

CAMBRIDGE

Super Safari

Big Book



Herbert Puchta Günter Gerngross Peter Lewis-Jones

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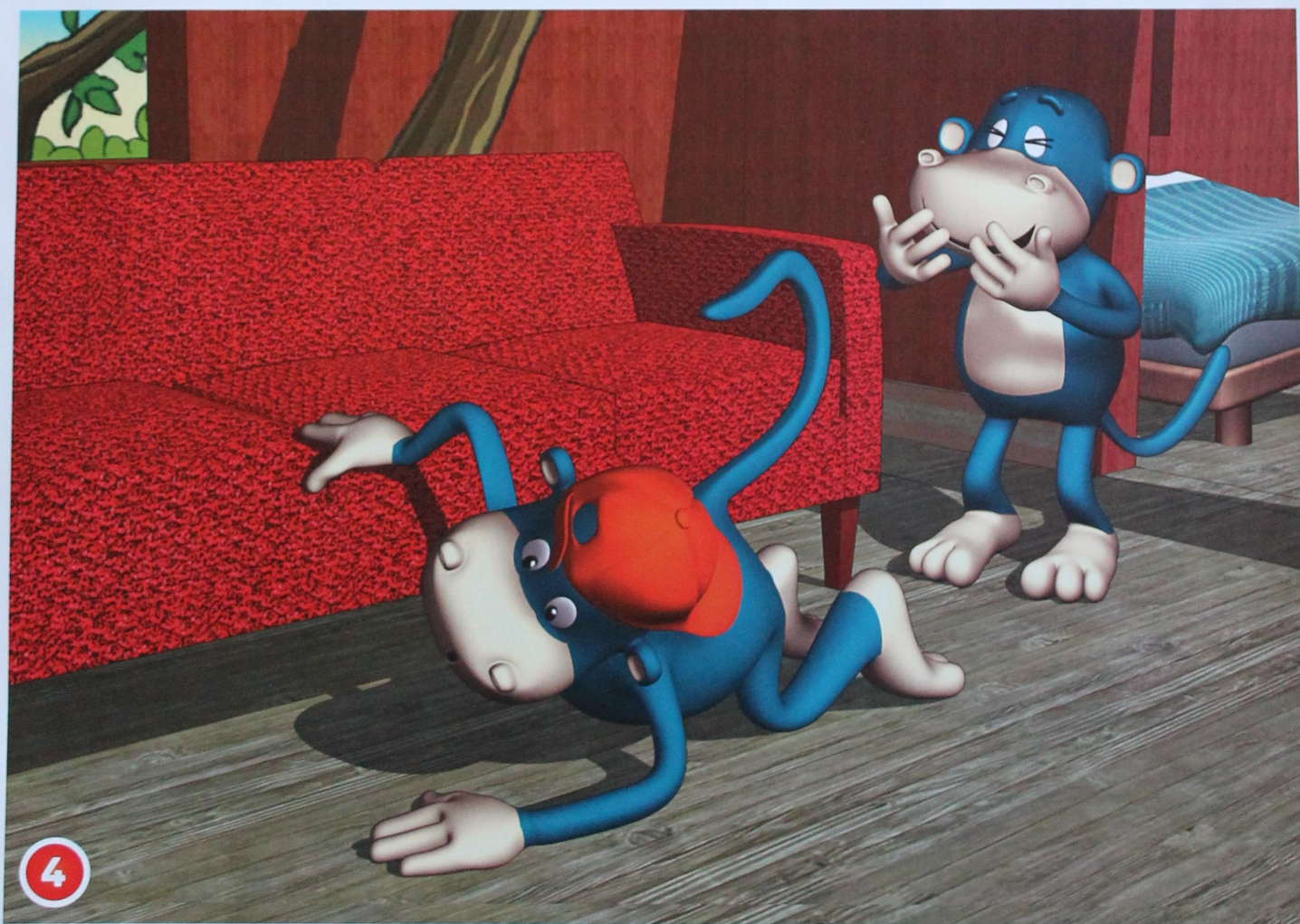
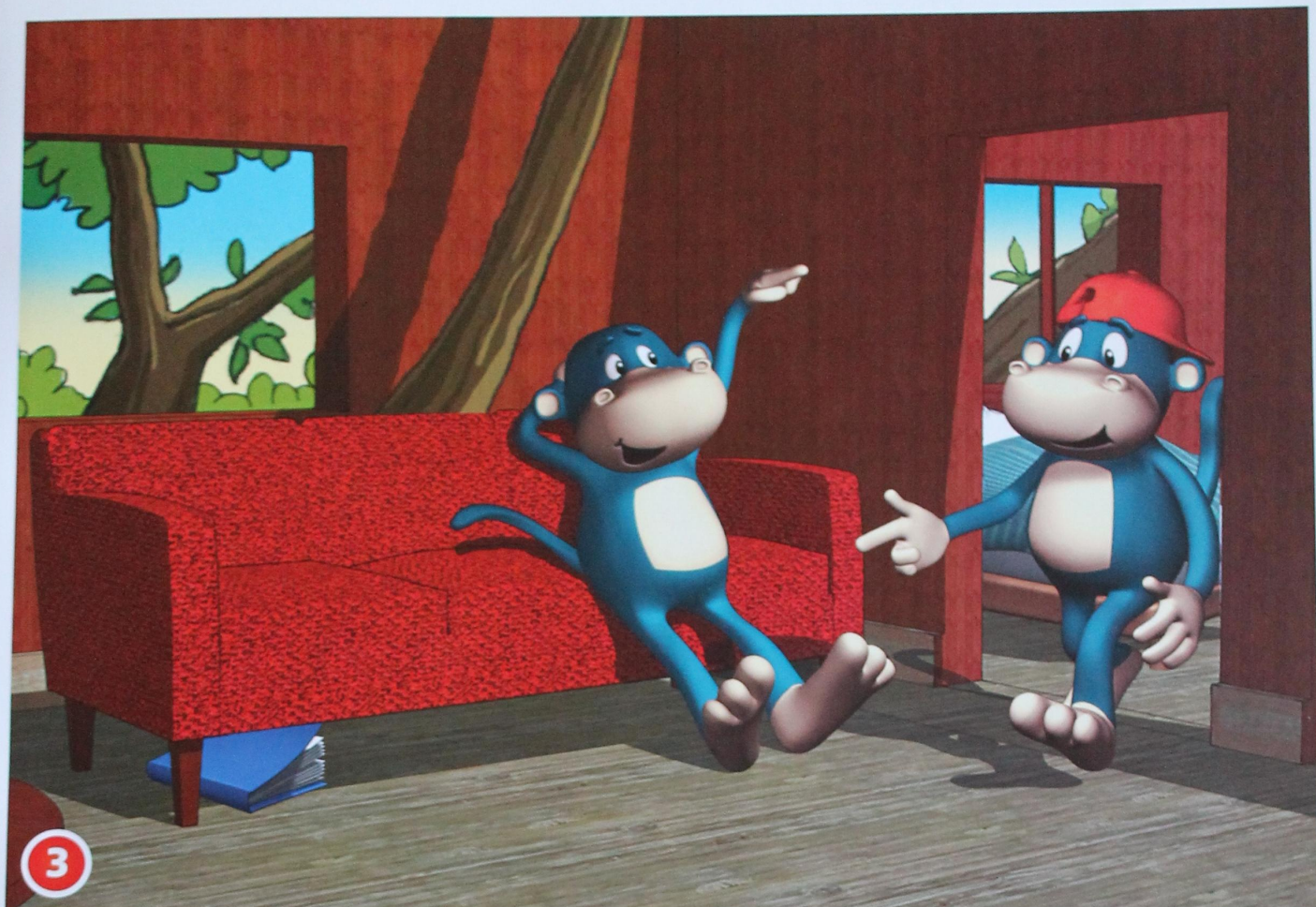






































