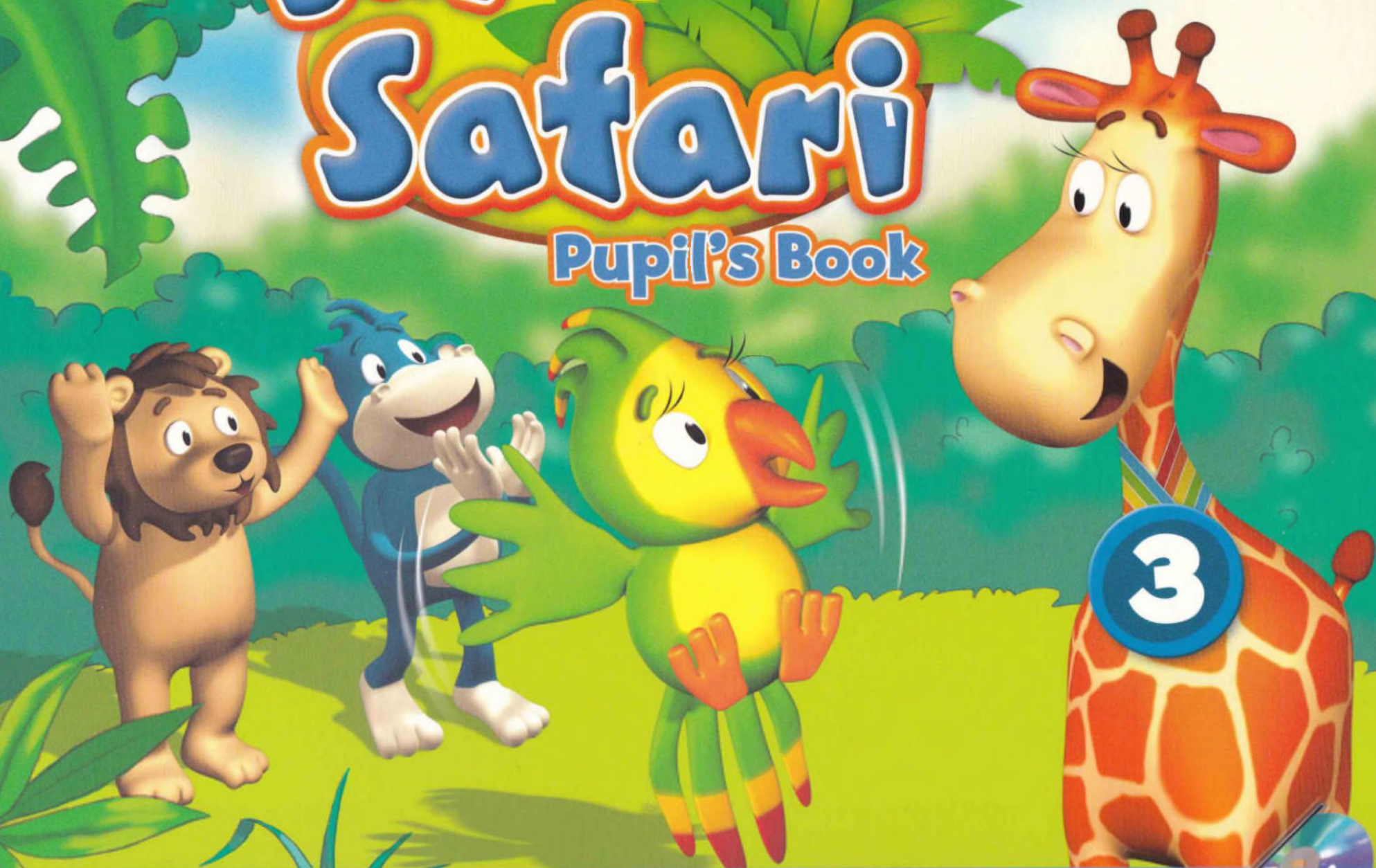


CAMBRIDGE

British  
English

# Super Safari

## Pupil's Book



Herbert Puchta    Günter Gerngross    Peter Lewis-Jones

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# Super Safari

Level  
3

Pupil's Book

Herbert Puchta • Günter Gerngross • Peter Lewis-Jones



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# Map of the book

| Hello! (pages 4–7)                                    |                                                               |
|-------------------------------------------------------|---------------------------------------------------------------|
| <b>Vocabulary</b><br>Hello! What's your name? I'm ... | <b>Grammar</b><br>red, blue, green, orange,<br>purple, yellow |
| ▶ <b>Song:</b> What's your name?                      |                                                               |

| 1 My classroom (pages 8–15)                                                                                                               |                                                |                                                        |                                  |                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------|----------------------------------|----------------------------------------|
| <b>Vocabulary</b><br>pencil, chair, bag, rubber, book, desk                                                                               | <b>Vocabulary 2</b><br>seven, eight, nine, ten | <b>Story and value</b><br><i>The pencil</i><br>Lending | <b>CLIL</b><br>Actions at school | <b>Thinking skills</b><br>Categorising |
| ▶ <b>Total physical response:</b> Stand up. Put your bag on your desk. Sit down.<br>Open your book. Pick up your pencil. Close your book. |                                                |                                                        | ▶ <b>Song:</b> In the classroom  |                                        |

| 2 My family (pages 16–23)                                                                                                    |                                         |                                                            |                                        |                                                  |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------|----------------------------------------|--------------------------------------------------|
| <b>Vocabulary</b><br>grandpa, grandma, mum, dad, sister,<br>brother                                                          | <b>Grammar</b><br>This is my (brother). | <b>Story and value</b><br><i>The sandwiches</i><br>Sharing | <b>CLIL</b><br>Family trees            | <b>Thinking skills</b><br>Organising information |
| ▶ <b>Total physical response:</b> Open the door. Say hello to your mum. Sit down.<br>What's that? Stand up. It's a sandwich. |                                         |                                                            | ▶ <b>Song:</b> We're the Royal family! |                                                  |

| 3 My face (pages 24–31)                                                                                                                                |                                                                   |                                                                       |                                   |                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------|-------------------------------------------------|
| <b>Vocabulary</b><br>eyes, ears, nose, face, teeth, mouth                                                                                              | <b>Grammar</b><br>I'm / You're (angry / happy /<br>sad / scared). | <b>Story and value</b><br><i>The monster</i><br>Being nice to friends | <b>CLIL</b><br>Music and feelings | <b>Thinking skills</b><br>Interpreting feelings |
| ▶ <b>Total physical response:</b> Close your eyes. Put out your hands. What is it?<br>Open your eyes. A present! You're happy! Give your friend a hug. |                                                                   |                                                                       | ▶ <b>Song:</b> Hey, little clown  |                                                 |

| 4 My toys (pages 32–39)                                                                                                                           |                                      |                                                               |                                     |                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------|-------------------------------------|-------------------------------------------------|
| <b>Vocabulary</b><br>ball, kite, rope, teddy bear, doll, plane                                                                                    | <b>Grammar</b><br>I've got a (ball). | <b>Story and value</b><br><i>The ball</i><br>Working together | <b>CLIL</b><br>Playing outside      | <b>Thinking skills</b><br>Remembering sequences |
| ▶ <b>Total physical response:</b> Throw the ball. Look at the ball. Throw the rope.<br>Catch the ball. Bounce the ball. Put the ball in your bag. |                                      |                                                               | ▶ <b>Song:</b> I haven't got a kite |                                                 |



| 5 My house (pages 40–47)                                                                                                                                                   |                                                                    |                                                                      |                                           |                                                  |                                  |                                      |                                         |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------|----------------------------------|--------------------------------------|-----------------------------------------|----------------------------|
| <b>Vocabulary</b><br>bath, cupboard, bed, sofa, table, armchair                                                                                                            | <b>Grammar</b><br>The (doll) is (in / on / under) the (cupboard).  | <b>Story and value</b><br>The cap<br>Listening to people             | <b>CLIL</b><br>Homes                      | <b>Thinking skills</b><br>Planning and making    |                                  |                                      |                                         |                            |
| ▶ <b>Total physical response:</b> Where's the cat? Listen. Look on the sofa. Look under the table. No, it isn't there. Oh look! It's in the cupboard!                      |                                                                    |                                                                      | ▶ <b>Song:</b> Put your toys away!        |                                                  |                                  |                                      |                                         |                            |
| 6 On the farm (pages 48–55)                                                                                                                                                |                                                                    |                                                                      |                                           |                                                  |                                  |                                      |                                         |                            |
| <b>Vocabulary</b><br>cat, horse, cow, dog, rabbit, sheep                                                                                                                   | <b>Grammar</b><br>My favourite (colour) is (orange).               | <b>Story and value</b><br>I like your colours!<br>Paying compliments | <b>CLIL</b><br>Where animals live         | <b>Thinking skills</b><br>Categorising           |                                  |                                      |                                         |                            |
| ▶ <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          |                                                  |                                  |                                      |                                         |                            |
| 7 I'm hungry! (pages 56–63)                                                                                                                                                |                                                                    |                                                                      |                                           |                                                  |                                  |                                      |                                         |                            |
| <b>Vocabulary</b><br>carrots, sausages, apples, cakes, ice cream, chips                                                                                                    | <b>Grammar</b><br>I like / don't like (carrots).                   | <b>Story and value</b><br>Cakes and ice cream<br>Eating sensibly     | <b>CLIL</b><br>Where food comes from      | <b>Thinking skills</b><br>Organising information |                                  |                                      |                                         |                            |
| ▶ <b>Total physical response:</b> Smell. What's that smell? You're hungry. Go into the kitchen. Listen. Look – chips! Take one. Eat the chip. You like chips. Yummy!       |                                                                    |                                                                      | ▶ <b>Song:</b> I don't like chips         |                                                  |                                  |                                      |                                         |                            |
| 8 All aboard! (pages 64–71)                                                                                                                                                |                                                                    |                                                                      |                                           |                                                  |                                  |                                      |                                         |                            |
| <b>Vocabulary</b><br>boat, train, car, scooter, bus, bike                                                                                                                  | <b>Grammar</b><br>I'm / You're (riding) a (bike).                  | <b>Story and value</b><br>Oh what fun!<br>Saying thank you           | <b>CLIL</b><br>Shape pictures             | <b>Thinking skills</b><br>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!          |                                                  |                                  |                                      |                                         |                            |
| 9 Party clothes (pages 72–79)                                                                                                                                              |                                                                    |                                                                      |                                           |                                                  |                                  |                                      |                                         |                            |
| <b>Vocabulary</b><br>hat, belt, boots, shirt, badge, shoes                                                                                                                 | <b>Grammar</b><br>Let's have (biscuits / crisps / salad / sweets). | <b>Story and value</b><br>Nice work!<br>Tidying up                   | <b>CLIL</b><br>Our clothes                | <b>Thinking skills</b><br>Recognising 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! |                                                  |                                  |                                      |                                         |                            |
| Phonics (pages 85–94)                                                                                                                                                      |                                                                    |                                                                      |                                           |                                                  |                                  |                                      |                                         |                            |
| <b>Unit 1:</b> 'r'<br>red, rabbit                                                                                                                                          | <b>Unit 2:</b> 'f'<br>fish, family                                 | <b>Unit 3:</b> 'h'<br>happy, hat                                     | <b>Unit 4:</b> 'g'<br>dog, dig            | <b>Unit 5:</b> 'y'<br>yellow, yoghurt            | <b>Unit 6:</b> 'z'<br>zebra, zoo | <b>Unit 7:</b> 'c,' 'k'<br>cat, king | <b>Unit 8:</b> 'ng'<br>singing, dancing | <b>Unit 9:</b><br>Alphabet |



# Hello!

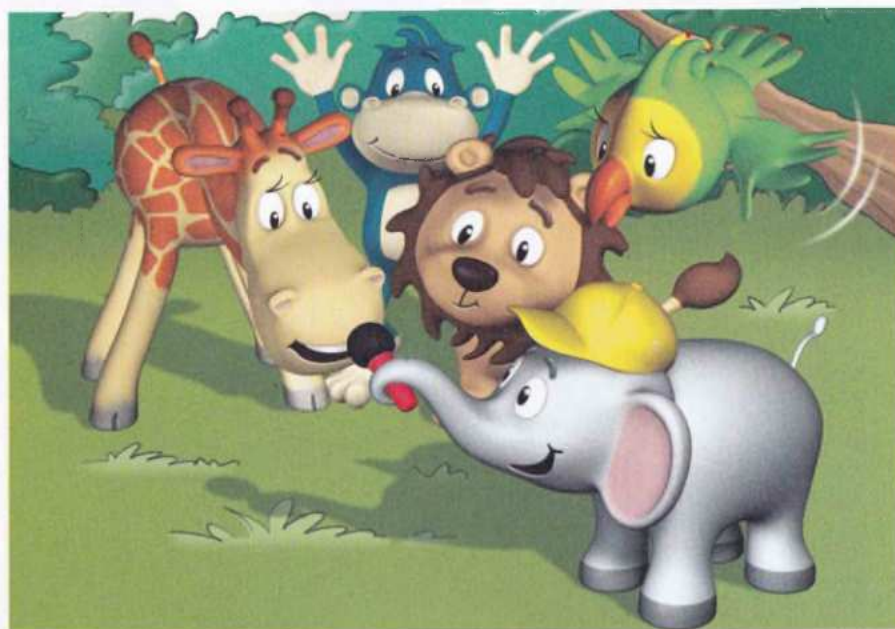
1 CD1  
02 03

Listen and sing.





Listen and point.



Family  
fun!

Hello! What's your name? I'm ...



3

Ask and answer.

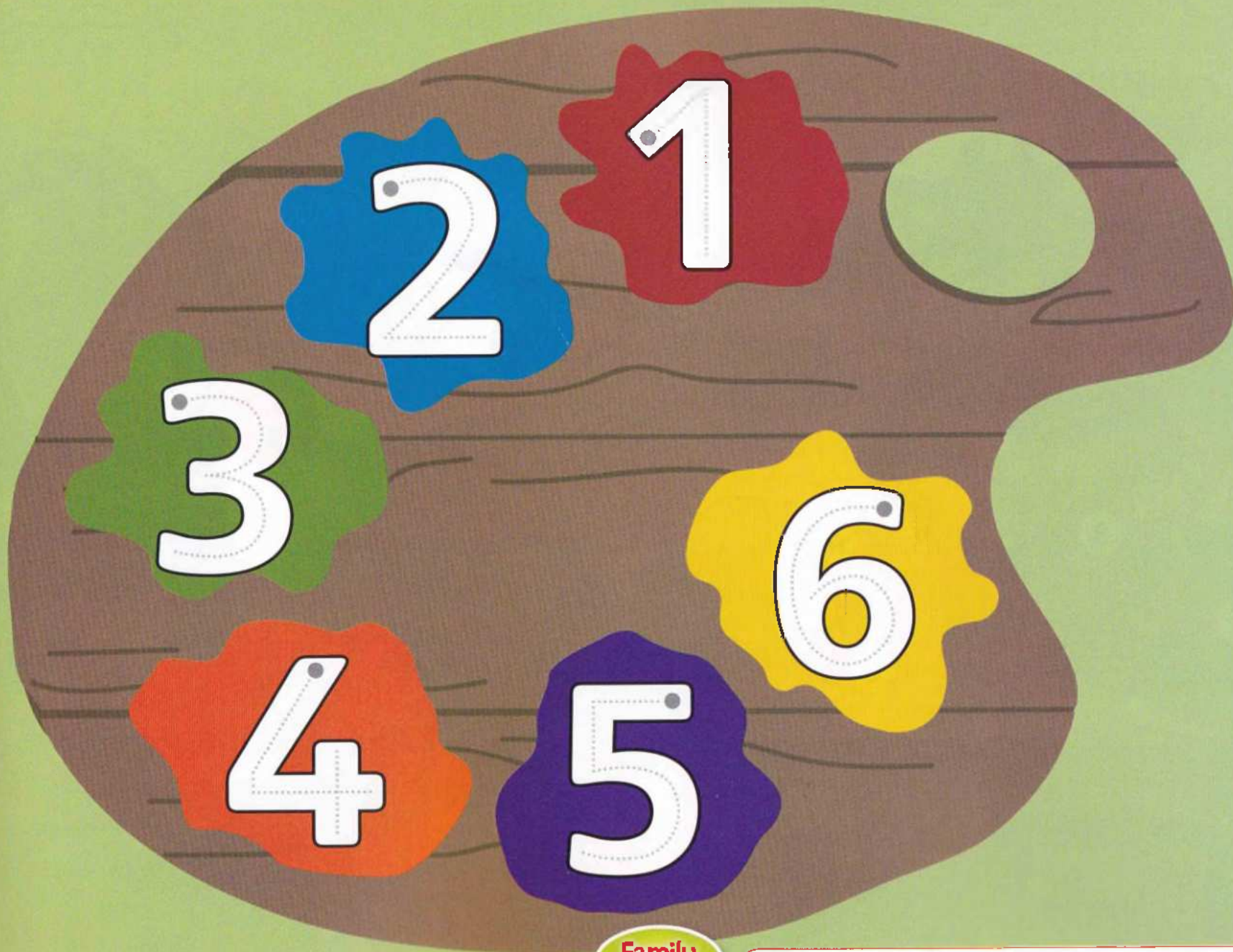


6

Practice



Listen and say the numbers and colours. Trace.



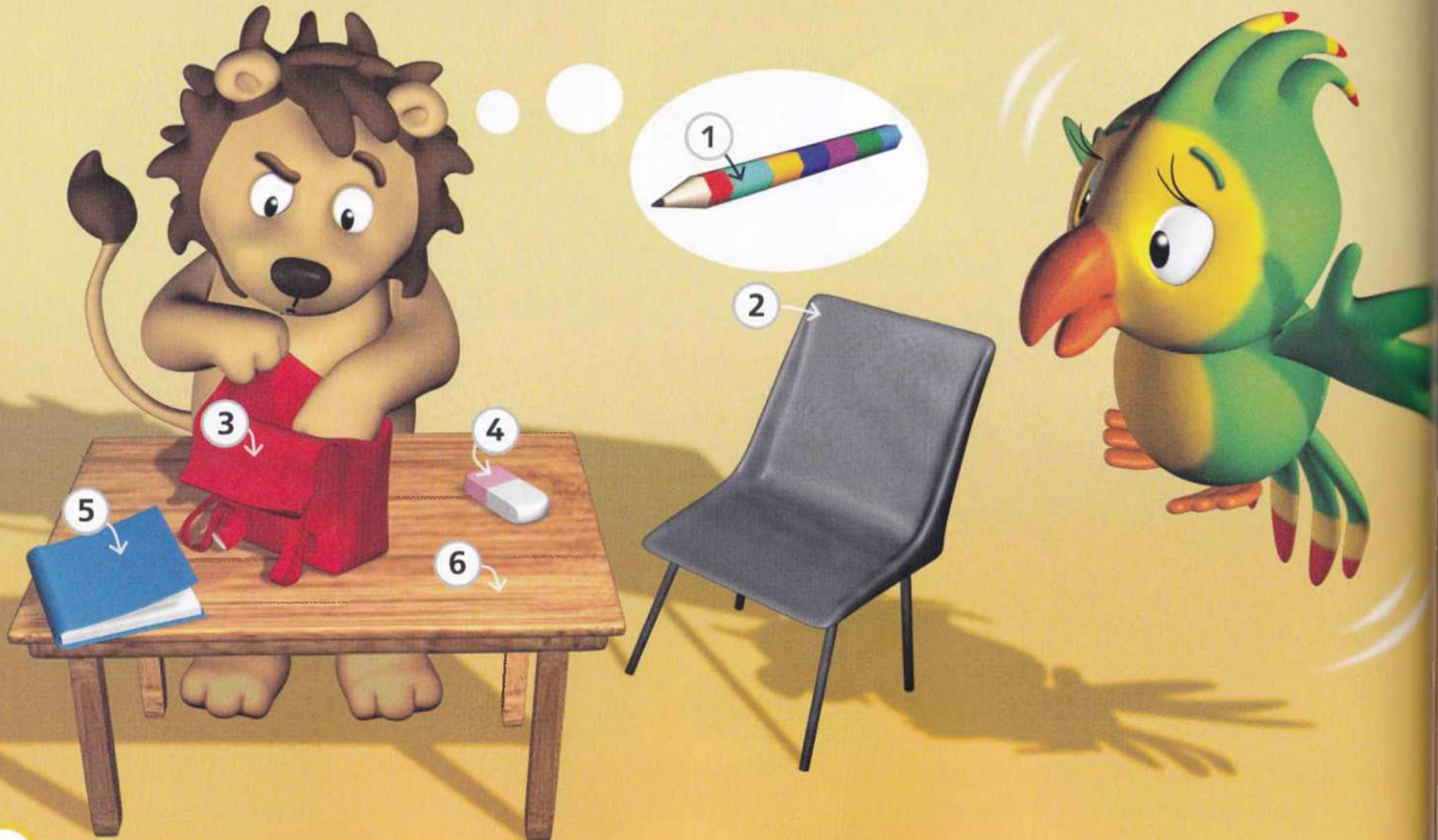


1

# My classroom

1 CD1  
07

Listen and point. Say the words.



