 'lovely']*

He has a pirate hat ... *[point to his hat]*

and he has pirate shoes. *[point to his shoes]*

He has pirate trousers. *[point to his trousers]*

Is he happy?

LEO: Look! I like my hat and my trousers!

Yes, Leo's very happy.

He likes his ... hat. *[pause for the children to respond each time]*

And he likes his ... trousers.

Where's he going? *[quizzical]*

Where's Polly?

Where's Mike? *[stress 'Mike']*

Frame 3

Wow! Look at Polly.

She looks like an ... astronaut. *[pause for suggestions]*

Isn't she lovely? *[stress 'lovely']*

She has astronaut trousers ... *[point to her trousers]*

and she has astronaut shoes. *[point to her shoes]*

Is she happy?

POLLY: Look! I like my trousers and my shoes!

Yes, Polly's very happy!

She likes her ... trousers. *[pause for the children to respond each time]*

And she likes her ... shoes.

Where's she going? *[quizzical]*

Where's Mike? *[stress 'Mike']*

Frame 4

Oh no. Look at Mike.

He's looking at Gina. She's a ... princess.
[pause for the children to respond each time]

He's looking at Leo. He's a ... pirate.

He's looking at Polly. She's an ... astronaut.

But what about Mike?

Is he wearing a costume?

Is he happy?

MIKE: Look ... I like ...

GINA, POLLY, LEO: Oh no! Don't worry. We can help.

Mike's very sad. He's crying. *[demonstrate crying]*

Gina, Leo and Polly are happy to help.

What are they going to do? *[encourage the children to guess]*

Let's see what happens.

Frame 5

Wow! Look.

Gina gives Mike her ... hat. *[pause for the children to respond]*

Mike likes it. He puts it on. *[mime putting on a hat]*

Mike's happy!

Leo gives Mike his ... trousers / pants. *[pause for the children to respond]*

Mike likes it. He puts it on. *[mime putting on trousers / pants]*

Mike's happy!

Polly gives Mike her ... shoes. *[pause for the children to respond]*

Mike likes them. He puts them on. *[mime putting on shoes]*

Mike's happy!

LEO: Wow!

GINA: I like your trousers, your hat and your shoes!

Look at Mike. Is he sad now? *[encourage the children to respond]*

No, he's happy!

Gina's happy! She likes Mike's ... trousers.

[point and pause for a response]

She likes Mike's ... hat. *[point and pause for a response]*

She likes Mike's ... shoes. *[point and pause for a response]*

Leo's happy! Mike's happy!

They are all happy. *[stress 'all' and point to all four characters]*

They like sharing. They're good friends.

Do you like the story?

Do you like being a princess ... or a pirate ... or an astronaut? *[encourage individual children to respond]*

Unit 9 The park

Pages 26–28

Frame 1

Look at Leo and Polly.

They're in / at the park. [point to the park]

Leo's on the swing. [point to the swing]

He's swinging back and forth. [move your hand back and forth and encourage the children to copy]

Do you like the swing? [stress 'you', point to the swing and encourage the children to respond]

Polly's looking at Leo.

What does she want? [encourage the children to respond]

Let's find out what happens.

POLLY: It's my turn.

LEO: No, I'm sorry. It's my turn.

Polly wants a turn on the swing but Leo says 'no'.

Is he a good friend? [encourage the children to respond]

No, he isn't a good friend.

What's going to happen now? [quizzical]

Frame 2

Leo's still on the swing. [stress 'still']

He's swinging back and forth. [repeat the swinging gesture]

Gina's looking at Leo.

What does she want? [encourage the children to respond]

Let's find out what happens.

GINA: It's my turn.

LEO: No, I'm sorry. It's my turn.

Gina wants a turn on the swing but Leo says 'no'.

Is he a good friend? [encourage the children to respond]

What's going to happen now? [quizzical]

Frame 3

Leo's still on the swing. [stress 'still']

He's swinging back and forth [repeat the swinging gesture]

Look at Polly. Is she happy? [stress 'Polly' and pause for answers]

No! Look at Gina. Is she happy? [stress 'Gina' and pause for answers]

No! Look at Mike. Is he happy? [stress 'Mike' and pause for answers]

No! Are they angry? [make an angry face]

Let's see what happens.

GINA: Oh! Let's go home!

MIKE: Yes, let's go home.

Oh no! What's the matter?

Look at Polly, Gina and Mike.

They're angry. They're going home.

[mime walking]

Look at Leo.

He's still swinging back and forth.

[repeat the swinging gesture]

What's going to happen now? [quizzical]

Frame 4

Can you see Leo? [encourage the children to respond]

Yes, Leo's still in / at the park.

Can you see Gina, Mike and Polly?

[encourage the children to respond]

No, they're not in / at the park.

Oh no. Leo's alone.

LEO: Where's Gina? Where's Mike?

Where's Polly? Where are they?

Come back! Come back!

Look at Leo. He can't find his friends. [pretend to look around, then shake your head]

Now he's running out of the park to find them. [mime running]

He wants them to come back.

Come back! Come back! [encourage the children to chant 'Come back! Come back!']

Is he going to find his friends?

Let's see what happens.

Frame 5

Oh good! [pleased and relieved]

Gina, Mike and Polly are in / at the park with Leo.

Who can you see on the swing? [point to each of the characters for the children to name]

Gina, Mike and Polly.

Look! Leo's pushing his friends on the swing.

They are all happy!

GINA: This is fun!

LEO: Yes, the swing is fun.

Good, Leo.

It's good to take turns.

Do you like the story?

Do you take turns when you are on the swing? [encourage individual children to respond]

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Super Safari 1



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