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Super Safari 3 Big Book Teacher's Script

Using the teacher's script

The teacher's script for the Level 3 *Super Safari* Big Book is designed to help you present the book to your class. The black text is 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 pencil

Pages 2–5

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Show me Gina. [look expectantly at the children]
No, Gina's not there. [disappointed]
What about Mike? [look expectantly at the children]
No, Mike isn't there ... [disappointed]
but, look, we can see ... Leo ... and Polly. [pause each time for the children to say the names]
And who's this? [point to the teacher and encourage the children to respond]
That's right. It's the teacher.
So, where are they? [encourage the children to respond]
Yes, they're at school.
Well done! / Good job!
Look at the teacher.
What's he saying? [encourage the children to make suggestions]
Let's find out.
TEACHER: Leo, Polly, sit down, please.
Yes, he's saying 'Sit down, please.'

Stand up, everyone. [gesture for the children to stand]
Sit down, please. [gesture for the children to sit down]
Well done! / Good job!

Frame 2

Now, who can we see? [encourage the children to respond]
Yes, it's Leo and the teacher.
Look at the teacher.
What's he saying? [encourage the children to make suggestions]
Let's find out.

TEACHER: Open your books.

Yes, he's saying 'Open your books.'
Well done! / Good job!

Frame 3

Now, the teacher wants Leo to draw.
What does he want Leo to draw?
Put your hands up if you think Leo has to draw a pencil. [take a hand count each time]
Put your hands up if you think he has to draw a bag.
Put your hands up if you think he has to draw a chair.
OK. Let's find out.

TEACHER: Draw a bag.

Leo has to draw a bag.
He's looking ... and he's looking ... and he's looking. [shield your eyes and pretend to look around]
What's he looking for?
What does Leo need?

Frame 4

He's looking ... and he's looking ... and he's looking. [continue looking but sound exasperated]
What's he looking for?
What does Leo need? [encourage the children to make suggestions]
LEO: Where's my pencil?

Leo can't find his pencil.
Where, oh where, can it be?
Leo's sad. [make a sad face]
He can't draw the bag. [stress 'can't' and shake your head]
Can you see the pencil? [laugh as the children point to it]
Oh Leo. [amused]

Frame 5

Can you see the pencil? [stress 'you' and nod]
Yes! Can Polly see the pencil?
[stress 'Polly' and nod]
Yes!

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'.

POLLY: There, look! Your pencil!