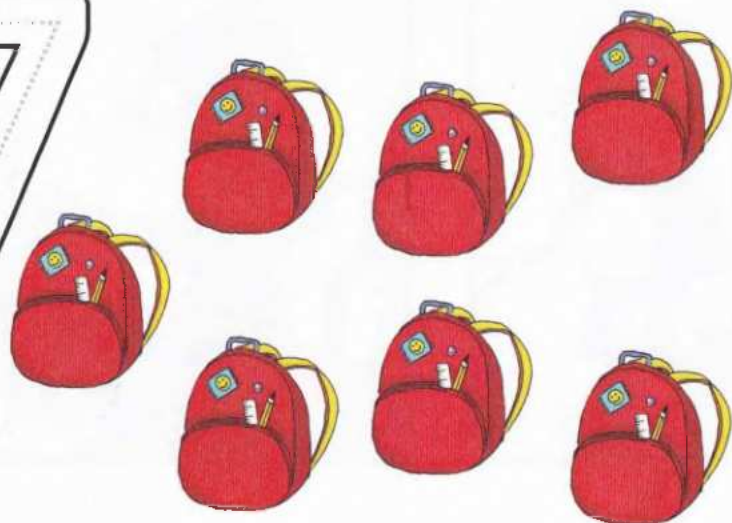
8 1 pencil 2 chair 3 bag 4 rubber 5 book 6 desk

Chant → page 80

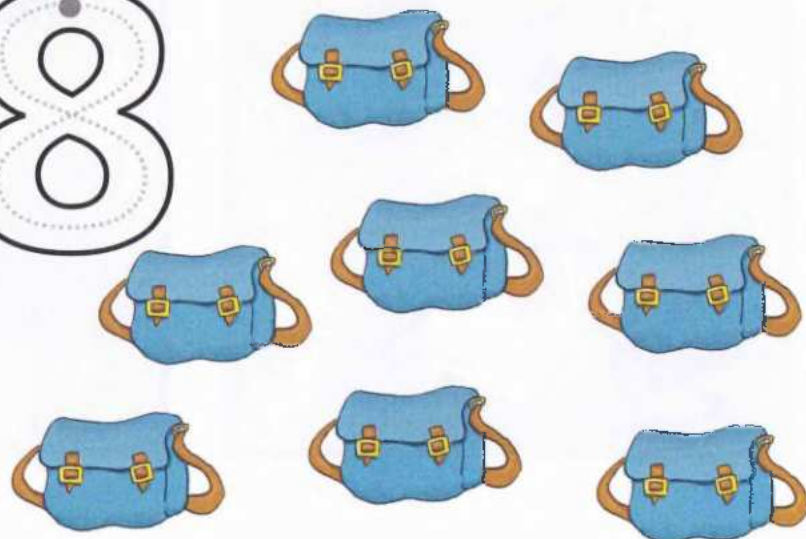


Listen and say the numbers. Trace.

7



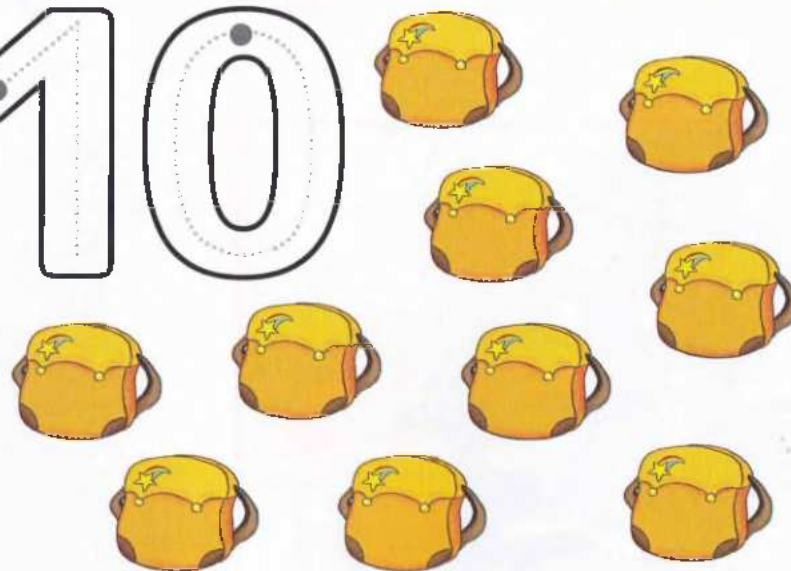
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9

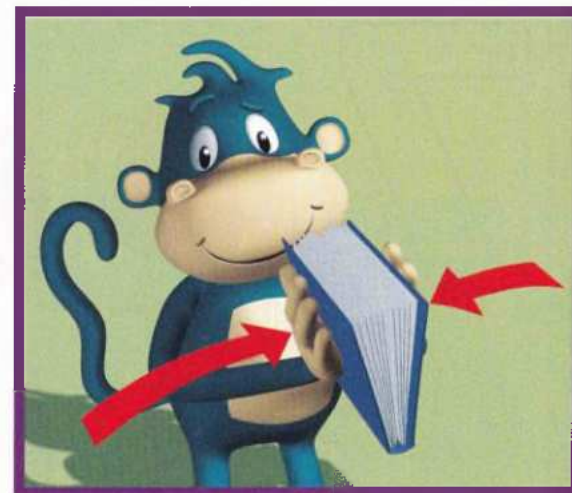
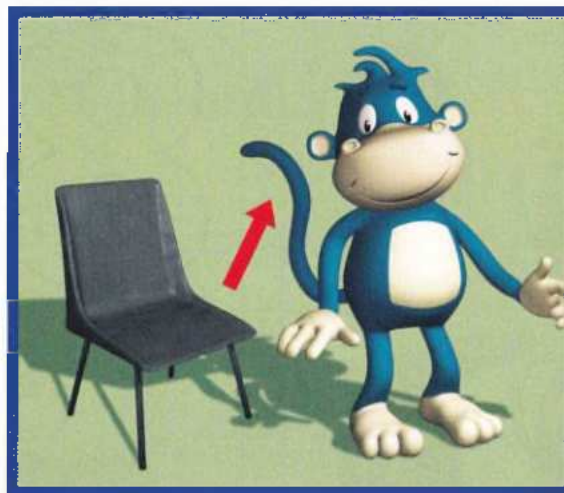
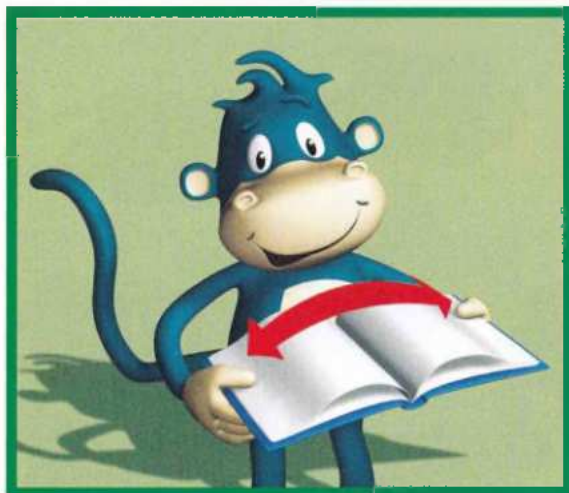


10





Listen and act. Listen and match.



1

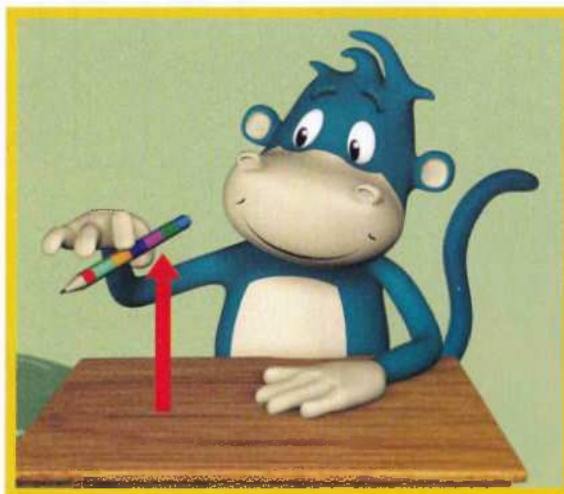
2

3

4

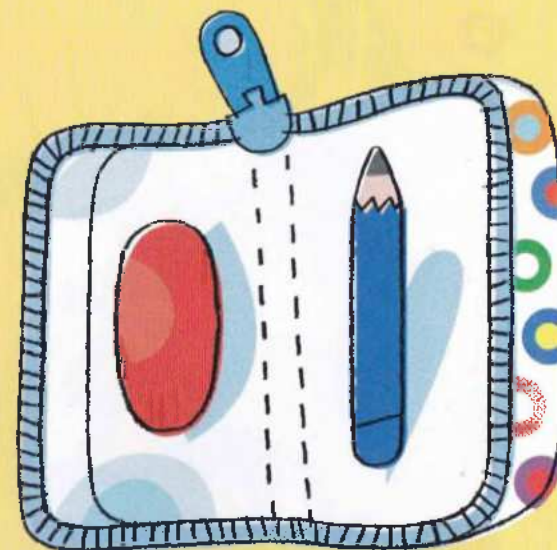
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6



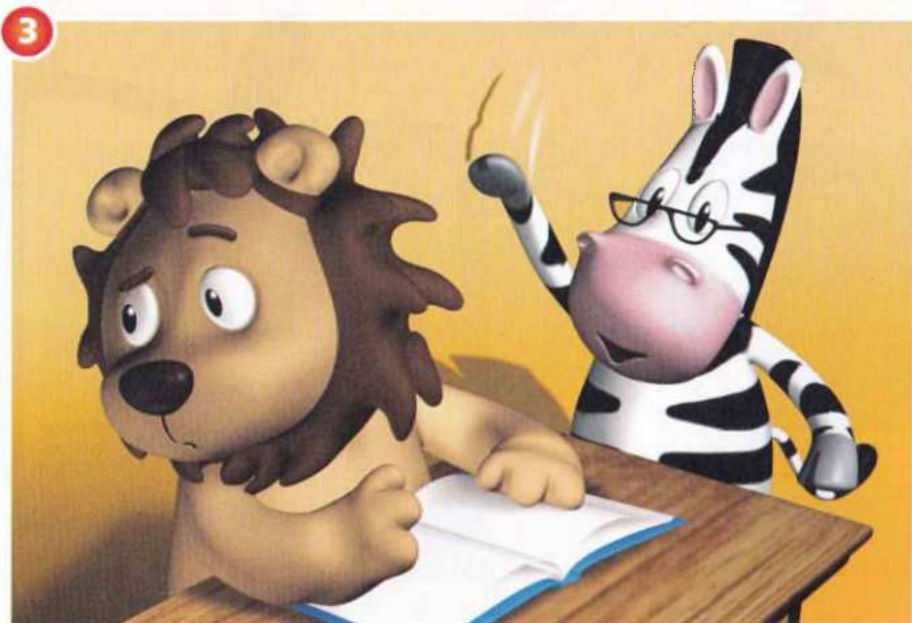
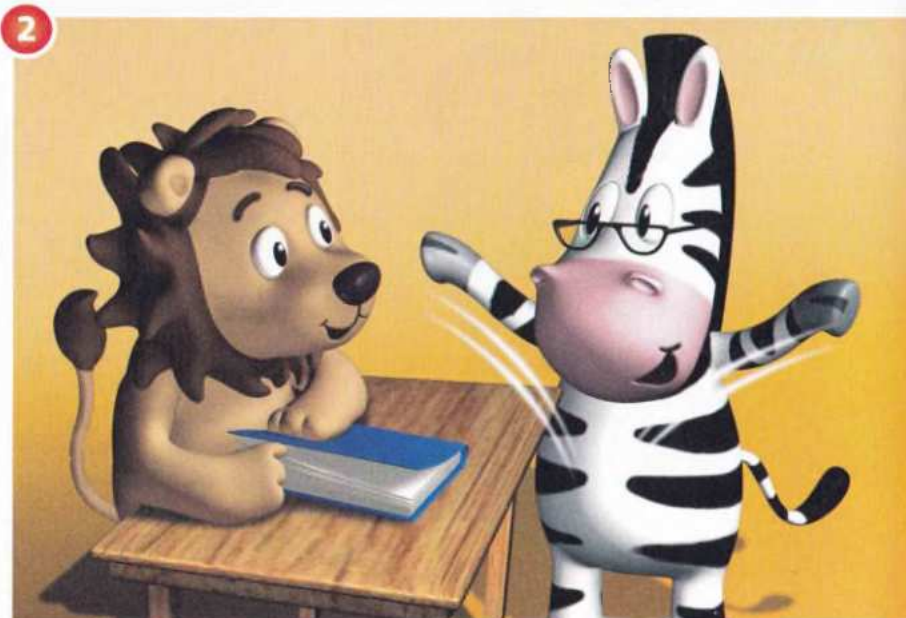


Listen and sing.





# The pencil









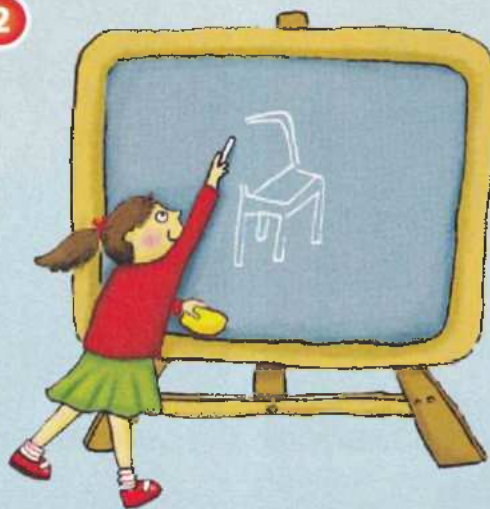
# Actions at school

**6**  Listen and say the words. Play the mime game.

1



2



3



4



5





7

Think!

Think and colour.



1



2



3



4



5



6





## 2

## My family

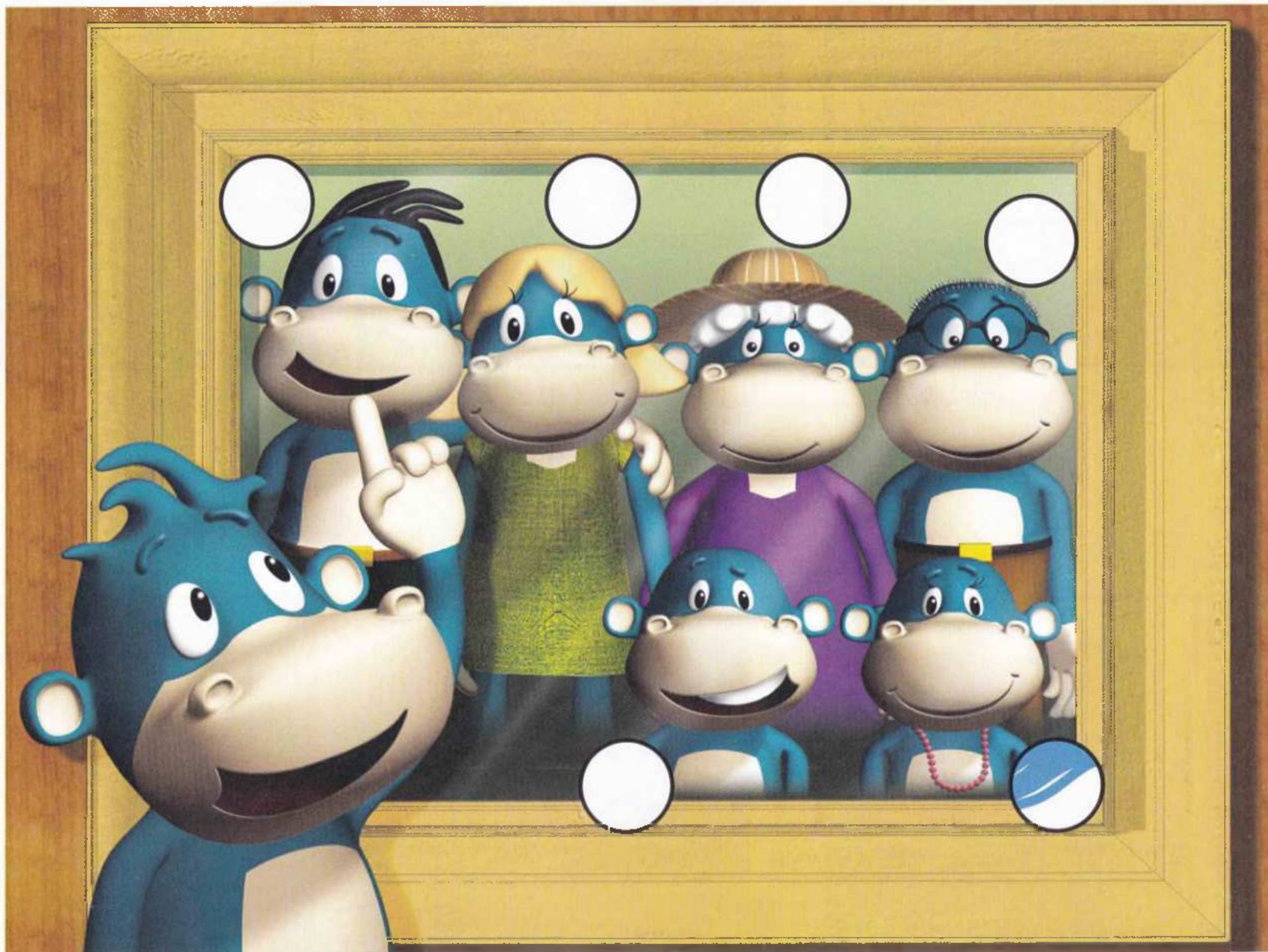
1 CD1  
20

Listen and point. Say the words.



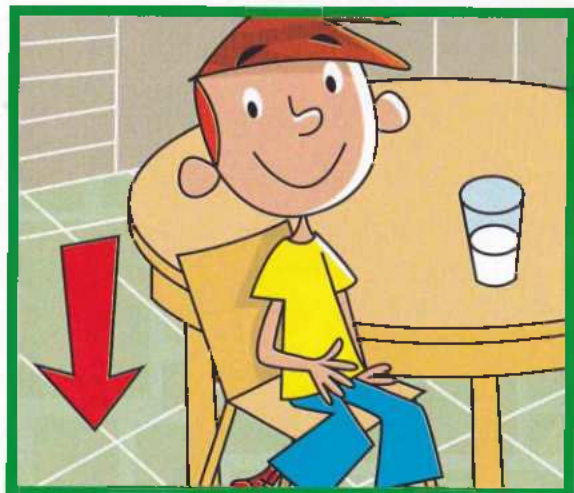


Listen and colour. Say the sentences.





Listen and act. Listen and match.