Polly's telling Leo to look at the pencil.
What does she say? [encourage the children to join in]
'There, look! Your pencil!'
Now can Leo see the pencil? [stress 'Leo' and nod]
Yes! Leo can see the pencil.
But there's a problem.
Let's find out what it is.

Frame 6

Is Leo happy? [shake your head]
No, Leo's worried.
Why's he worried?
Look at the pencil.
LEO: Oh no!
Oh no! Leo's pencil is broken.
Leo's sad. [make a sad face]
He can't draw the bag. [stress 'can't' and shake your head]

Frame 7

Yay! Look at Mike.
What does Mike have in his hand?
A pencil!
What's he going to do with the pencil?
[encourage the children to make suggestions]
Let's find out.

MIKE: Don't worry. Here's a pencil.
LEO: Wow!

Yes, Mike's lending Leo his pencil.
High five, Mike! [mime giving a high five]
You're a great friend.

Leo's happy.
Now, he can draw the bag. [stress 'can' and nod your head]

Frame 8

Now, Mike and Leo are sitting together.
They're very happy.
What's Leo saying?
LEO: Thank you, Mike! Thank you very much!
TEACHER: Yes, thank you, Mike!
Yes, Leo's saying 'thank you'.
And the teacher is saying 'thank you'.
Thank you, thank you, thank you very much. [repeat and encourage the children to join in]
Do you like the story? [encourage individual children to respond]
Do you help your friends when they have a problem?
Do you lend things?
Do you say 'thank you' when they help you?

Unit 2 The sandwiches

Pages 6–9

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Show me Gina. [encourage the children to point each time]
Good. Show me Polly.
What about Mike?
Good. But what about Leo?
Leo isn't here. [disappointed]
MIKE: Hi, Gina. Hi, Polly.
GINA & POLLY: Hi, Mike.
What's this? [point to the box and sound excited]
Yes, it's a box.

Frame 2

Look. The box is open. [excited]
What's in it?
GINA: A sandwich?
MIKE: Ooh, thank you, Gina.
Gina has food in the box.
She's offering Mike a sandwich.
Is Mike happy or sad? [make happy and sad faces]
Yes, he's happy.
Mike likes sandwiches.
Thank you for sharing, Gina.
You're a good friend!
Oh, look at the monkeys.
How many can you see?
Let's count – one, two, three, four, five, six, seven.

Frame 3

How many monkeys can you see now?
Let's count – one, two, three.
There are three monkeys.
Who are they? [encourage the children to make suggestions]
Let's see.
MIKE: This is my brother, Tim ... and this is my sister, Olivia.
MIKE'S BROTHER & SISTER: Hi.
POLLY: A sandwich?
MIKE'S BROTHER & SISTER: Thank you.
Who's this? [point to Tim]
That's right. It's Tim.
Tim is Mike's ... brother. [pause for the children to respond]
Who's this? [point to Olivia]
That's right. It's Olivia.
Olivia is Mike's ... sister. [pause for the children to respond]
Polly's offering Tim and Olivia a sandwich.
Are they happy or sad? [make happy and sad faces]
Yes, they're happy.
They like sandwiches.
Thank you for sharing, Polly.
You're a good friend!

Frame 4

How many monkeys can you see now?
Let's count – one, two, three.
There are three monkeys.
Who are they? [encourage the children to make suggestions]
Let's see.
MIKE: This is my grandma ... and this is my grandpa.
MIKE'S GRANDMA & GRANDPA: Hi.
POLLY: A sandwich?

Who are they? [encourage the children to make suggestions]
Let's see.

MIKE: This is my mum / mom ... and this is my dad.
MIKE'S MUM / MOM & DAD: Hi.
GINA: A sandwich?
MIKE'S MUM / MOM & DAD: Thank you.
Who's this? [point to Mike's mum / mom]
That's right. It's Mike's ... mum / mom.
[pause for the children to respond]
Who's this? [point to Mike's dad]
That's right. It's Mike's ... dad.
[pause for the children to respond]
Gina's offering Mike's mum / mom and dad a sandwich.
Are they happy or sad? [make happy and sad faces]
Yes, they're happy.
They like sandwiches.
Thank you for sharing, Gina.
You're a good friend!

Frame 5

How many monkeys can you see now?
Let's count – one, two, three.
There are three monkeys.
Who are they? [encourage the children to make suggestions]
Let's see.
MIKE: This is my grandma ... and this is my grandpa.
MIKE'S GRANDMA & GRANDPA: Hi.
POLLY: A sandwich?

MIKE'S GRANDMA & GRANDPA: Thank you.
Who's this? [point to Mike's grandma]
That's right. It's Mike's ... grandma.
[pause for the children to respond]
Who's this? [point to Mike's grandpa]
That's right. It's Mike's ... grandpa.
[pause for the children to respond]
Polly's offering Mike's grandma and grandpa a sandwich.
Are they happy or sad? [make happy and sad faces]
Yes, they're happy.
They like sandwiches.
Thank you for sharing, Polly.
You're a good friend!

Frame 6

Everyone's happy.
Mike has a sandwich ... Tim has a sandwich ...
Olivia has a sandwich ... Mike's dad has a sandwich ...
Mike's mum / mom has a sandwich ...
Mike's grandma has a sandwich ...
Mike's grandpa has a sandwich ...
but, oh no, what's the matter?
[worried]

MIKE'S MUM / MOM: Oh no, your sandwiches!

There are no sandwiches!
Gina and Polly can't eat because there are no sandwiches in the box.
Poor Gina. Poor Polly.
What's going to happen? [encourage the children to make suggestions]
Let's find out.

Frame 7

Look! Mike and his family are going away.
[mime walking]
MIKE: Hmm ... wait here.
Mike has an idea.
What's his idea? [encourage the children to make suggestions]
Yes, Mike's thinking of bananas.

Frame 8

Mike has the bananas.
He wants to share them with Gina.
MIKE: For you!
POLLY: Thank you.
GINA: Yummy!
Mike's offering Gina and Polly the bananas.
Are they happy or sad? [make happy and sad faces]
Yes, they're happy.
They like bananas. Yummy! [rub your tummy]
Thank you for sharing, Mike.
You're a good friend!
Do you like the story? [encourage individual children to respond]
Do you like sandwiches?
Do you like bananas?
Do you share with your friends?
You're good friends!
Well done. / Good job!

Unit 3 The monster

Pages 10–13

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Show me Leo. [look expectantly at the children]
No, Leo's not there. [disappointed]
What about Polly? [look expectantly at the children]
No, Polly isn't there ... [disappointed]
but look, we can see ... Mike ...
and Gina. [pause each time for the children to say the names]
It's night. [point to the moon]
It's dark. Can you see Mike?
Yes, but what's this? [point to the shadow and sound scared]
MIKE: A monster! Look! Gina's coming!
It's not a monster ... [mime being a monster and shake your head]
but it looks like a monster. [nod and move your arms like Mike]
Naughty Mike! [shake your index finger as if scolding him]
He wants to scare Gina.
You should be nice to your friends.

Frame 2

Poor Gina!
She can see the monster ... [stress 'can', nod and move your arms like Mike]
but she can't see Mike. [stress 'can't' and shake your head]
She's scared. [make a scared face]
GINA: A monster! I'm scared!
Naughty Mike! [shake your index finger as if scolding him]
You should be nice to your friends.
Let's find out what's going to happen now.

Frame 3

Who's this? [point to Leo]
Yes, it's Leo.
Gina's talking to Leo.
LEO: Are you OK?
GINA: No, I'm not. I'm scared! Come with me, please.
Gina's scared.
What does she say to Leo? [encourage the children to join in]
'Come with me, please.'
Gina and Leo are walking together. [mime walking]
Let's find out what's going to happen now.

Frame 4

Gina and Leo can see the monster ... [stress 'can', nod and move your arms like Mike]
but they can't see Mike. [stress 'can't' and shake your head]
LEO & GINA: It's a monster! Let's run!
Poor Gina and Leo!
They think it's a monster.
They're scared! [make a scared face]
They want to run away! [mime running]
Naughty Mike! [shake your index finger as if scolding him]
You should be nice to your friends.
Let's find out what's going to happen now.

Frame 5

Who's this? [point to Polly]
Yes, it's Polly.
Gina and Leo are talking to Polly.
LEO: There's a monster.
GINA: We're scared.
LEO & GINA: Come with us, please.
POLLY: A monster? I'm not scared. Let's go.
Is Gina scared? [nod]
Yes, Gina's scared.
Is Leo scared? [nod]
Yes, Leo's scared.

Is Polly scared? [shake your head]
No, Polly's not scared.
Let's find out what's going to happen now.

Frame 6

Gina, Leo and Polly can see the monster ... [stress 'can', nod and move your arms like Mike]
but they can't see Mike. [stress 'can't' and shake your head]
POLLY: It's a monster! I'm scared!
Poor Gina, Leo and Polly!
They think it's a monster.
They're scared. [make a scared face]
They want to run away! [mime running]
Naughty Mike!
You should be nice to your friends.
Let's find out what's going to happen now.

Frame 7

Look at Mike.
Naughty, naughty Mike! [shake your index finger as if scolding him]
What's he doing now?
MIKE: Ho ho ho! Hee hee hee!
Mike's laughing.

Naughty, naughty Mike! [shake your index finger as if scolding him]
You should be nice to your friends.
Wait! What's going to happen? [point to the mango and encourage the children to make suggestions]
Let's see.

Frame 8

Oh no! What's the matter?
Mike's not in the tree now.
He's on the ground. [point to the ground]
MIKE: Ouch!
POLLY: Here's the monster - it's Mike!
Mike [has] hurt his head! [bump your head with your hand]
He's dizzy. [move your head as though dizzy]
Now Leo, Polly and Gina are laughing.
They know it's not a monster. Phew! [wipe your brow]
Do you like the story? [encourage individual children to answer]
Is Mike a good friend or a naughty friend?
Can you be a monster?
Let's see.

Unit 4 The ball

Pages 14–17

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Yes!
Look! They're playing football / soccer. [point to the football / soccer]
They're outside.
GINA: This is fun!
LEO: [grun] Ooh!

They're having fun.
They all like playing football / soccer.
Do you like playing football / soccer?
[stress 'you' and point to the children]
Gina's kicking the ball ... [mime kicking]
and Leo's running to reach the ball. [mime running and reaching]

Frame 2

Oh no! Leo's too strong. [flex your muscles]
Look at the ball. [point to the ball]
GINA, POLLY & MIKE: Oh no! Leo!
GINA: Where's the ball?
POLLY: Look!