1

2

3

4

5

6





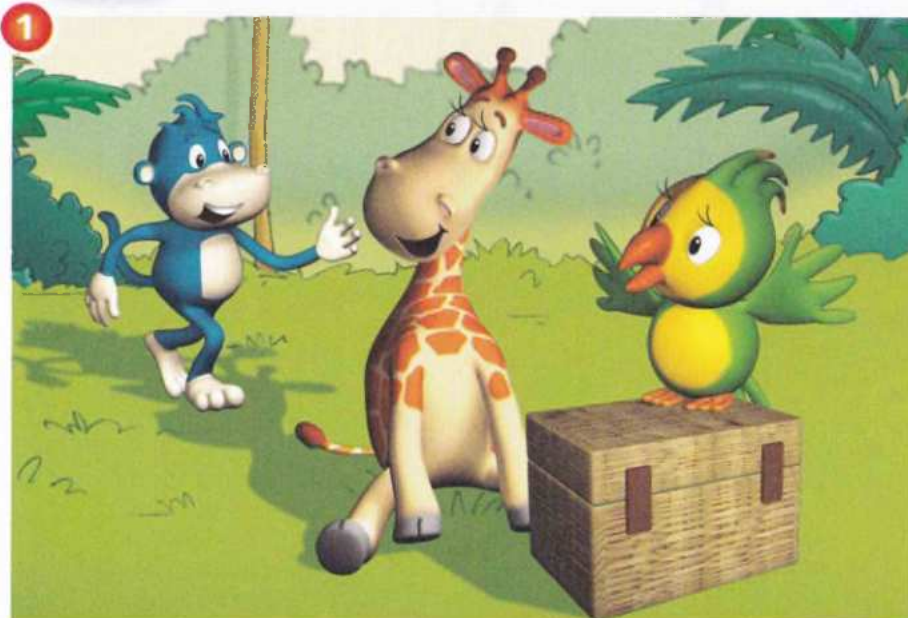
Listen and sing.





# The sandwiches

Values





5



6



7



8

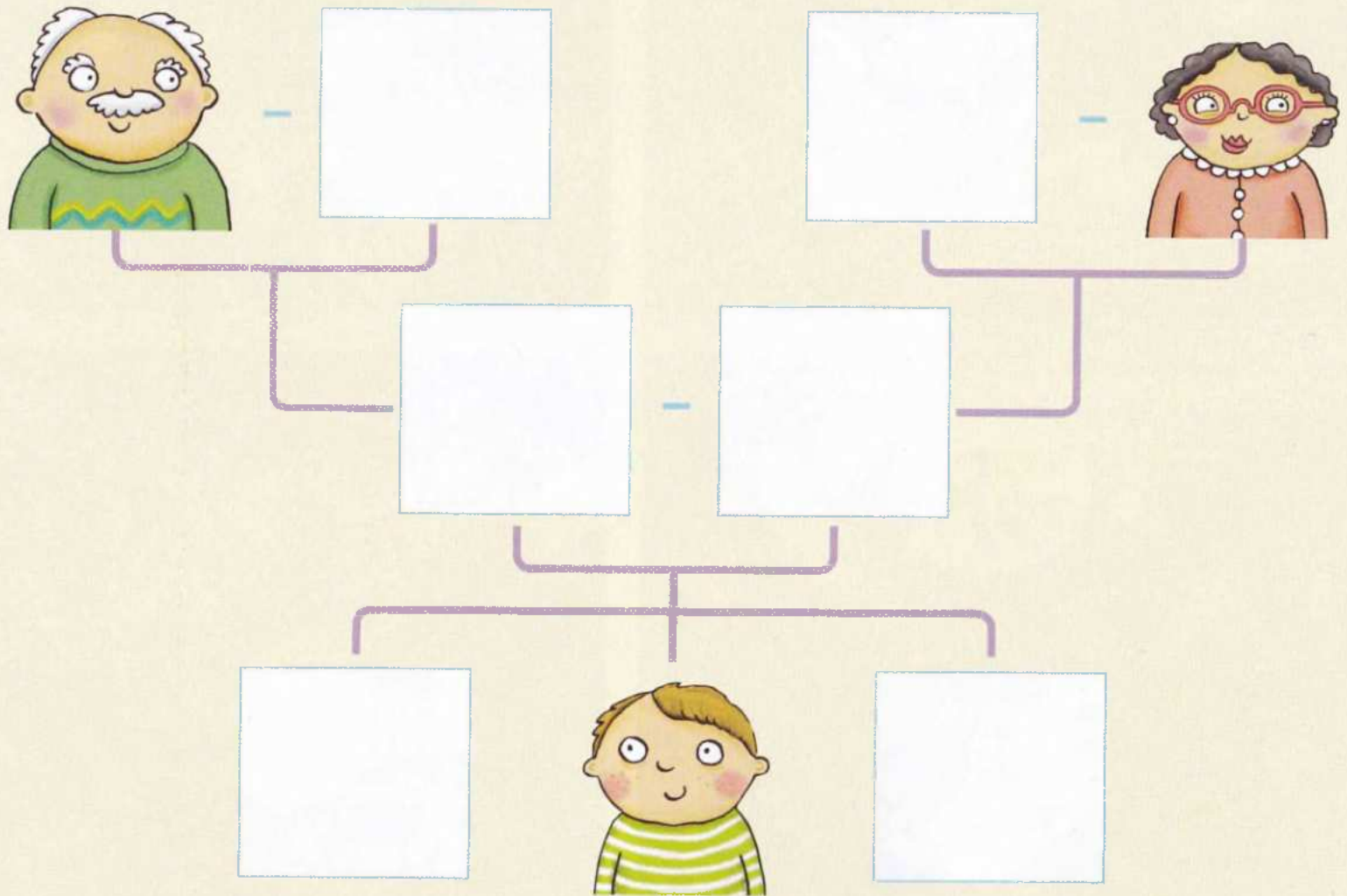




# Family trees



Listen and stick.





7

Think!

Draw and show your family tree.





## 3

## My face

1 CD1  
32

Listen and point. Say the words.





Listen and say the sentences. Stick.

1



2



3



4





Listen and act. Listen and match.



1

2

3

4

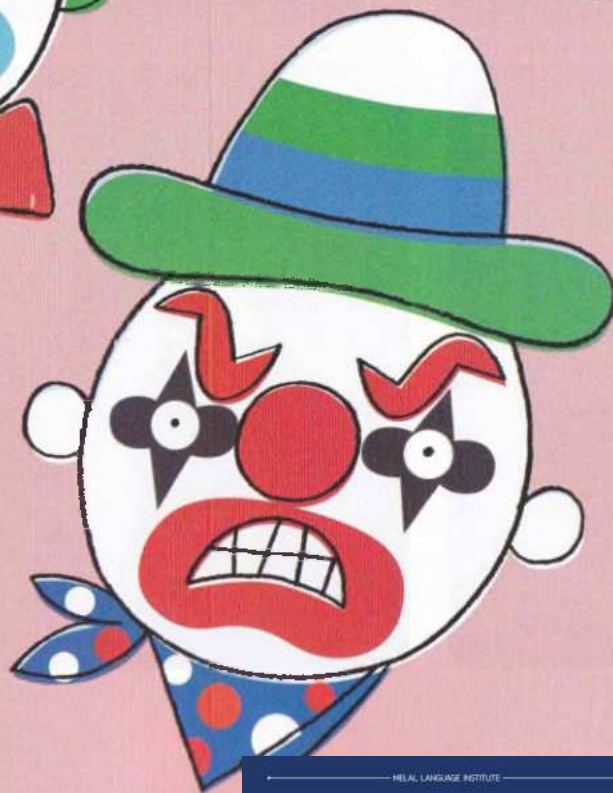
5

6





Listen and sing.





Listen and act. Listen and match.



1

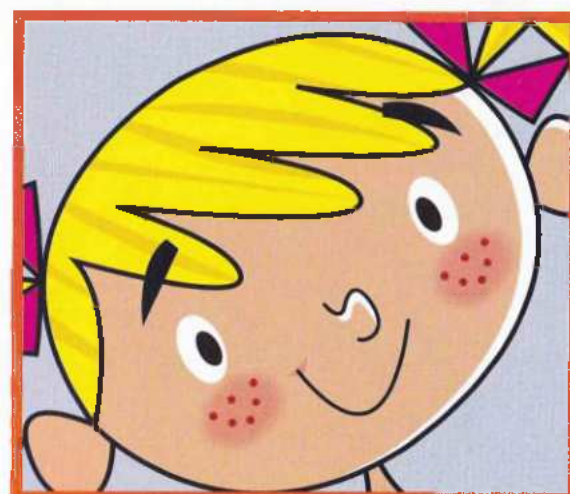
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4

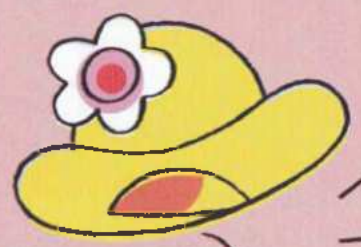
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6



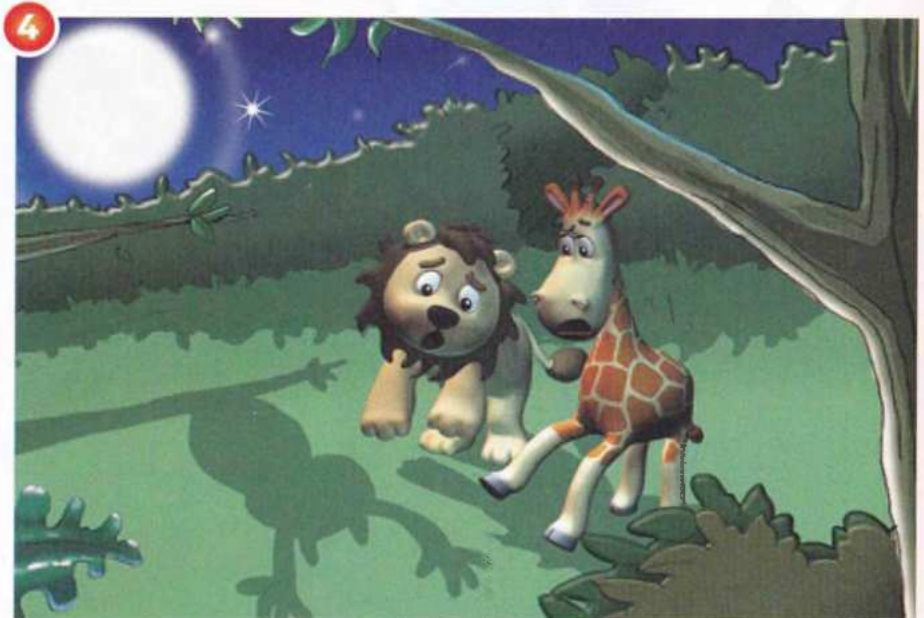
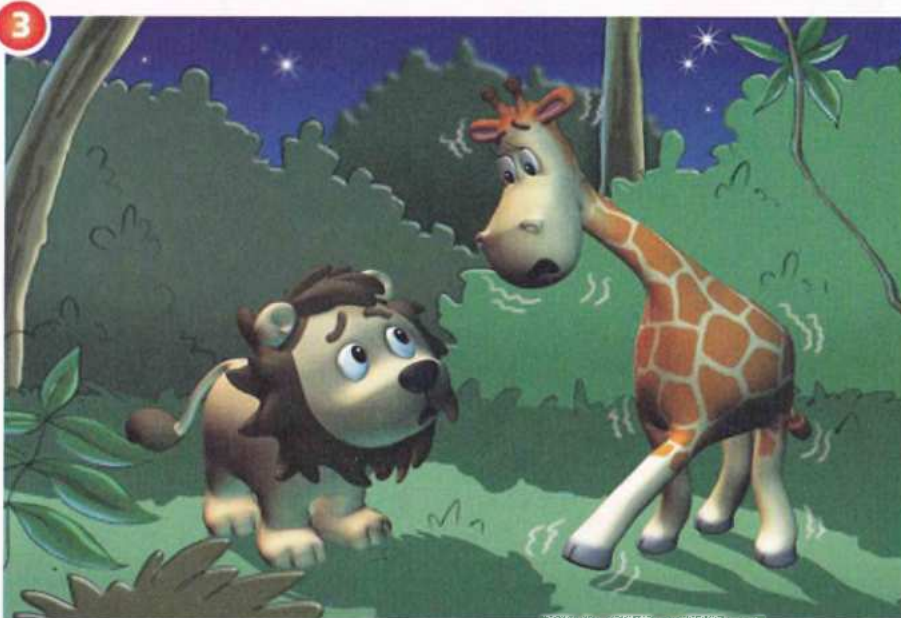
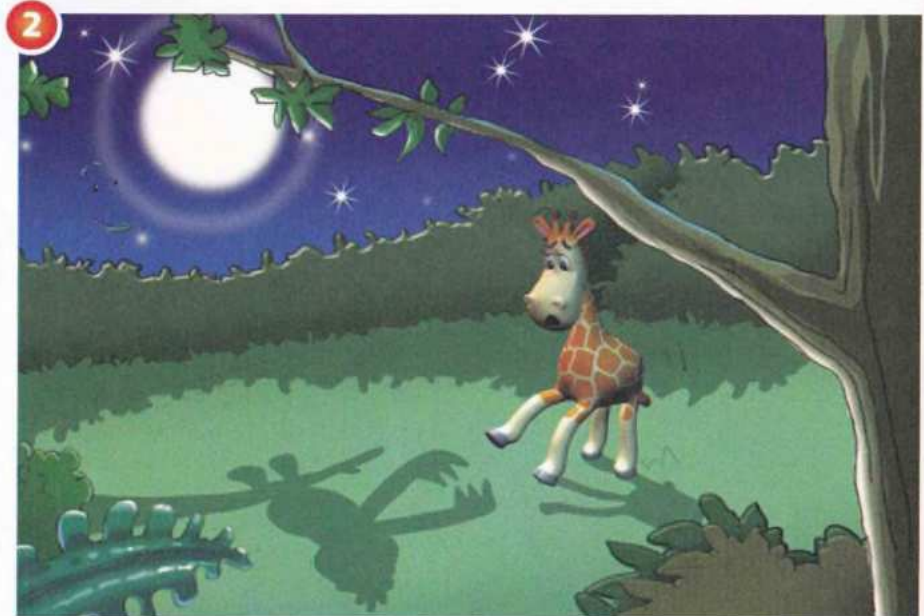
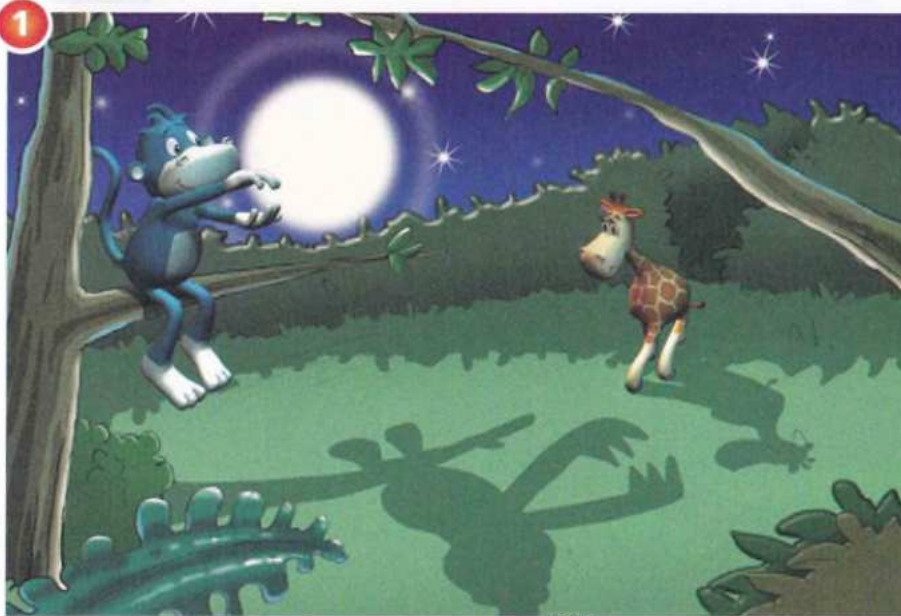


Listen and sing.

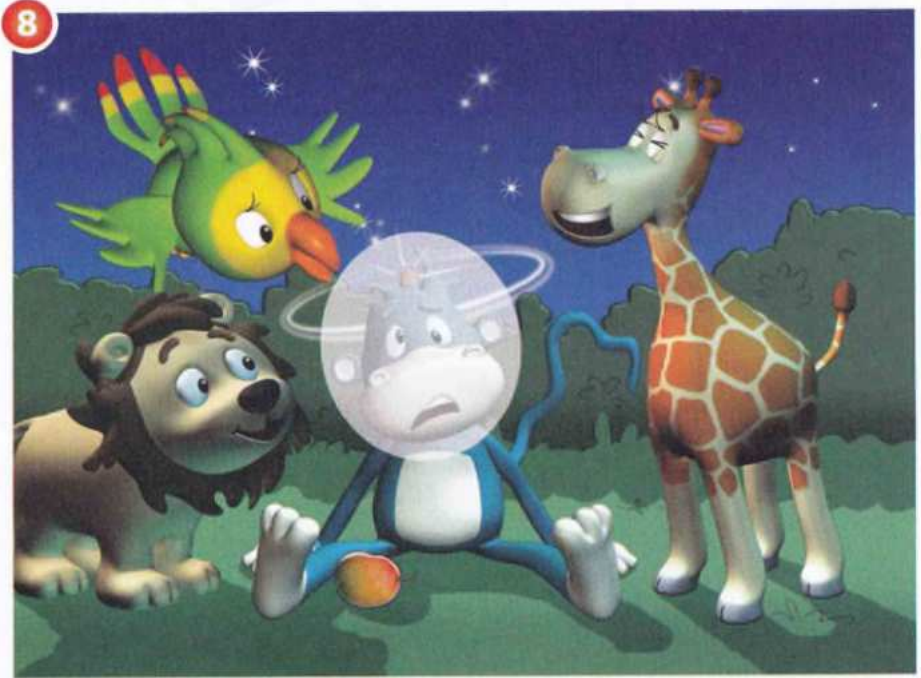
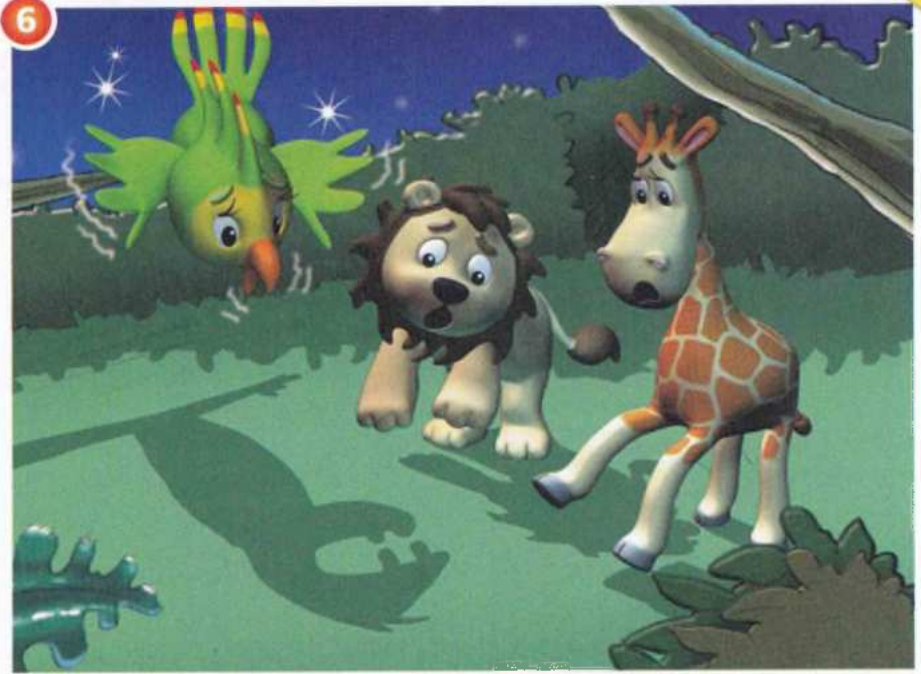
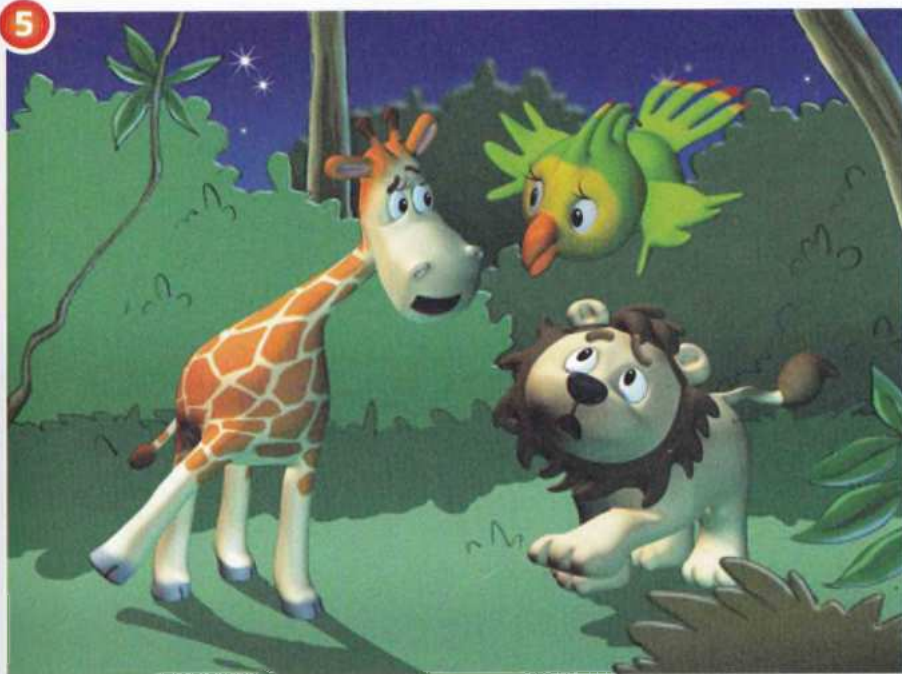