Gina can't see the ball.
Can you see the ball? [stress 'you' and point to your eye]
Yes! Polly can see the ball too. [stress 'Polly' and point to your eye]
It's in the river. [point to the ball and the river]
Oh no! Now they can't play football / soccer. [disappointed]
What are they going to do? [encourage the children to make suggestions]
Let's see.

Frame 3

Look! Mike's holding a stick.
Gina, Polly and Leo are looking at Mike.
What's he going to do?
MIKE: I've got / I have an idea. Gina, come with me.

Mike has an idea.
He wants Gina to go with him.
What can Gina do?
Let's find out.

Frame 4

Gina has a veery looong neck.
[exaggerate 'very' and 'long']
She's leaning forward. [mime

leaning forward]
Mike's holding on. [mime holding on]
Careful, careful, Mike. [anxious]
Oh no! What can you see? [point to the crocodile]
Yes, it's a crocodile. Oh no! [worried]
CROCODILE: Mmm ... Yummy.
LEO: Be careful!
The crocodile's hungry. [rub your tummy]
It wants to eat Mike. [mime eating]
Poor Mike!

Leo says, 'Be careful!' [repeat the warning and encourage the children to join in]
'Be careful!'
What's going to happen? [cover your eyes as though too scared to look]

Frame 5

Look at the crocodile.
It wants to eat Mike. Oh no! [scared]
Oh, look. Mike broke the stick on the crocodile's head! [point and sound reassured]
Ouch! [rub your head and look pained]

Frame 6

Look, the crocodile's very angry.

[make an angry face]
It still wants to eat Mike.
It's swimming very fast. [make a swimming movement with your hand and stress 'very']
MIKE: Help!
What's Mike saying? [encourage the children to join in]
'Help! Help!'
Mike's holding on to Gina's neck. [mime holding on]
Is the crocodile going to eat Mike? [mime eating]

Frame 7

The crocodile's swimming very fast. [make a swimming movement with your hand and stress 'very']
Look. It's swimming soooo fast that there are waves. [exaggerate 'so' and make a wave movement with your hand]
LEO: Look!

Look at the ball.
The waves are moving the ball up. [move your hand upwards]
Yay! Mike's safe. [point to Mike, sound relieved and clap]

He's happy!

Frame 8

Look, Mike has the ball.
He's happy! [smile each time]
Polly's happy!
Gina's happy!
Leo's happy!
Now they can play football / soccer again!
MIKE: We've got / We have the ball now!
ALL: Thank you, Mr Crocodile.
CROCODILE: Hmmmph.
They all say 'thank you'.
Is the crocodile happy?
No, he isn't.
Now he's swimming away. [trace your fingers along the page]
Hmmmph. [put your hands on your hips, stamp in frustration and then laugh]
Do you like the story? [encourage individual children to respond]
Do you play games with your friends?
Do you play outside?
Do you help your friends?

Unit 5 The cap

Pages 18–21

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
Can you see Gina? [encourage the children to respond each time]
No! Can you see Leo?
No! Can you see Polly?
No! No, no, no!
You're always saying 'no'. [exasperated but amused]
So, who can you see? [encourage the children to respond]
Oh yes, Mike. Hello, Mike!
And who's this? [point to Olivia]
Yes, it's Mike's sister.
Can you remember her name?
O ... Ii ... vi ... a. Yes, it's Olivia.
MIKE'S SISTER: Your cap? It's ...
MIKE: Ah, it's in the cupboard / cabinet! Of course.
What does Mike have on his head? [point to Mike's cap]
Yes, he's wearing a cap.
What colour / color is it?
Yes, it's orange. Well done! / Good job!
Olivia can see the cap.

You can see the cap. [stress 'you' and point to your eye]
I can see the cap ... [stress 'I' and point to your eye]
but can Mike see the cap? [stress 'Mike' and point to your eye]
No! He thinks it's in the cupboard / cabinet. [point to the cupboard / cabinet]
Silly, silly Mike!
You should listen. [point to your ear]

Frame 2

Mike looks in the cupboard / cabinet.
Can he see the cap?
MIKE: No, it isn't here.
Mike can't see the cap because it's on his head! [amused]
But he can see a kite in the cupboard / cabinet.
Silly, silly Mike!
You should listen. [point to your ear]

Frame 3

Who's this? [point to Tim]
Yes, it's Mike's brother.
Can you remember his name?
T ... im. Yes, it's Tim.
MIKE'S BROTHER: It's ...
MIKE: Ah, it's under the sofa / couch! Of course.

Tim can see the cap. [stress 'Tim' and point to your eye]
You can see the cap. [stress 'you' and point to your eye]
I can see the cap ... [stress 'I' and point to your eye]
but can Mike see the cap? [stress 'Mike' and point to your eye]
No! He thinks it's under the sofa / couch. [point under the sofa / couch]
Silly, silly Mike!
You should listen. [point to your ear]

Frame 4

Mike looks under the sofa / couch.
Can he see the cap?
MIKE: No, it isn't here.
Mike can't see the cap because it's on his head! [amused]
But he can see a book under the sofa / couch. [point to the book in Frame 3]
Silly, silly Mike!
You should listen. [point to your ear]

Frame 5

Who's this? [point to Mike's mum / mom]
Yes, it's Mike's mum / mom.
She's folding the clothes on the table. [mime folding clothes]
MIKE'S MUM / MOM: It's on ...
MIKE: Ah, it's on the table! Of course.