# The monster





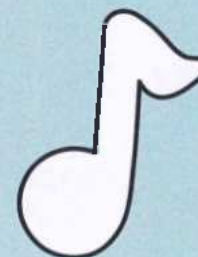
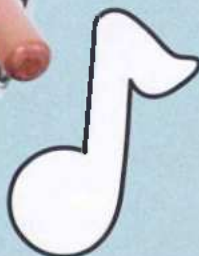
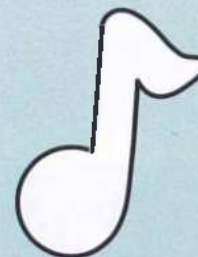
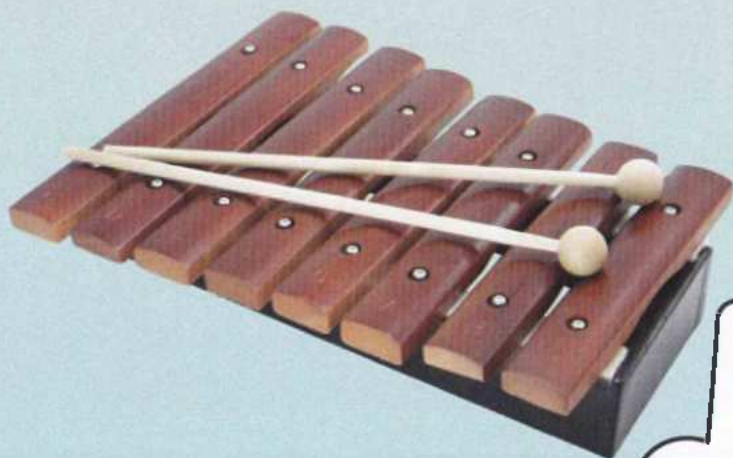




# Music and feelings



Listen and colour. Say the instruments.

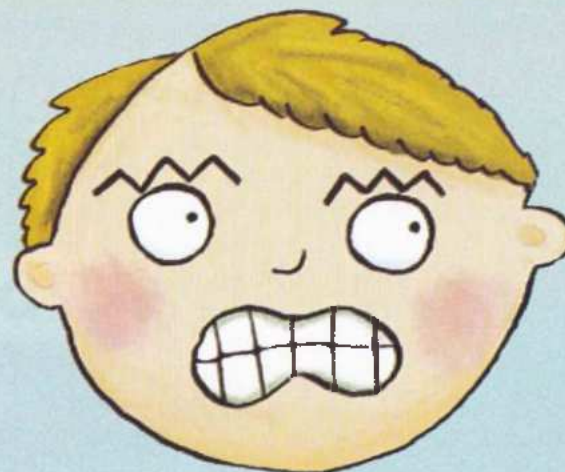




Listen and circle.



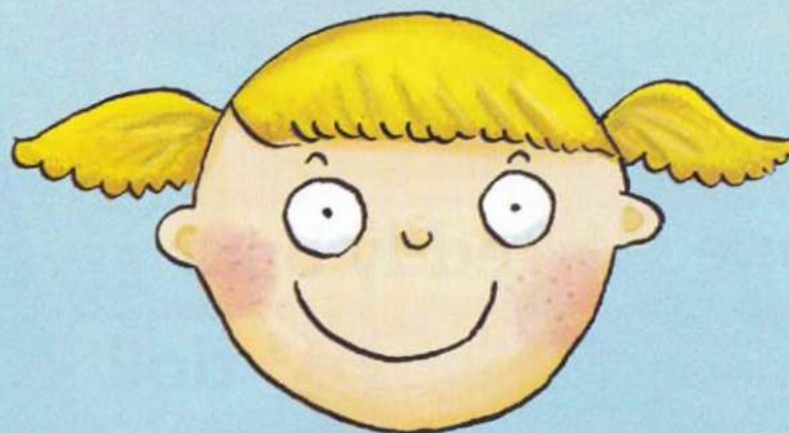
1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4



## 4

## My toys

1 CD1  
45

Listen and point. Say the words.

1 ball

2 kite

3 rope

4 teddy bear

5 doll

6 plane



Listen and colour. Say the sentences.





Listen and act. Listen and match.



1

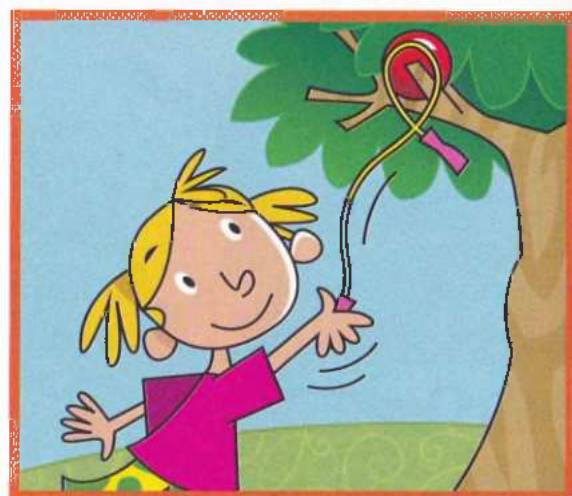
2

3

4

5

6





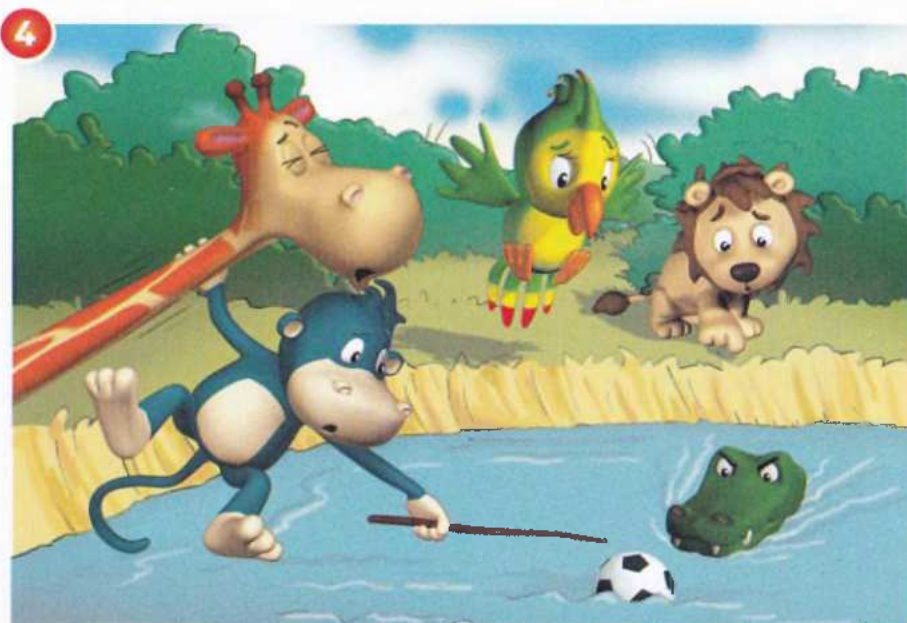
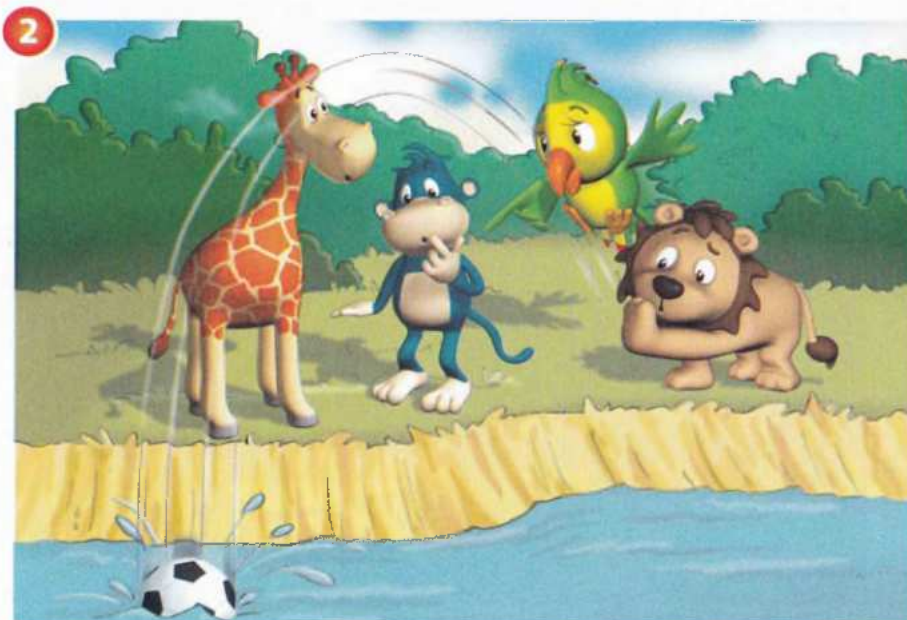


Listen and sing.





# The ball





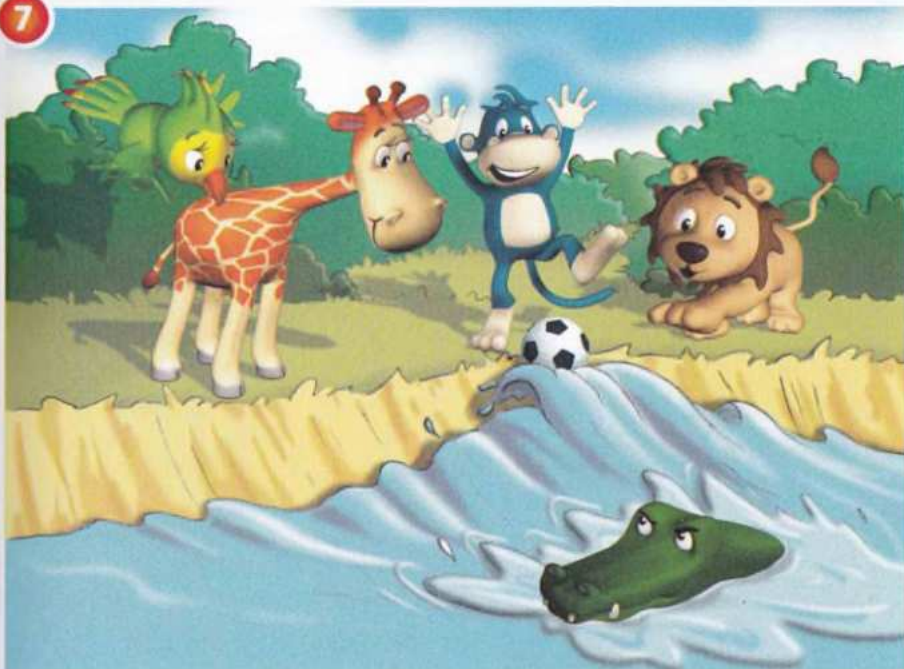
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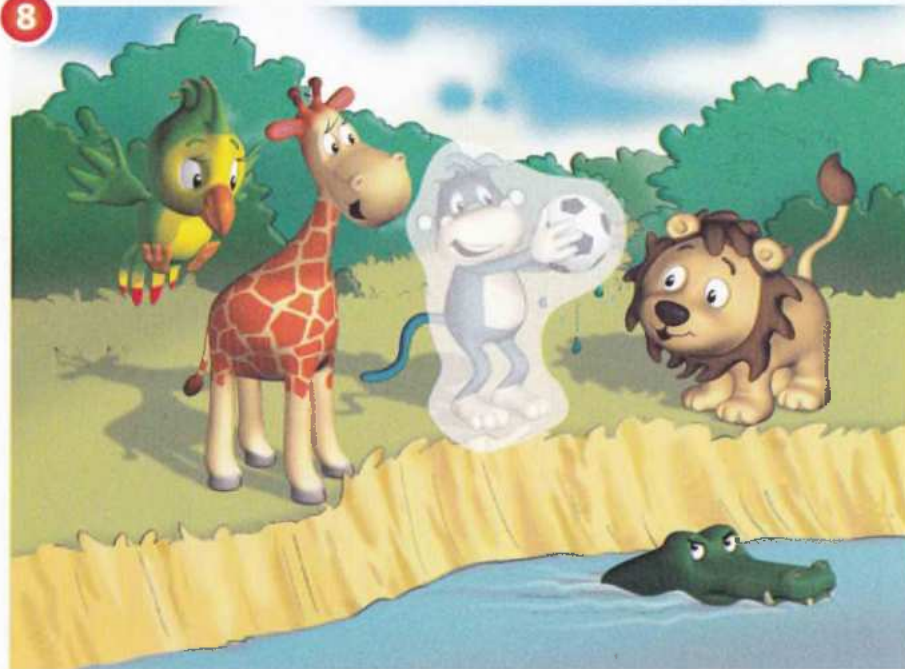
6



7



8



Family  
fun!

Value: Working together



# Playing outside

6 CD1  
54

Listen and point. Say the number.

1



2



3



4





4 CD1 55 56 **Think!** Listen and colour. Listen and act.



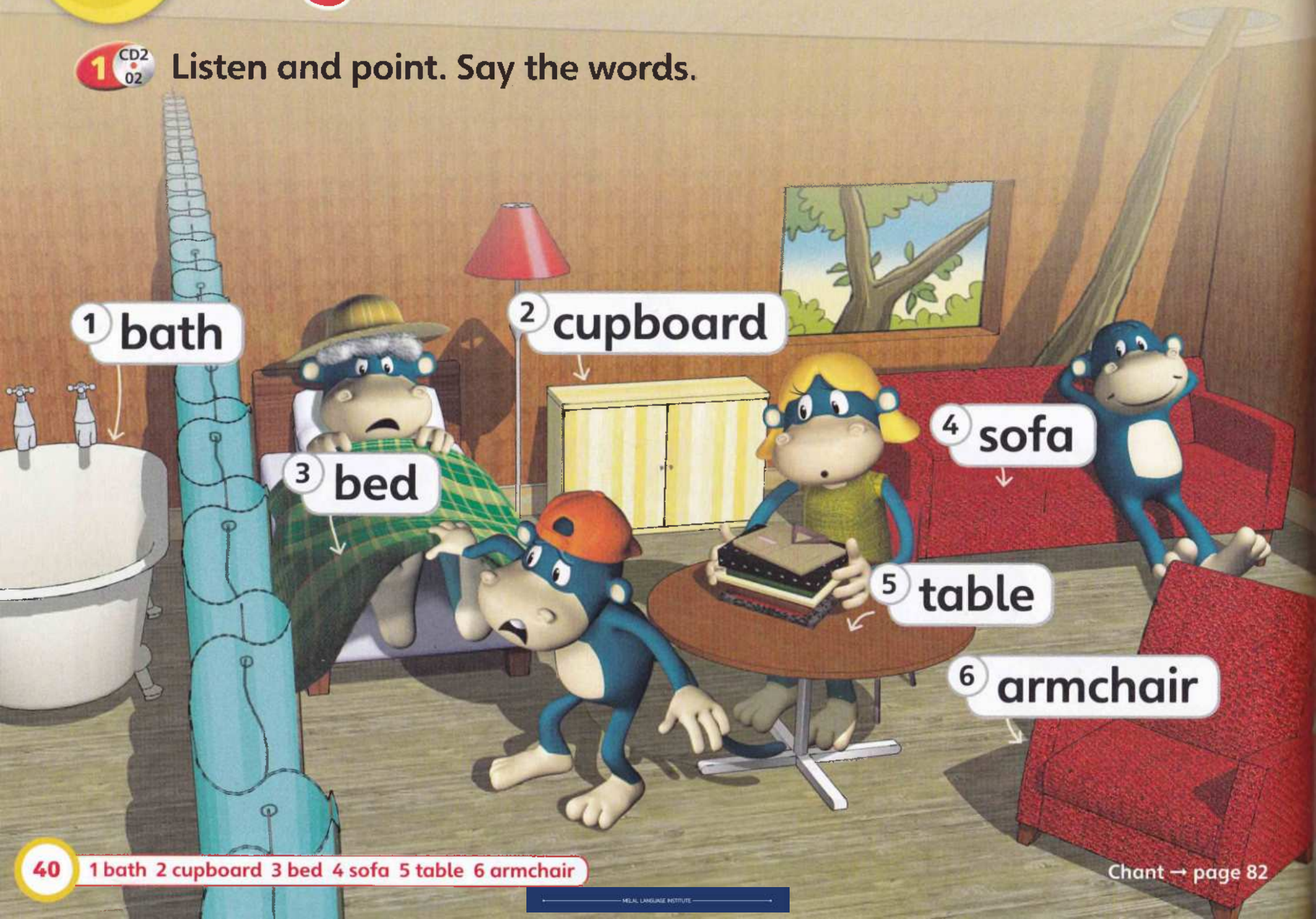


## 5

## My house

1 CD2  
02

Listen and point. Say the words.

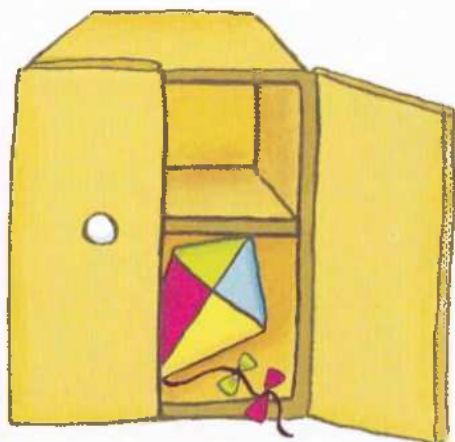




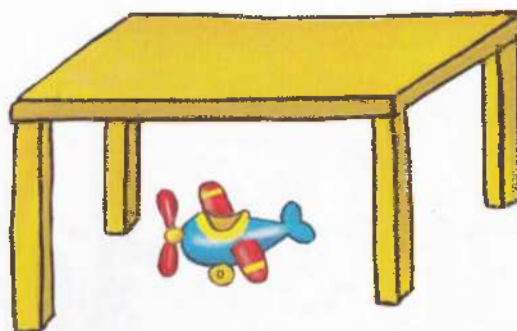
2 CD2  
04

Listen and circle. Listen and answer.