Mike's mum / mom can see the cap. [stress 'Mike's mum / mom' and point to your eye]
You can see the cap. [stress 'you' and point to your eye]
I can see the cap ... [stress 'I' and point to your eye]
but can Mike see the cap? [stress 'Mike' and point to your eye]
No! He thinks it's on the table. [point to the table]
Silly, silly Mike!
You should listen. [point to your ear]
Oh, can you see the ball under the table?
What colour / color is it?
Yes, it's purple.

Frame 6

Mike looks on the table. [point to the table]
Can he see the cap?
MIKE: No, it isn't here.
Mike can't see the cap because it's on his head. [amused]
But he can see his orange T-shirt on the table. [point to the shirt]
Silly, silly Mike!
You should listen. [point to your ear]

Frame 7

How many monkeys can you see?
Let's count - one, two, three, four, five.
Yes, there are five monkeys.
Olivia, Mike's mum / mom, Tim, Mike ...
and who's this? [point to Mike's grandma]
Yes, it's Mike's grandma.
They can all see the cap. [stress 'all' and point to your eye]
MIKE'S MUM, BROTHER, SISTER, GRANDMA: One, two, three ... It's on your HEAD!
MIKE: Huh?
Is Mike listening?
No, He says 'Huh?' [confused]
Mike, you should listen! [point to your ear]

Frame 8

Mike goes into the bathroom.
He looks in the mirror!
What can he see?
MIKE: On my head? Oh yes!
Mike can see the cap. At last! [stress 'Mike' and point to your eye]
Do you like the story? [encourage individual children to respond]
Do you listen when people talk to you?

Unit 6 I like your colours / colors!

Pages 22-25

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
Can you see Gina? [encourage the children to respond each time]
No! Can you see Leo?
No! Can you see Mike?
No! No, no, no!
You're always saying 'no'!
[exaggerated but amused]
So, who can you see?
Oh yes, Polly. Hello, Polly!
POLLY: And who are you?
Gina: I'm the cow.
POLLY: I like your tail.
Gina: Thank you, Mum!
Who's Polly with? [point to the cow]
Yes, Polly's with the cow.
What does Polly like? [encourage the children to make suggestions]
Yes, she likes the cow's tail. [use your arm to mime a tail]
Polly says, 'I like your tail.'
Thank you, Mum!
Well done, / Good job, Polly!
It's good to pay compliments.

Frame 2

Who's this? [point to the horse]
Yes, it's the horse.

What does Polly like?
What do you think? [encourage the children to make suggestions]
Let's find out.
POLLY: Who are you?
HORSE: I'm the horse.
POLLY: I like your teeth.
HORSE: Thank you, Neigh!
What does Polly like?
Yes, she likes the horse's teeth.
[point to your teeth]
Polly says, 'I like your teeth.'
Thank you, Neigh!
Well done, / Good job, Polly!
It's good to pay compliments.

Frame 3

Who's this? [point to the dog]
Yes, it's the dog.
What does Polly like?
What do you think? [encourage the children to make suggestions]
Let's find out.
POLLY: Who are you?
DOG: I'm the dog.
POLLY: I like your nose.
DOG: Thank you, Woof, woof!
What does Polly like?
Yes, she likes the dog's nose.
[point to your nose]

Polly says, 'I like your nose.'
Thank you, Woof, woof!
Well done, / Good job, Polly!
It's good to pay compliments.

Frame 4

Who's this? [point to the cat]
Yes, it's the cat.
What does Polly like?
What do you think? [encourage the children to make suggestions]
Let's find out.
POLLY: Who are you?
CAT: I'm the cat.
POLLY: I like your eyes.
CAT: Thank you, Meow! / Meow!

What does Polly like?
Yes, she likes the cat's eyes. [point to your eye]
Polly says, 'I like your eyes.'
Thank you, Meow!
Well done, / Good job, Polly!
It's good to pay compliments.

Frame 5

Who's this? [point to the rabbit]
Yes, it's the rabbit.
What does Polly like?
What do you think? [encourage the children to make suggestions]
Let's find out.

POLLY: Who are you?
RABBIT: I'm the rabbit.
POLLY: I like your ears.
RABBIT: Thank you!
What does Polly like?
Yes, she likes the rabbit's ears.
[point to your ear]
Polly says, 'I like your ears.'
Thank you!

Well done, / Good job, Polly!
It's good to pay compliments.

Frame 6

Who's this? [point to the sheep]
Yes, it's the sheep.
What does the sheep like? [stress 'sheep' to emphasise that the question has changed]
What do you think? [encourage the children to make suggestions]
Let's find out.
SHEEP: And who are you?
POLLY: I'm Polly the parrot.
SHEEP: I like your colours / colors.
POLLY: Thank you!
What does the sheep like?
The sheep likes Polly's colours / colors!
Do you like Polly's colours / colors?
What colours / colors can you see?