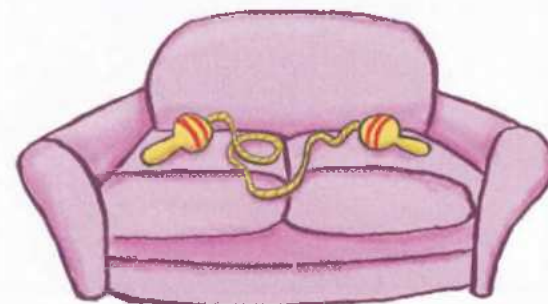
1



2

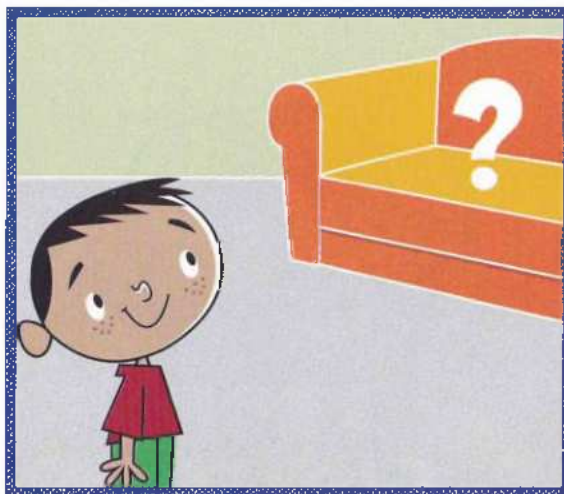
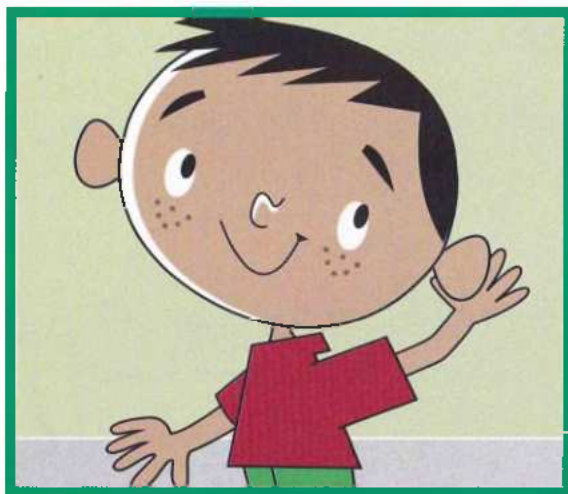


3





Listen and act. Listen and match.



1

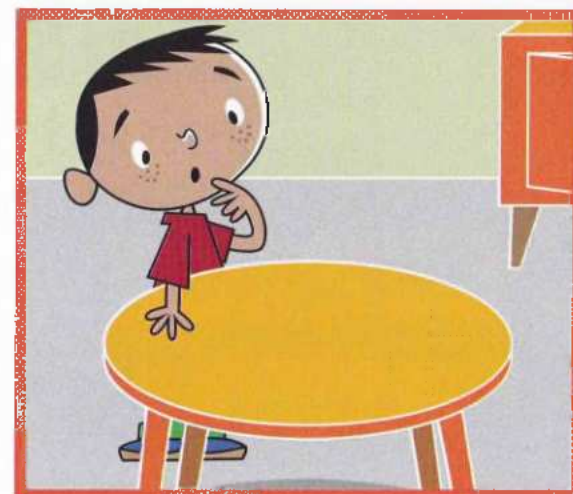
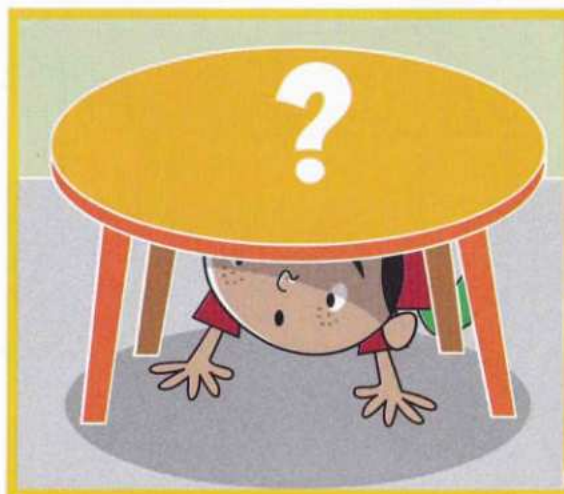
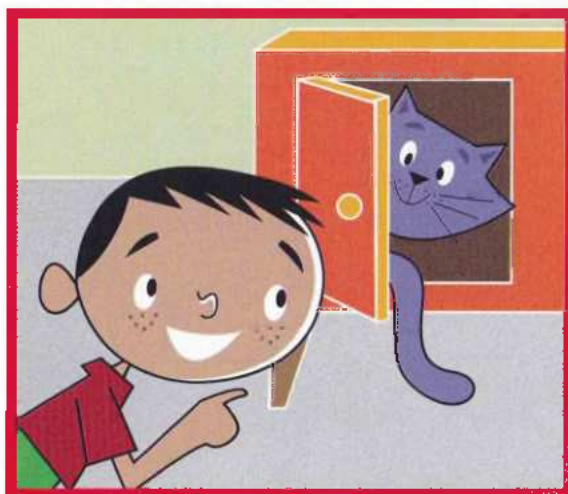
2

3

4

5

6



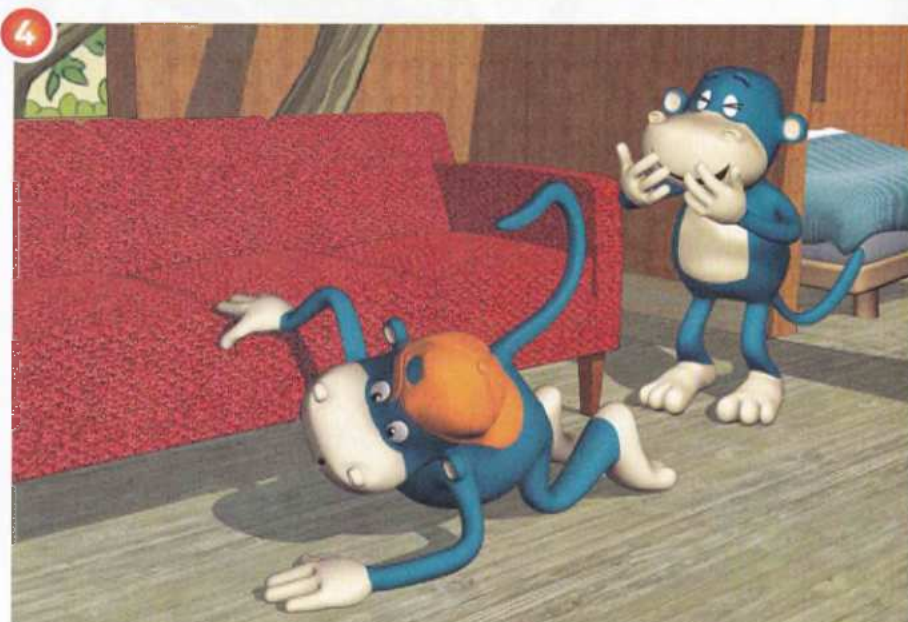
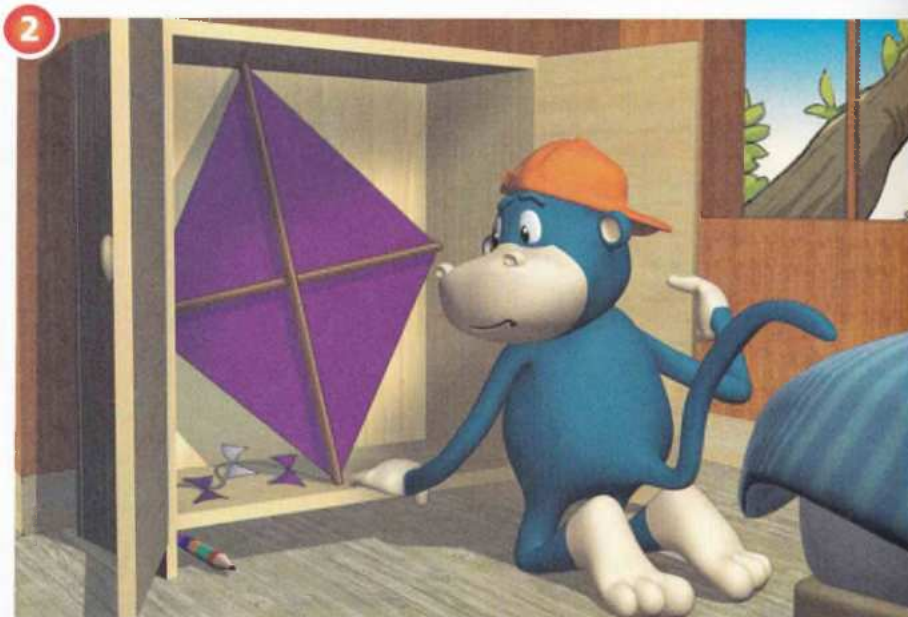


Listen and sing.

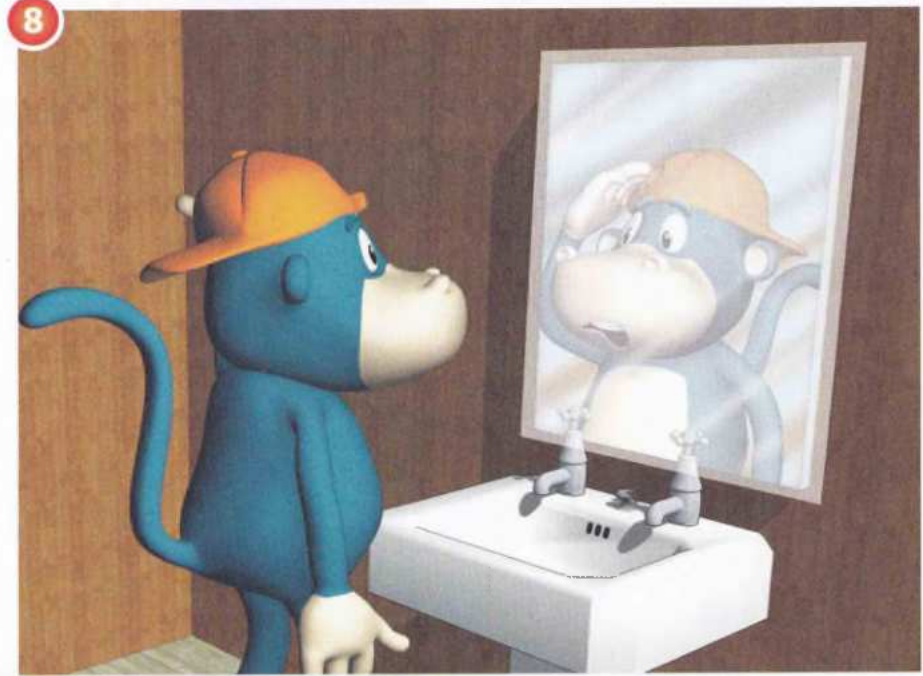




# The cap





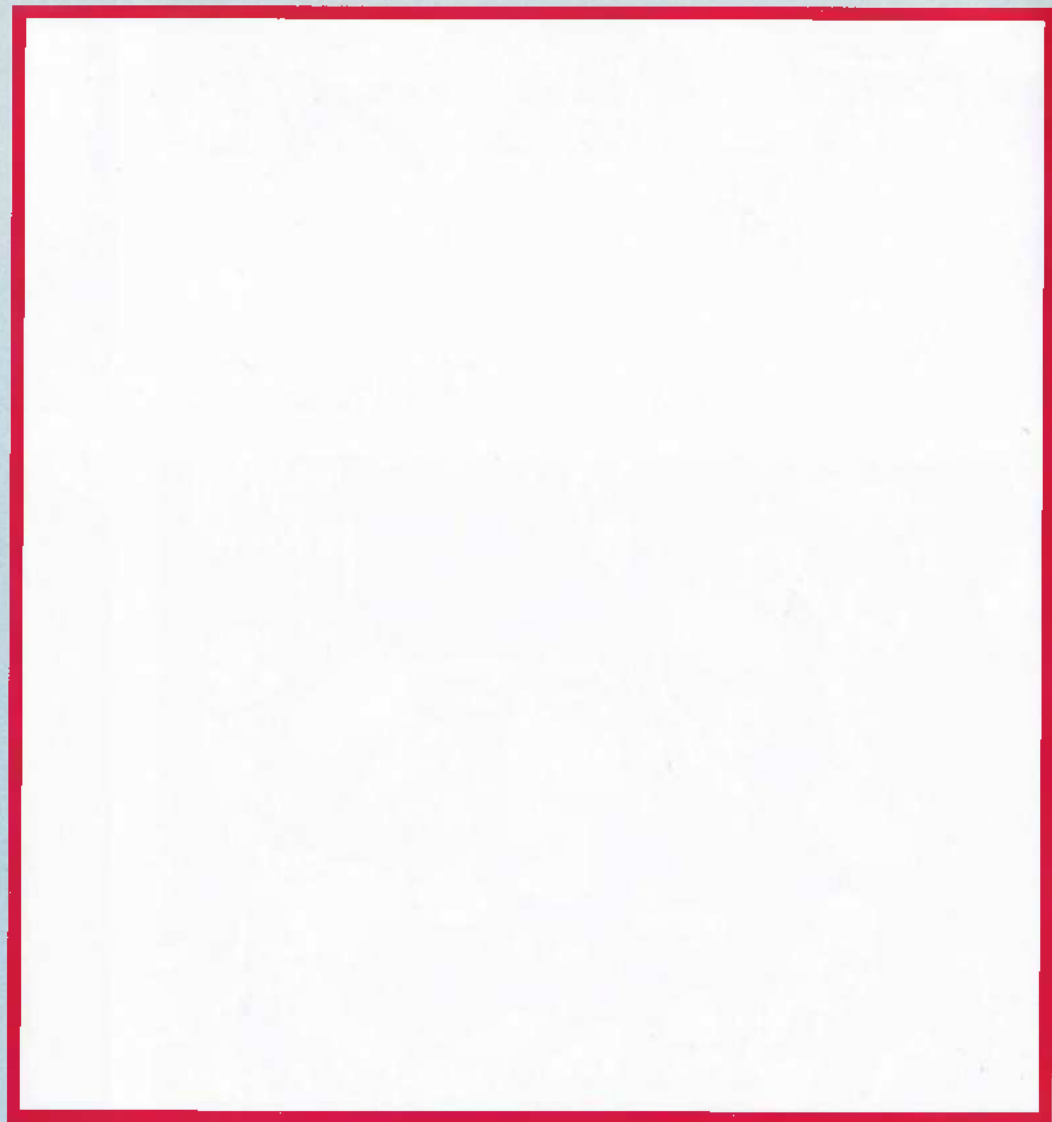




# Homes

6 CD2  
11

Listen and say. Draw your home.





**7** **Think!** Choose a home and make it.





6

# On the farm

1

CD2  
14

Listen and point. Say the words.

1 cat

2 horse

3 cow

4 dog

5 rabbit

6 sheep



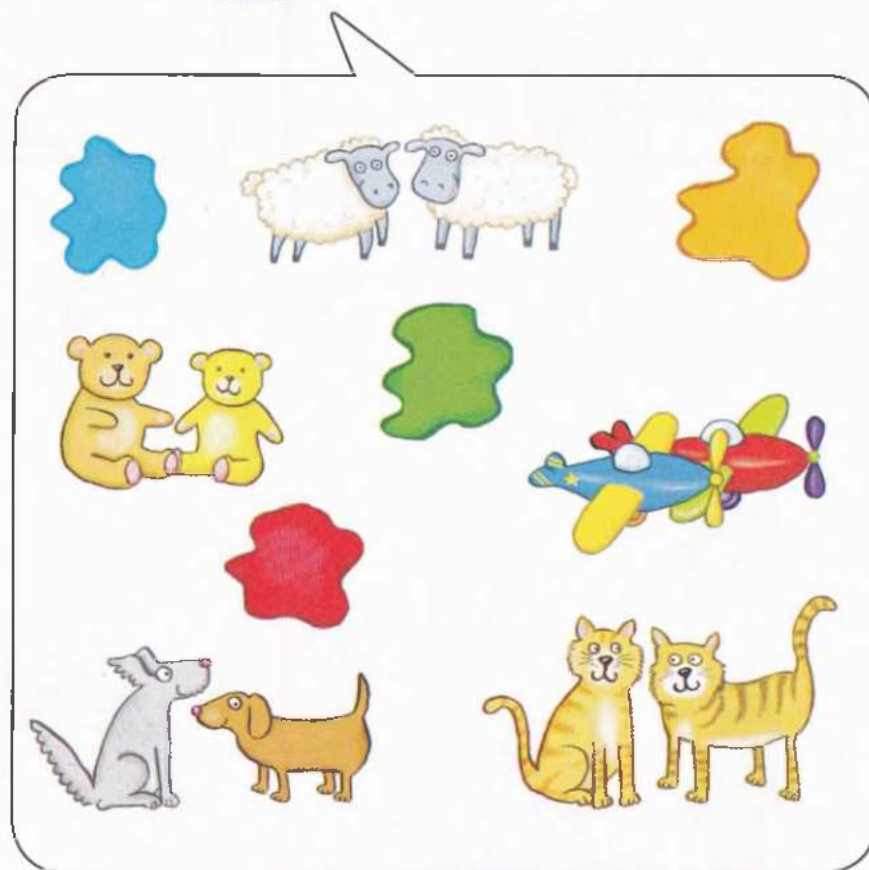
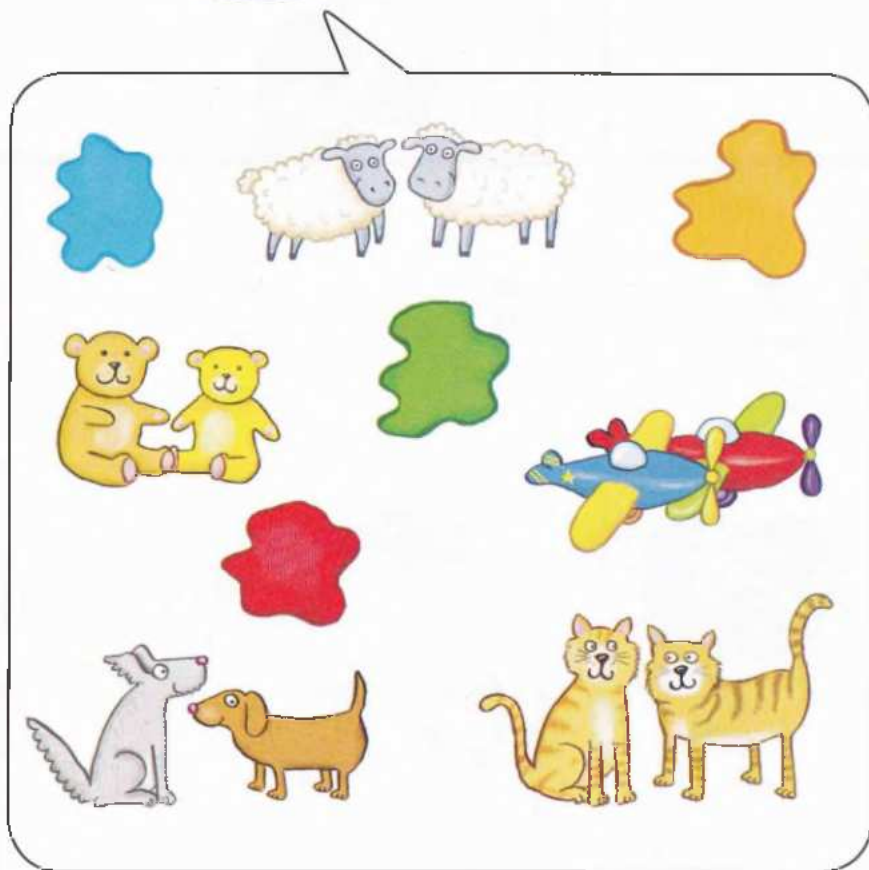
2 CD2 16

Listen and circle. Say the sentences.

1



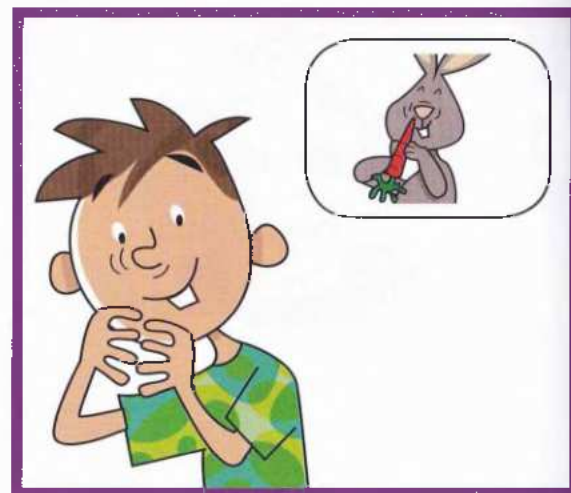
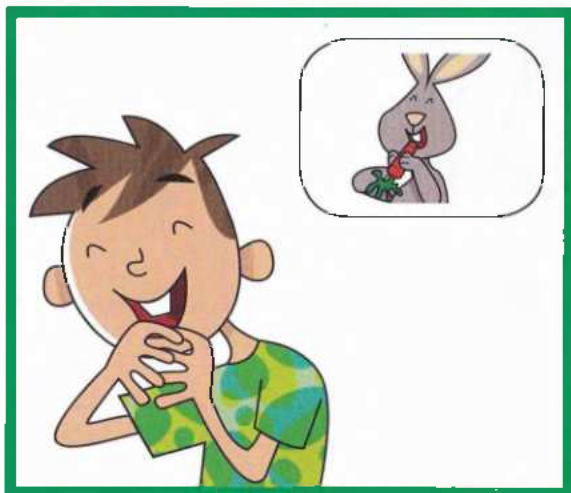
2

Family  
fun!

My favourite (colour) is (orange).



Listen and act. Listen and match.



1

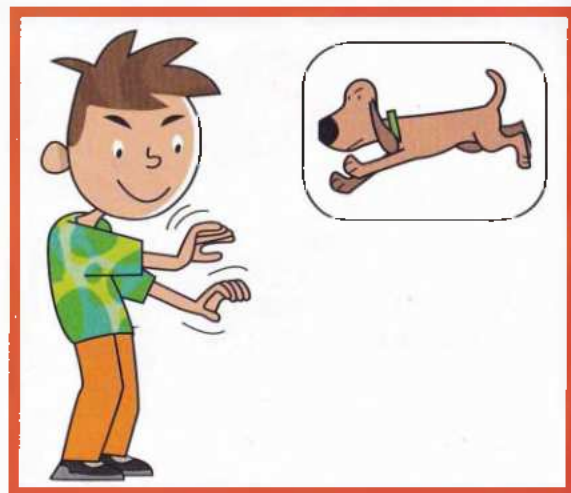
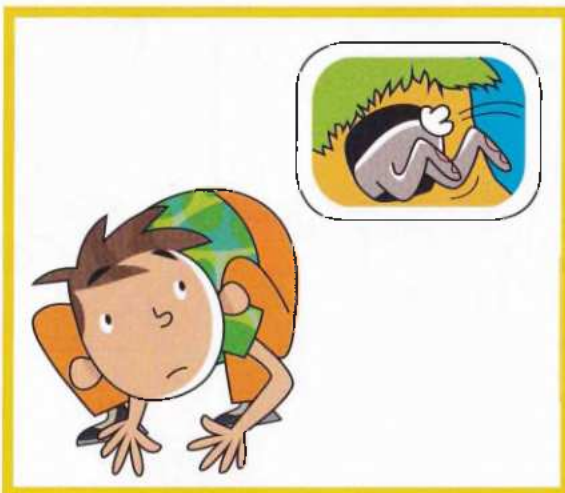
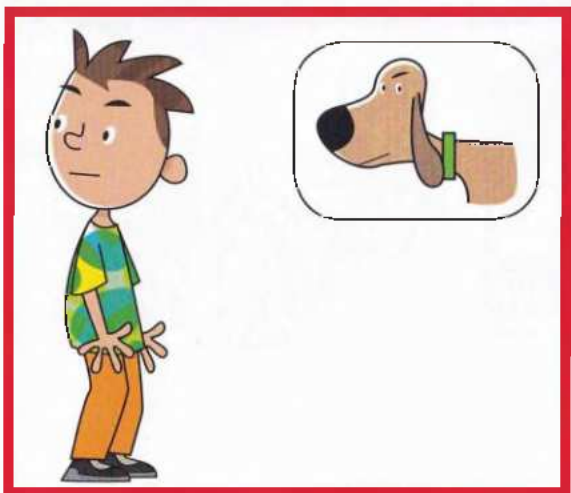
2

3

4

5

6





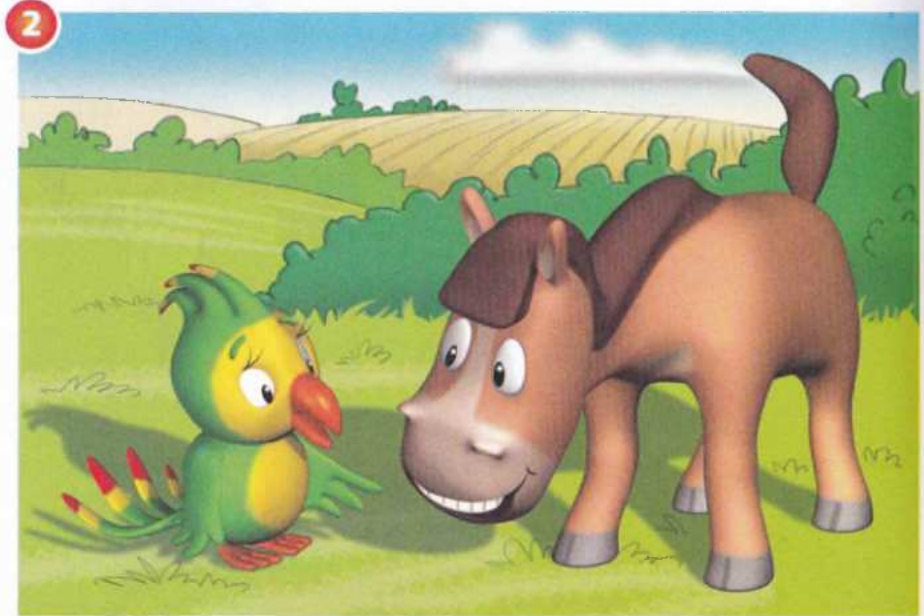
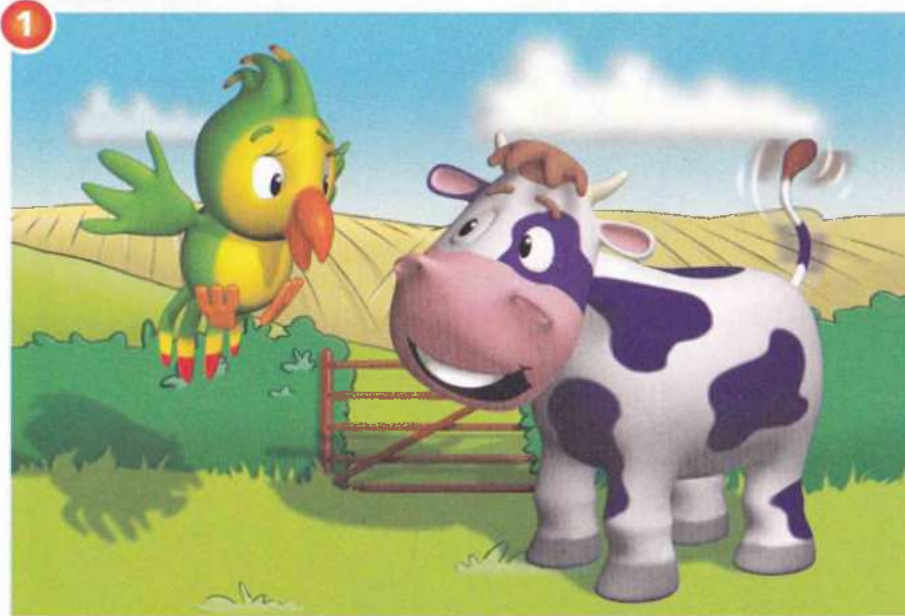
Listen and sing.





# I like your colours!

Values





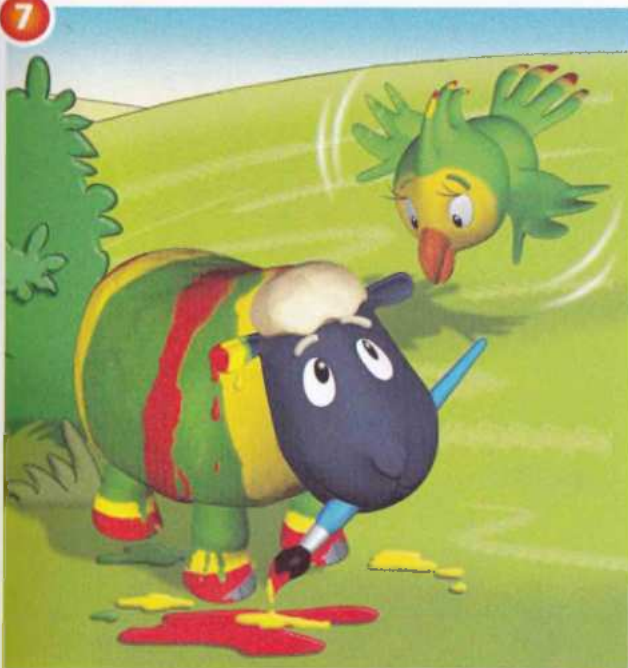
5



6



7



8



Family  
fun!

Value: Paying compliments

53



# Where animals live

6 Match the animals to where they live.





7

Think!

Make a poster.





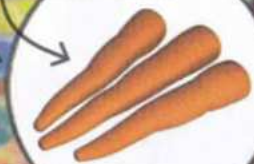
7

# I'm hungry!

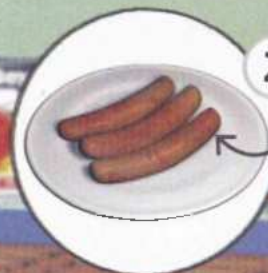
1 CD2  
25

Listen and point. Say the words.

1 carrots



2 sausages



3 apples



4 cakes



5 ice cream



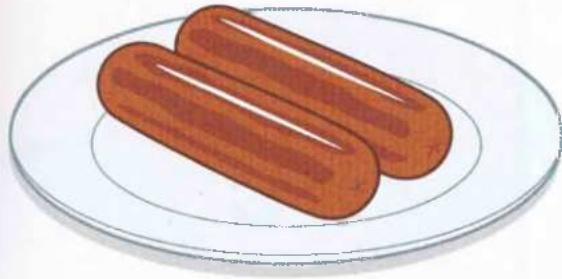
6 chips



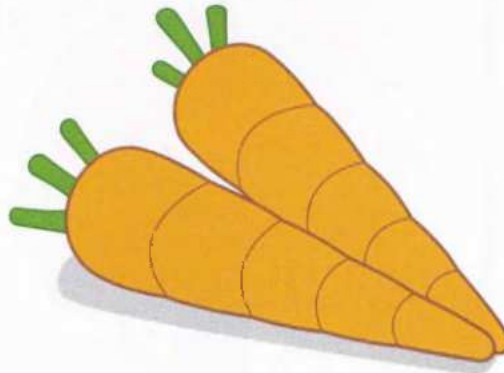


Listen and circle  or . Say the sentences.

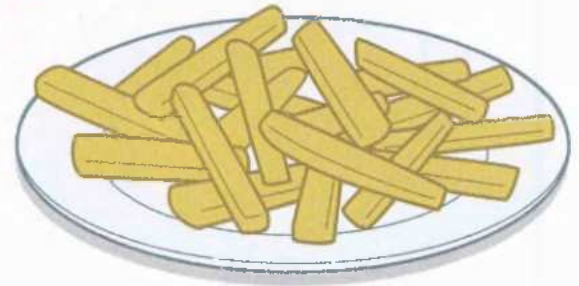
1



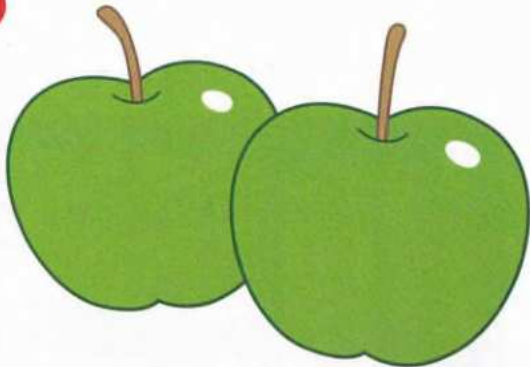
2



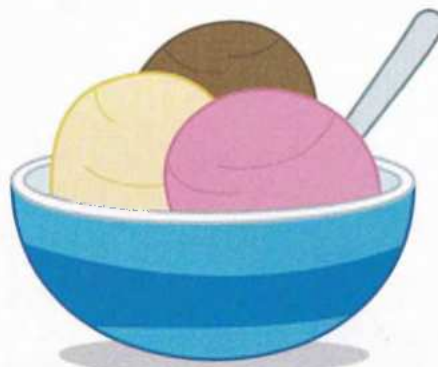
3



4



5

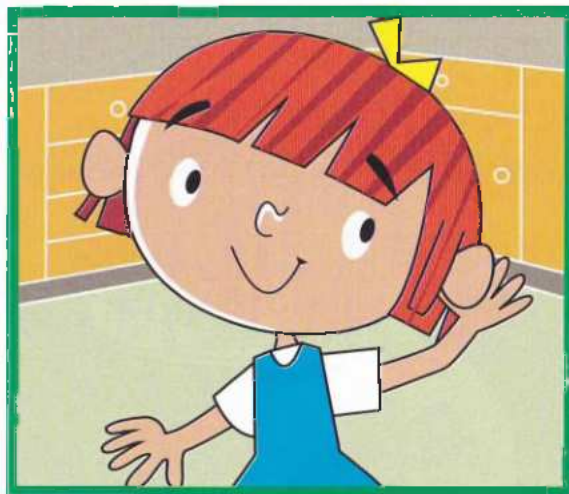


6





Listen and act. Listen and match.



1

2

3

4

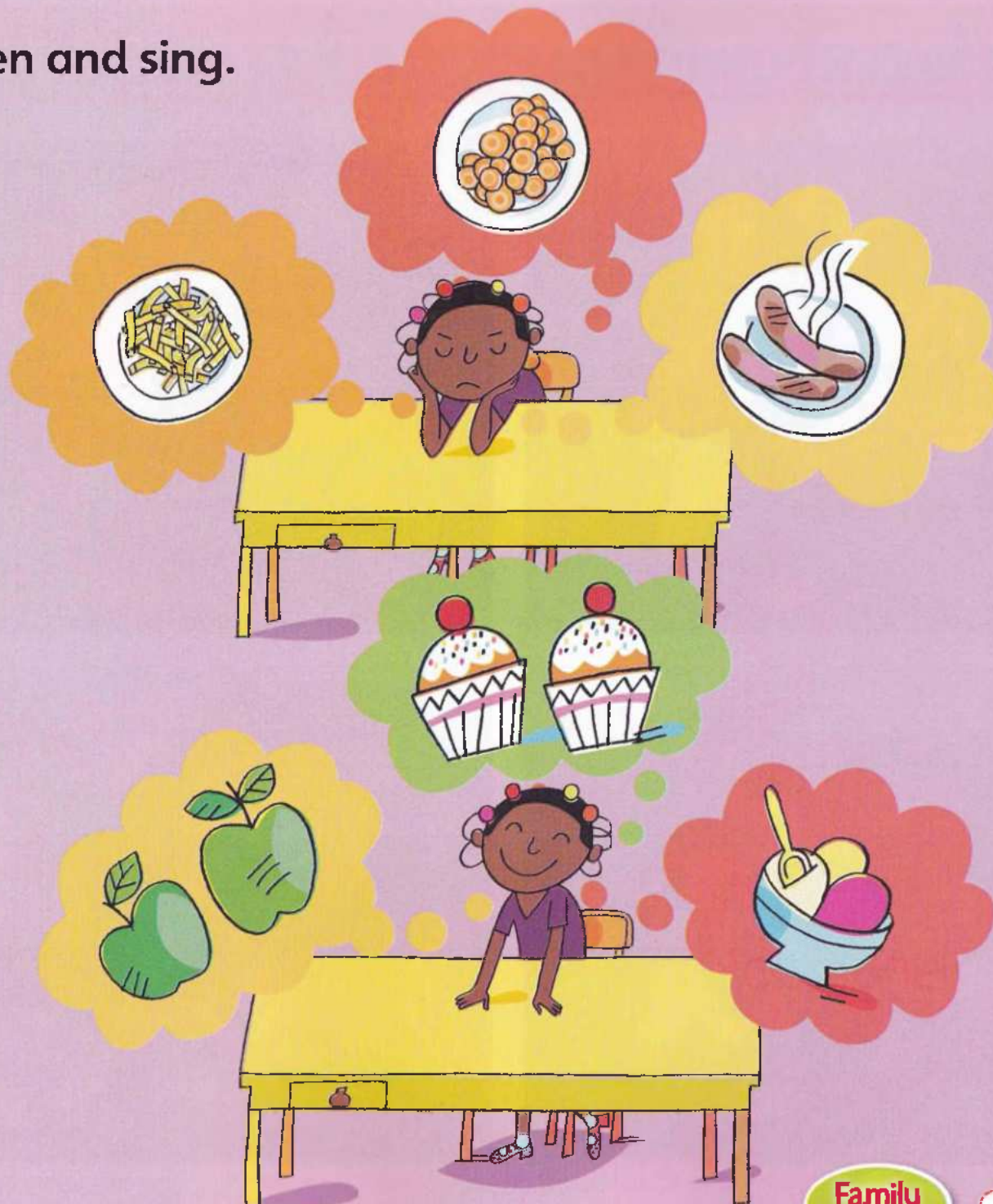
5

6





Listen and sing.