Green ... yellow ... orange ... red.
[point to each in turn and encourage the children to name them]

Frame 7

Oh! [impressed and amused]
Look at the sheep.
Da dahl! [with a flourish of your arms]
SHEEP: Look!
What did the sheep do? [encourage the children to respond]
Yes, the sheep pointed his / her body.
[point to the sheep's body]

Frame 8

Now the sheep and Polly are the same colours / colors.
Green ... yellow ... orange ... red.
[point to each in turn and encourage the children to name them]
POLLY: Fantastic!
OTHER ANIMALS: Oh no! Woof woof! Meow! / Meow! Moo! Neigh!
Polly thinks the sheep looks fantastic!
Well done, / Good job, Polly!
It's good to pay compliments.
Do you like the story? [encourage individual children to respond]
Do you think the sheep looks nice?
What's your favourite colour / favorite color?

Unit 7 Cakes and ice cream

Pages 26-29

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Yes!
Look! They're outside.
They're eating. [mime eating]
Mmm, What's that smell? [encourage the children to make suggestions]
POLLY: Carrot soup.
LEO: My favourite / favorite.
Well done! / Good job! You said carrot soup ... and it is carrot soup! [stress 'is']
Yummy. Carrot soup is Leo's favourite / favorite.
He's happy.

Frame 2

Oh no! What's Leo doing? [shocked]
LEO: Mmm, I'm hungry!
GINA: Leo!
LEO: Oops, Sorry.

Leo's hungry.
He's having all the soup. [mime drinking the soup]
Naughty, naughty Leo! [shake your index finger as if scolding him]
Polly, Gina and Mike are hungry too.
They wanted some carrot soup!
Leo, you're eating too much!
[scolding tone]

Frame 3

Mmm, What's that smell? [encourage the children to make suggestions]
POLLY: Sausages and chips.
LEO: My favourite / favorite.
Well done! Good job! You said sausages and chips / fries ... and it is sausages and chips / fries.
[stress 'is']
Yummy. Sausages and chips / fries are Leo's favourite / favorite.
He's happy.

Frame 4

Oh no! What's Leo doing? [shocked]

LEO: Mmm, I'm hungry!
Leo's hungry.
He's having most of the sausages and chips / fries.
Naughty, naughty Leo! [shake your index finger as if scolding him]
Polly, Gina and Mike are hungry too.
They wanted more sausages and chips / fries!
Leo, you're eating too much!
[scolding tone]

Frame 5

Look! Polly has lots of apples. [point to the apples]
POLLY: Apples.
LEO: My favourite / favorite.
Yummy. Apples are Leo's favourite / favorite.
He's happy.

Frame 6

Oh no! What's Leo doing? [shocked]
LEO: Mmm, I'm hungry!

Leo's hungry.
He's having most of the apples.
Naughty, naughty Leo! [shake your index finger as if scolding him]
Polly, Gina and Mike are hungry too.
They wanted more apples!
Leo, you're eating too much!
[scolding tone]

Frame 7

Mmm, What's that smell? [encourage the children to make suggestions]
POLLY: Cakes and ice cream.
MIKE: My favourite / favorite.
GINA: My favourite / favorite too.
LEO: [groans] Oh no! I'm too full!
Yummy. Cakes and ice cream are Mike's favourite / favorite. [stress 'Mike's']
He's happy. Yummy.
Cakes and ice cream are Gina's favourite / favorite. [stress 'Gina's']
She's happy. Yummy.
Leo loves cakes and ice cream ... but, oh no, he's too full! [mime

being full]

Frame 8

Mmm, Gina loves cakes and ice cream.
She's eating cakes and ice cream.
[mime eating each time]
Mmm, Polly loves cakes and ice cream.
She's eating cakes and ice cream.
Mmm, Mike loves cakes and ice cream.
He's eating cakes and ice cream.
GINA: Mmm.
POLLY: Mmm.
MIKE: Mmm.
LEO: My favourite / favorite!
Silly, silly Leo!
Now you're too full!
You can't eat the cakes and ice cream - and they're your favourite / favorite!
Do you like the story? [encourage individual children to answer]
Do you like cakes and ice cream?
Is it good to eat too much?
Do you eat too much?

Unit 8 Oh what fun!

Pages 30-33

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Yes!
Look! They're in the house.
They're looking at a book. [point to the book]
Can you see the pictures?
Show me the plane. [encourage the children to point each time]
That's right. Show me the bike.
Well done! / Good job!
What's Gina looking at?
What do you think? [encourage the children to make suggestions]
What's Polly looking at?
What do you think? [encourage the children to make suggestions]
GINA: Look at this boat!
POLLY: And this car. Super!

Gina's looking at the boat.
Let's row a boat. [mime rowing]
Polly's looking at the car.
Let's drive a car. [mime driving]

Frame 2

What's Leo pointing to? [encourage the children to respond]
LEO: And this train. Wow! It's fantastic.
MIKE: Yes.
MIKE'S MUM / MOM: I've got / I have an idea.
Leo's pointing to the train.
He thinks it's fantastic.
Mike thinks it's fantastic too.
Look at Mike's mum / mom.
She's thinking. [point to the thought bubble]
She has an idea.
What do you think her idea is?
[encourage the children to make suggestions]

Frame 3

Gina, Leo, Mike and Polly are excited!
MIKE'S MUM / MOM: Come with me.
Mike's mum / mom says, 'Come with me.'
What are they going to do? [encourage the children to make suggestions]
Let's find out.