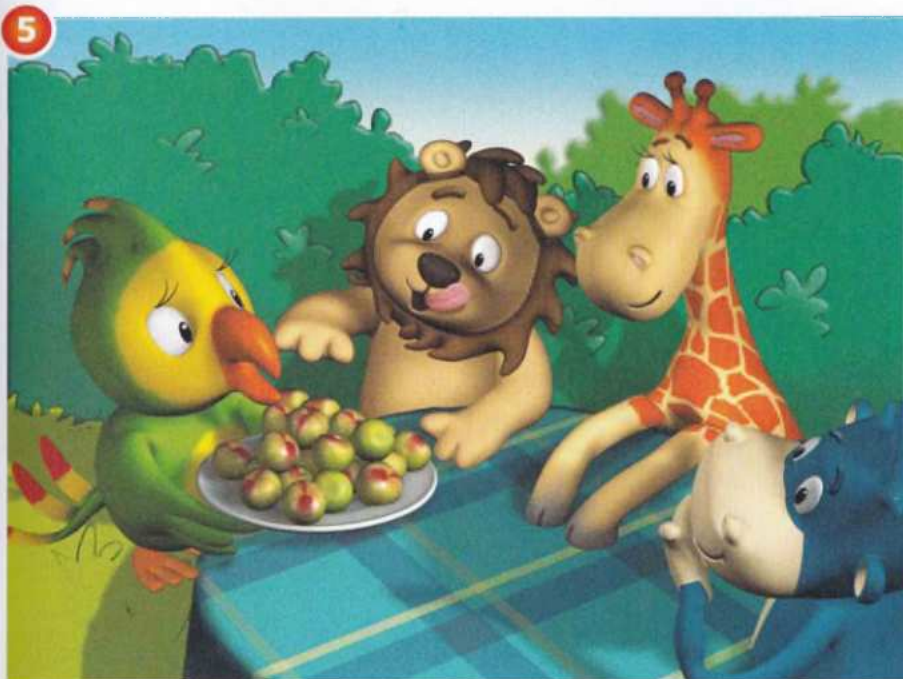


# Cakes and ice cream

Values









# Where food comes from

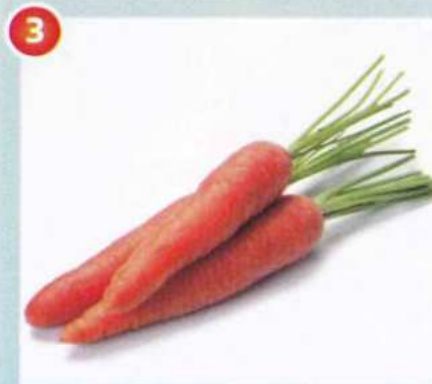
**6** Match the food and where it comes from.



eggs



apples



carrots



milk



the ground



a cow



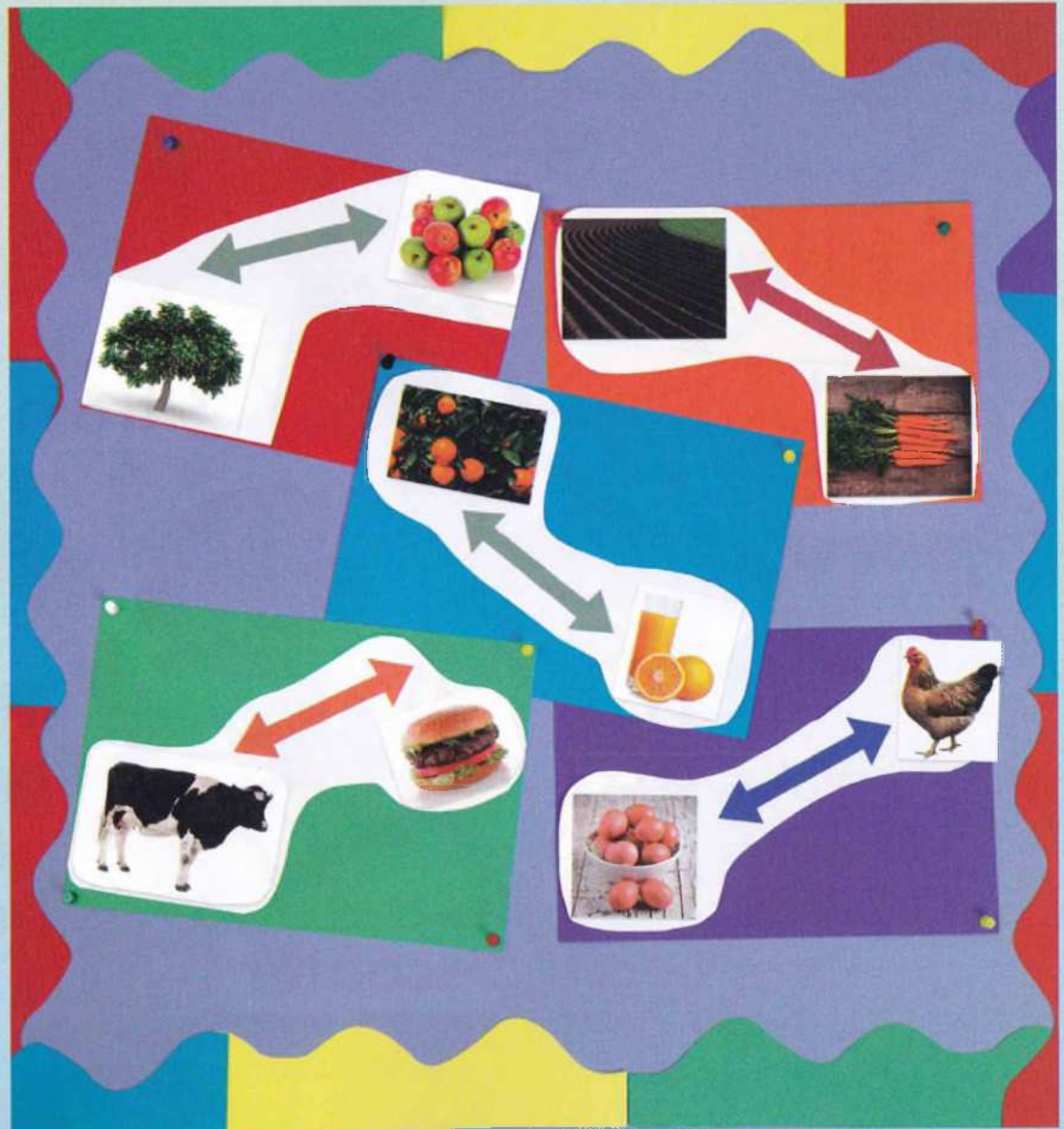
a chicken



a tree



**Think!** Make food collages.





## 8

## All aboard!

1 CD2  
36

Listen and point. Say the words.

1 boat



2 train



3 car



4 scooter



5 bus



6 bike





2 CD2 38 Listen and colour. Play the mime game.

1



2



3



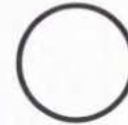
4



5



6





Listen and act. Listen and match.



1

2

3

4

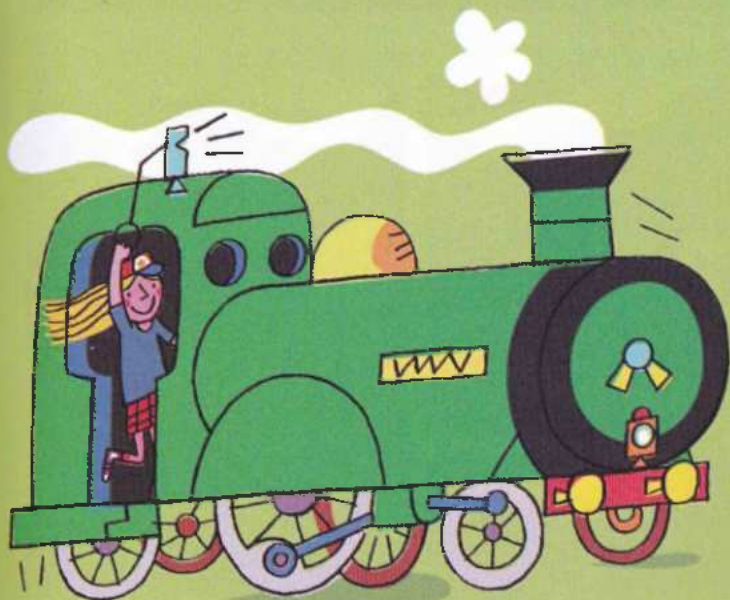
5

6

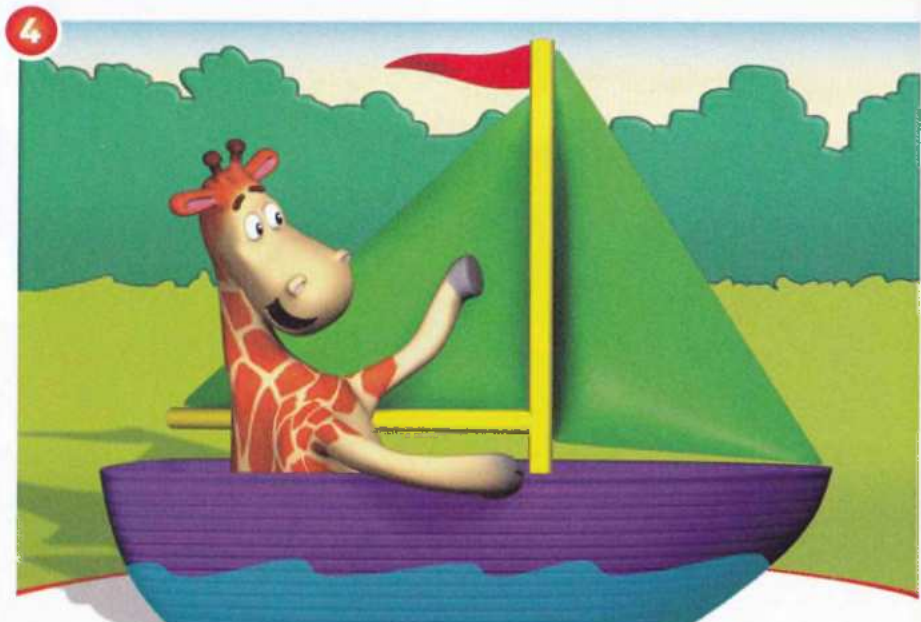
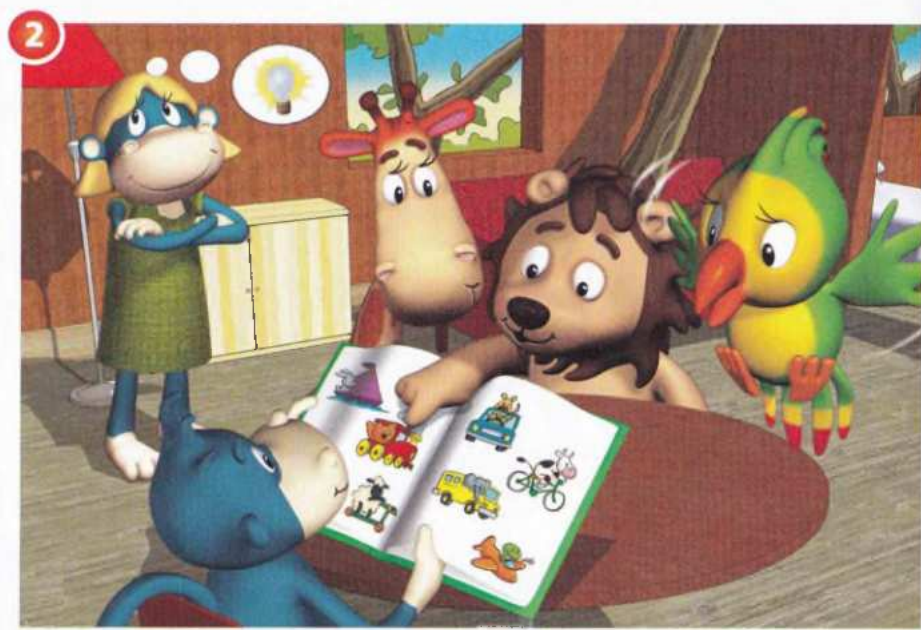




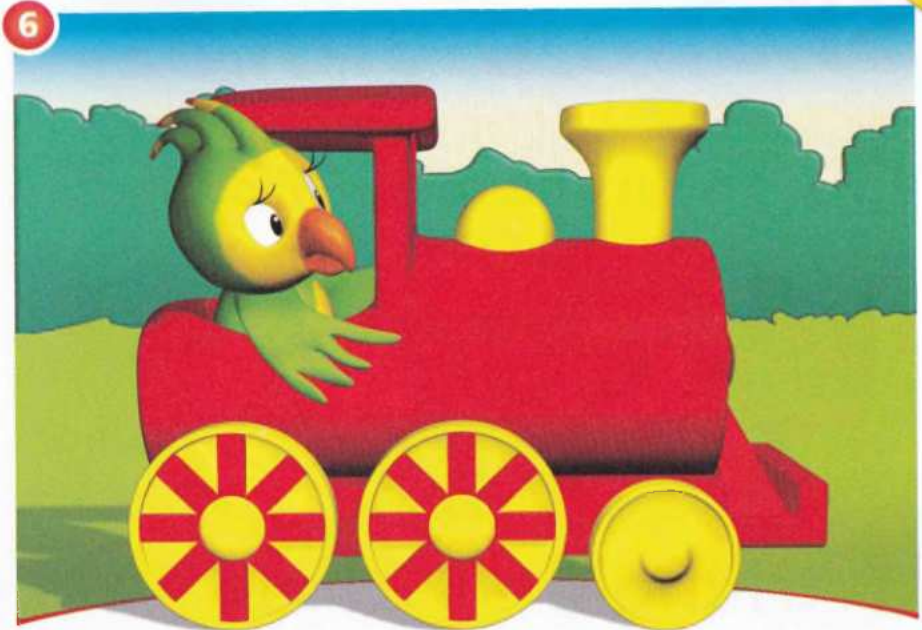
Listen and sing.













# Shape pictures

6 CD2  
46

Listen and colour. Find shapes in the classroom.

1



triangle

2



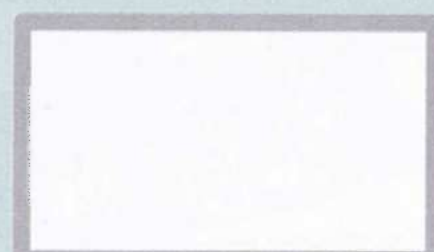
circle

3



square

4



rectangle





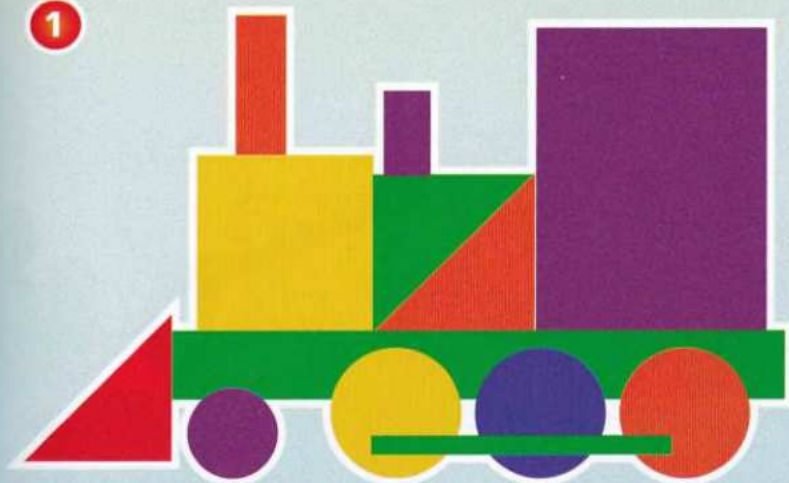
7

Sticker

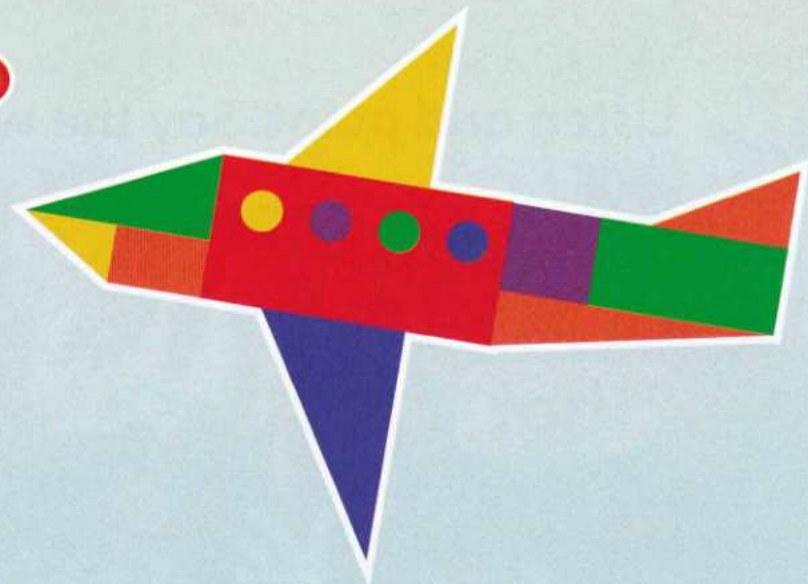
Think!

Count the shapes. Make a shapes picture.

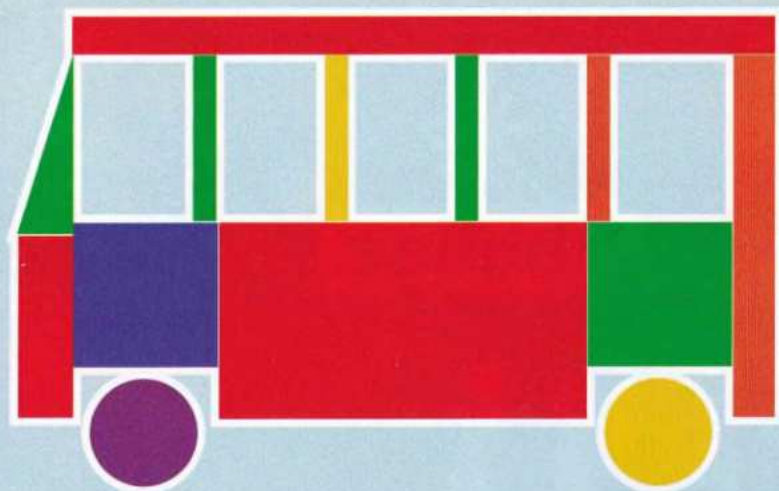
1



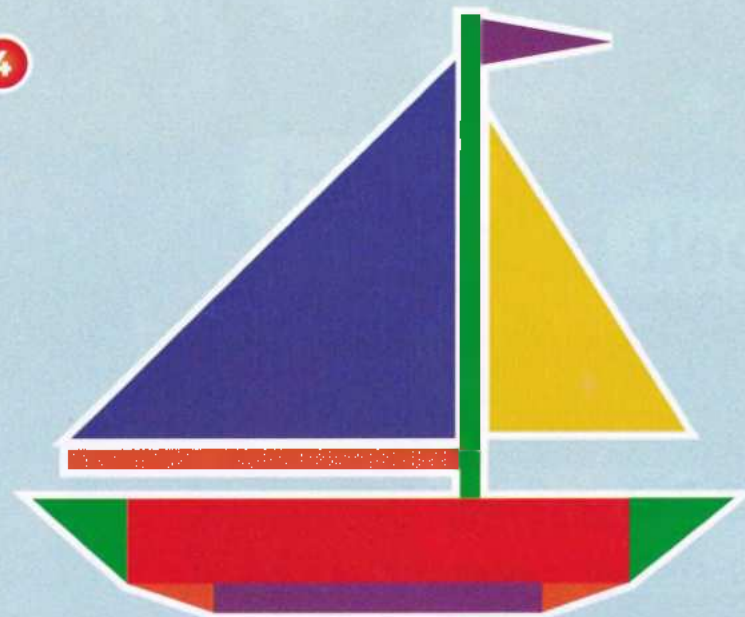
2



3



4





9

# Party clothes

1

CD2  
49

Listen and point. Say the words.

1 hat

2 belt

4 shirt

3 boots

5 badge

6 shoes

72

1 hat 2 belt 3 boots 4 shirt 5 badge 6 shoes

Chant → page 84

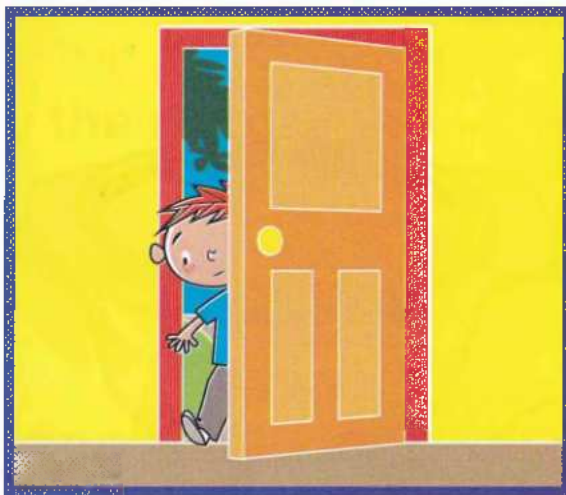


Listen and point. Choose food for a class party.





Listen and act. Listen and match.



1

2

3

4

5

6





Listen and sing.













# Our clothes

6 CD2  
57

Listen and say the number.