Frame 4

Wow! What's this? [point to the boat]
GINA: Look! I'm sailing a boat!
Gina's sailing in a boat.
She's very happy.
Let's sail a boat. [mime sailing]
Sail, sail, sail a boat. [encourage the children to join in]

Frame 5

Wow! What's this? [point to the plane]
MIKE: Look! I'm flying a plane!
Mike's flying a plane.
He's very happy.

Let's fly a plane. [mime flying]
Fly, fly, fly a plane. [encourage the children to join in]

Frame 6

Wow! What's this? [point to the train]
POLLY: Look! I'm driving a train!
Polly's driving a train.
She's very happy.
Let's drive a train. [mime driving]
Drive, drive, drive a train. [encourage the children to join in]

Frame 7

Wow! What's this? [point to the bus]
LEO: Look! I'm driving a bus!
Leo's driving a bus.
He's very happy.
Let's drive a bus. [mime driving]
Drive, drive, drive a bus. [encourage the children to join in]
So ... there's a boat ... and a plane ... and a train ... and a bus ... [quizzical]

Frame 8

Oh look!
There's a boat and a plane and a train and a bus because they're at the fun fair. [as if obvious now]
GINA & LEO: We're having fun at the fair!
MIKE: Thank you, Mum / Mom!
Gina and Leo are having fun.
Polly and Mike are having fun.
Well done, / Good job, Mike's Mum / Mom!
You had a great idea. Thank you!
Do you like the story? [encourage individual children to respond]
Do you like fun fairs?
Do you like planes?
Do you like cars?
What's your favourite / favorite?
Do you say 'thank you'?

Unit 9 Nice work!

Pages 34–37

Frame 1

Look at the picture.
Who can you see?
Can you see Gina, Leo, Mike and Polly?
[encourage the children to respond]
Yes!

Look! They're outside.
They're dressed up. [point to their costumes]

Gina's a ... clown. [pause each time for the children to respond]

Mike's a ... cowboy.

Leo's a ... pirate.

Polly's a ... princess.

They're having a party.
What are they going to do?

POLLY: Let's dance!

OTHERS: Great idea, Polly!

They're all dancing. [mime dancing and hum a tune]

Frame 2

They dance and they dance and they dance.
Now they're tired. [slump as though exhausted]

What are they going to do?

LEO: I'm tired! Let's sit down.

Leo says, 'Let's sit down' ...
but are they going to sit down?
Let's see.

Frame 3

Why aren't they sitting down?
[encourage the children to make suggestions]

What's this? [point to the ice cream stall]

Ice cream! [excited]

Gina likes ice cream.

She wants (an) ice cream.

Polly likes ice cream.

She wants (an) ice cream.

Mike likes ice cream.

He wants (an) ice cream.

Leo likes ice cream.

He wants (an) ice cream.

GINA: Ice cream, mmm!

POLLY: Look ... no money.

MIKE: Oh dear.

Can they buy an ice cream? [shake your head]

No. Why? [point to Polly's wallet and encourage the children to respond]

That's right! There's no money.

You can't buy (an) ice cream without money! [as if obvious]

Oh dear. Look at the ground.

What a mess! [point to the mess and sound shocked]

Frame 4

Gina, Polly, Mike and Leo are sitting down.

They look at the balloons ...

and they look at the ground. [point to both in turn]

GINA: Look at that!

POLLY: Oh dear. Our party. What a mess!

Gina points to the ground.

They all look.

They can see the mess. Oh dear!

Frame 5

Is the mess nice? [shake your head]

No. Now they are sorry. [look sorry]

Leo has a great idea.

What do you think it is? [encourage the children to make suggestions]
Let's find out.

LEO: Let's tidy / clean up.

OTHERS: Great idea, Leo.

Yes, Leo says, 'Let's tidy / clean up.'

That's a great idea, Leo.

High five! [mime giving a high five]

Frame 6

Gina, Leo, Mike and Polly are working very hard. [stress 'very']

There's a lot of rubbish / trash!

[highlight how much there is]

MIKE: Phew. It's a lot of work!

Who's this? [point to the vendor]

He's looking at them.

What's he thinking? [encourage the children to make suggestions]

Frame 7

Wow! Now it's tidy / clean.

The park looks fantastic!

Well done, / Good job, Gina!

Well done, / Good job, Leo!

Well done, / Good job, Mike!

Well done, / Good job, Polly!

GINA: There! It looks great again.

Gina's very happy.

She thinks the park looks great again.

Frame 8

Oh look! The ice cream man is very happy.

What's he doing? [encourage the children to make suggestions]

VENDOR: Nice work, everyone! Here's ice cream for you!

ALL: Oh, thank you!

Yes, he's giving them ice cream.

He's very happy.

The park is tidy / clean.

Thank you!

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

Do you like parties?

Do you like a mess? [look shocked and repeat the question if they say 'yes']

Do you tidy / clean up? High five! [mime giving a high five]

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