1



cowboy

2



superhero

3



pirate

4



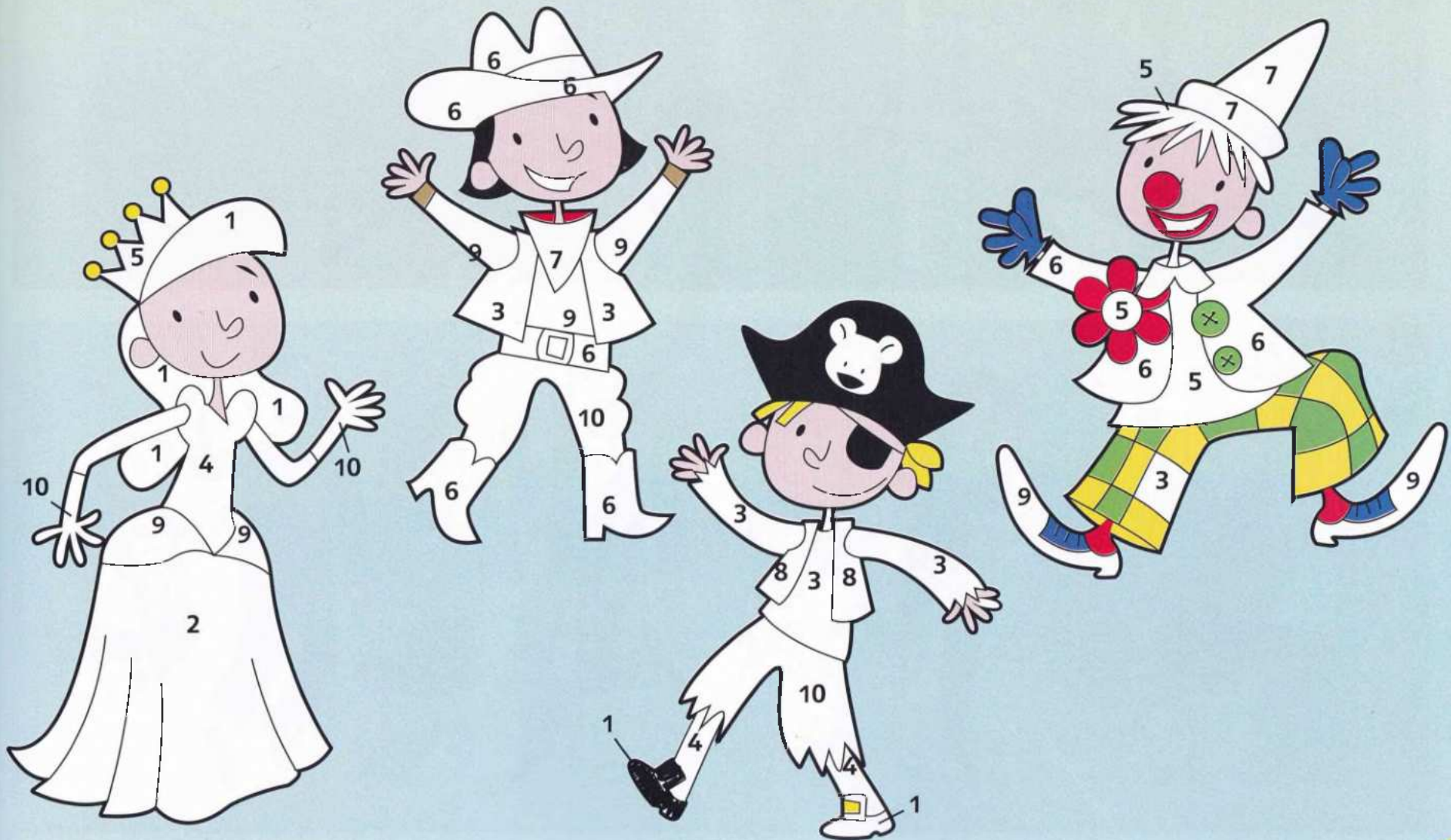
princess



**Think!**

Listen and colour. Look and colour.

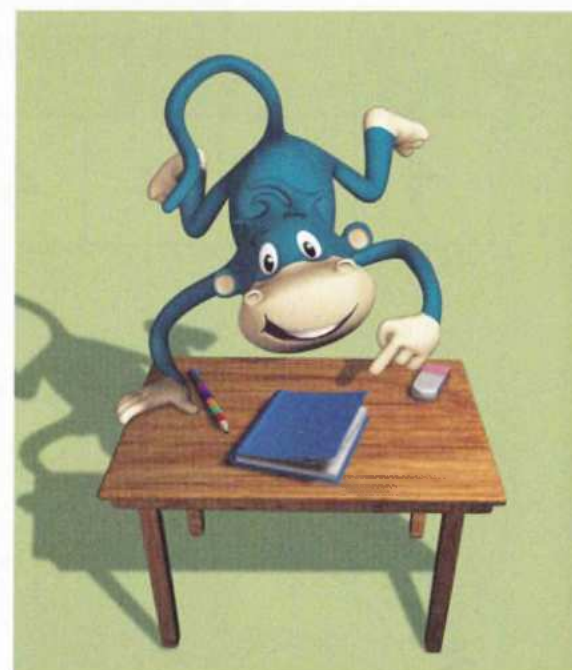
|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|





1

CD1  
08



2

CD1  
21



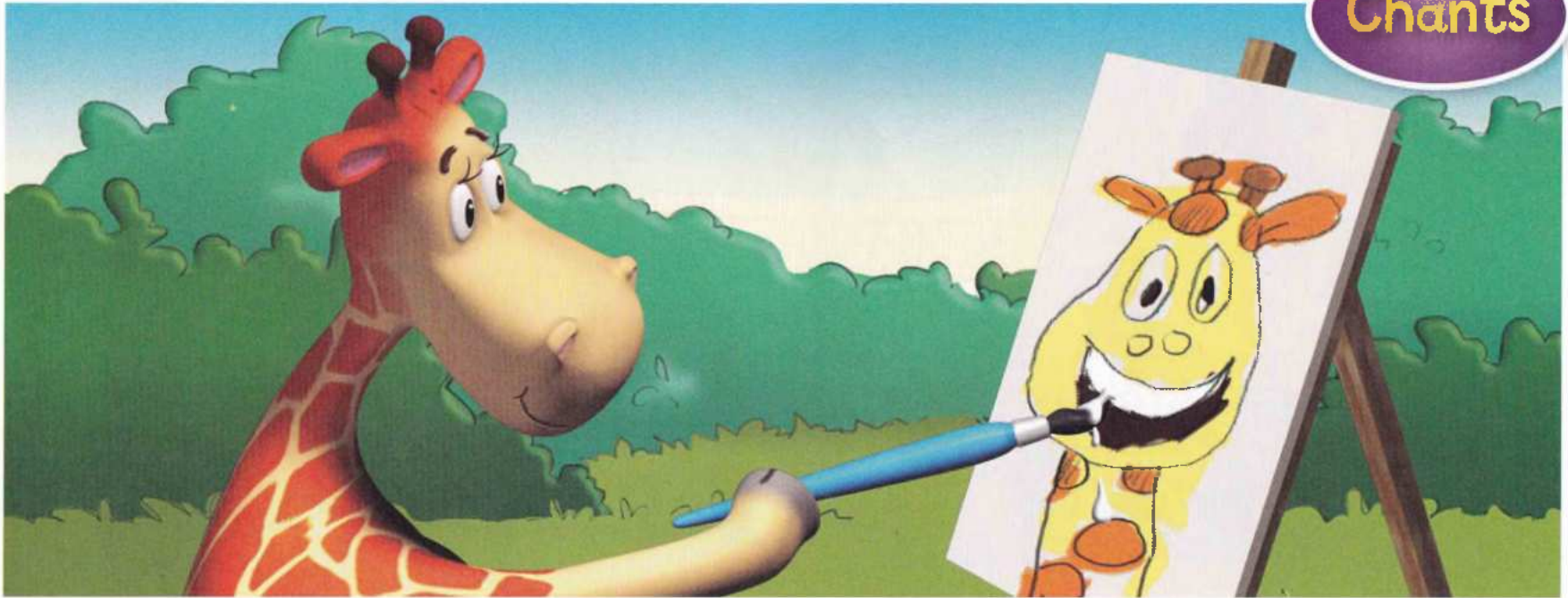


3

CD1

33

Chants



4

CD1

46





5

CD2  
03



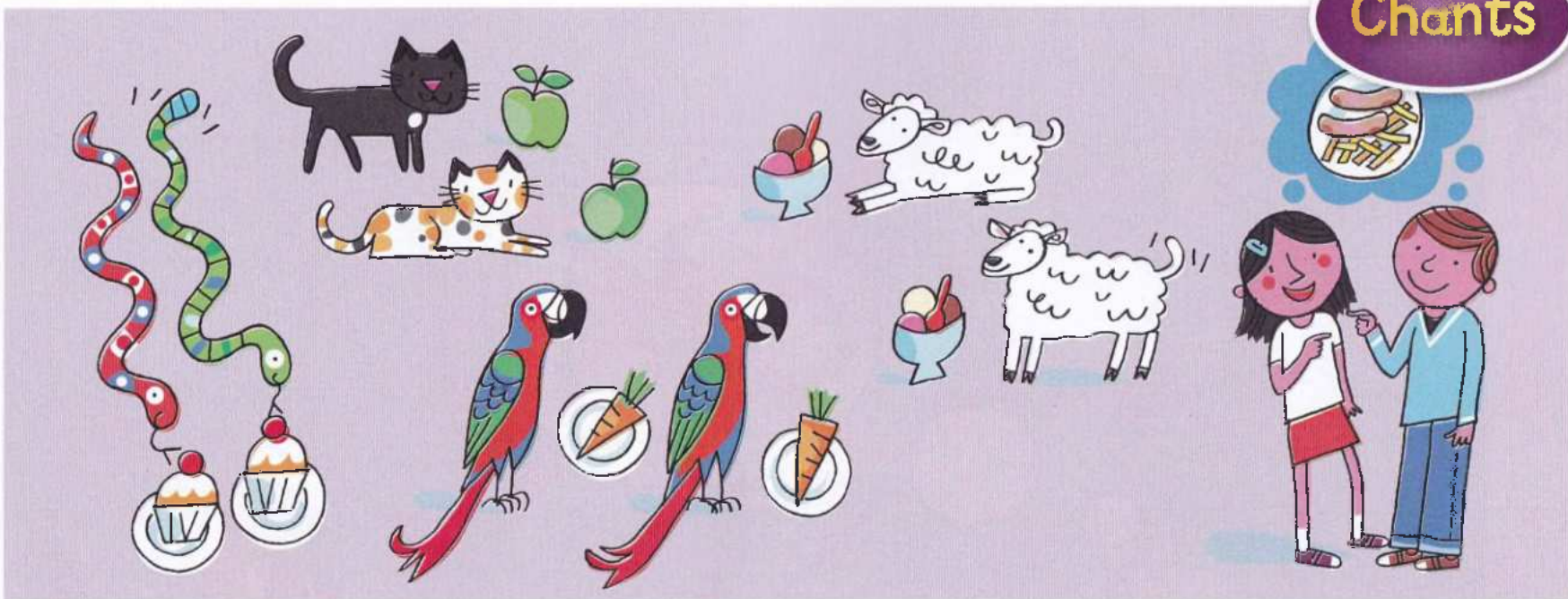
6

CD2  
15



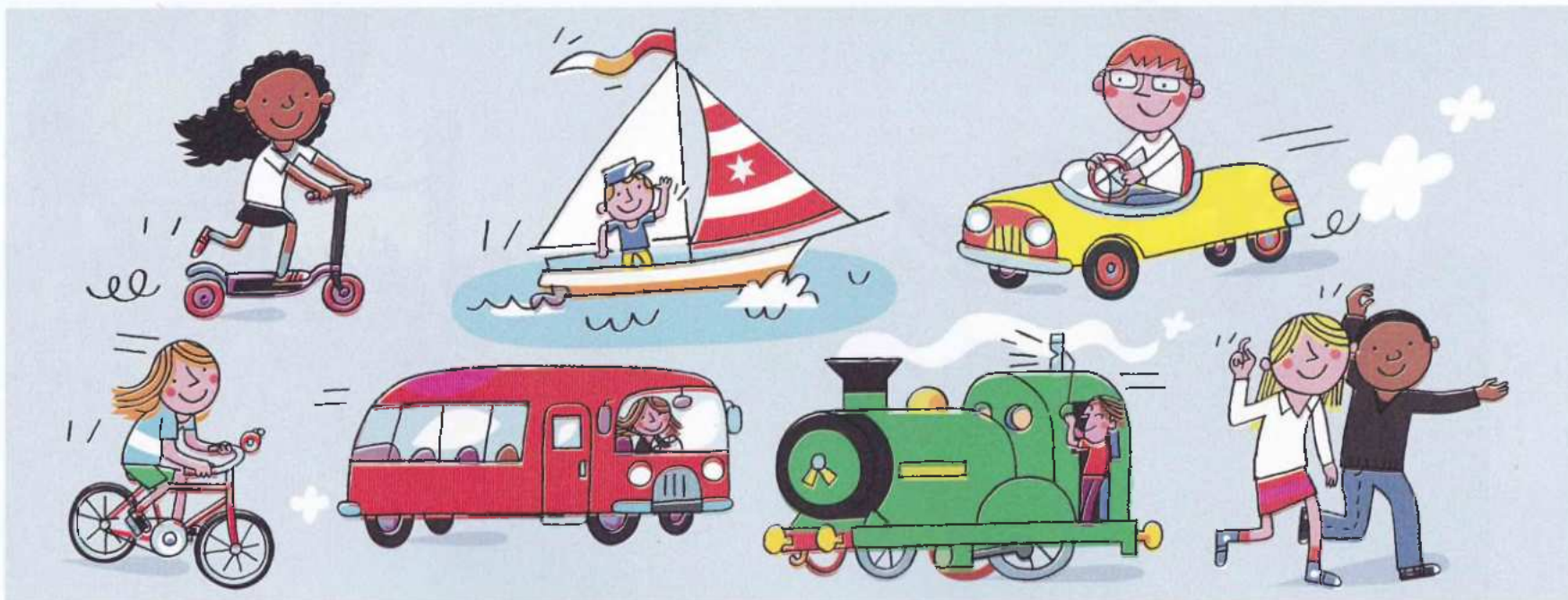


7

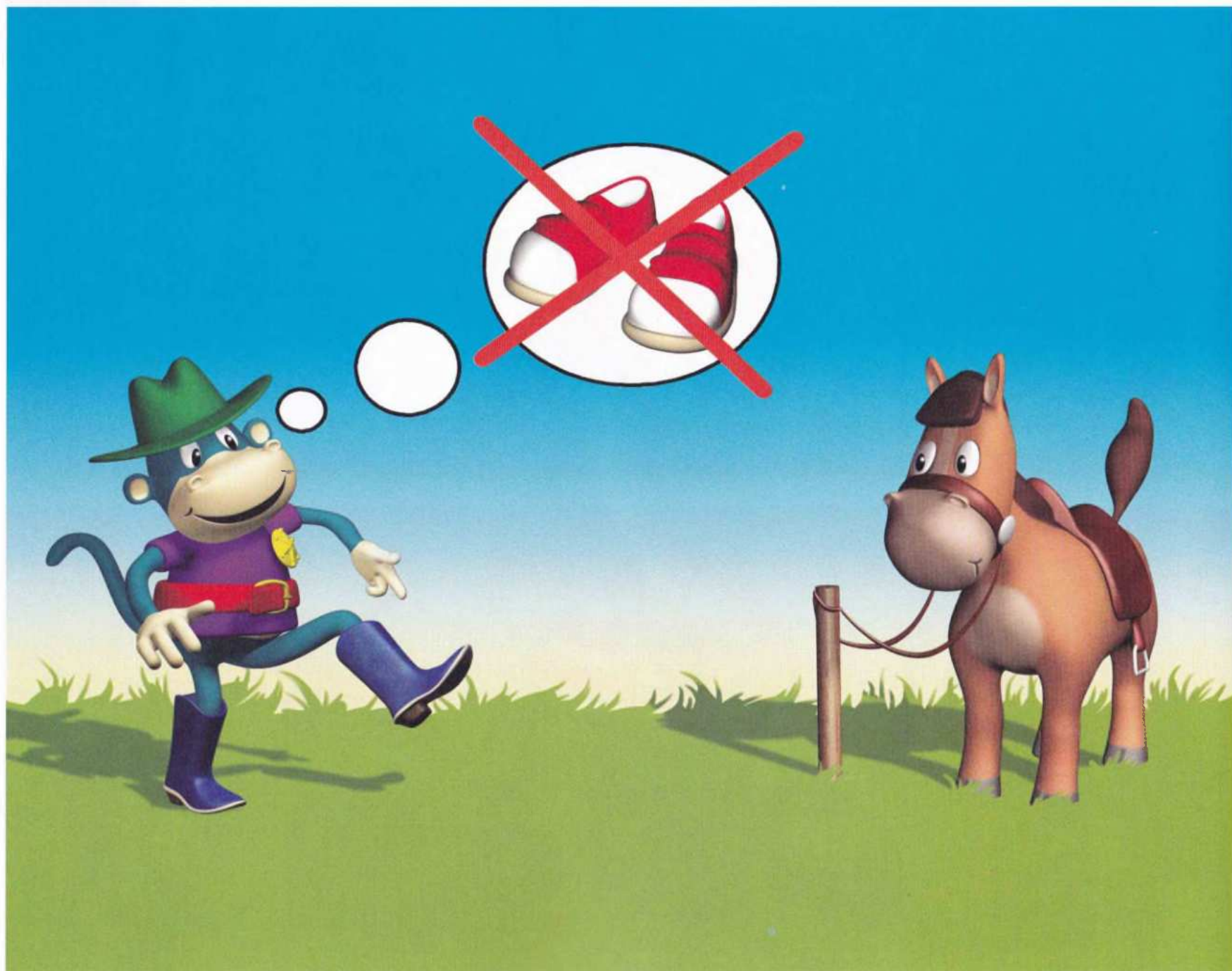
CD2  
26

## Chants

8

CD2  
37



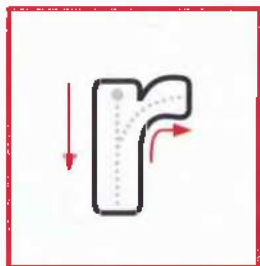




1 CD1  
18

Listen and join in. Trace the letter.

Phonics



red



rabbit

2 CD1  
19

Listen and read along.

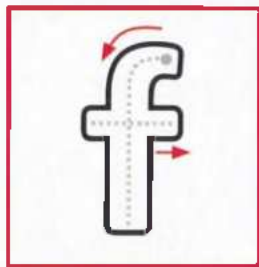


Rob the red rabbit, having fun,  
running in a race, run Rob run!

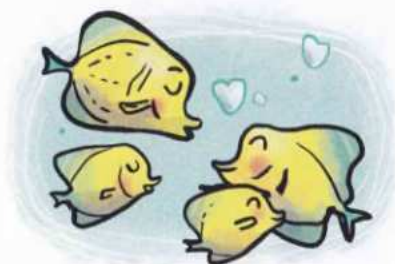


1 CD1  
30

Listen and join in. Trace the letter.



**f**ish



**f**amily

2 CD1  
31

Listen and read along.

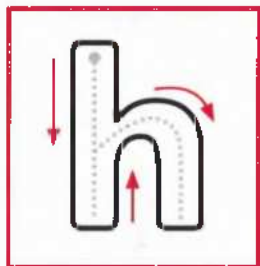
**F**our **f**unny **f**ish, swimming in the sea,  
**f**our **f**unny **f**ish in the **f**ish **f**amily





1 CD1  
43

Listen and join in. Trace the letter.



Phonics



happy



hat

2 CD1  
44

Listen and read along.

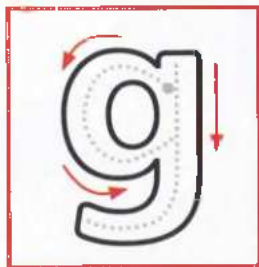


I'm **H**arry the **h**orse,  
I'm **h**appy today,  
I've got my **h**at on my **h**ead,  
let's go and play.





Listen and join in. Trace the letter.



dog



dig



Gary's dog is very big,  
Gary's dog likes to dig.



Listen and read along.



1 CD2  
12

Listen and join in. Trace the letter.



yellow



yogurt

2 CD2  
13

Listen and read along.

Phonics



Yummy yellow yogurt, yes yes yes!  
Yummy yellow yogurt on my dress.



1 CD2  
23

Listen and join in. Trace the letter.



zebra



zoo

2 CD2  
24

Listen and read along.

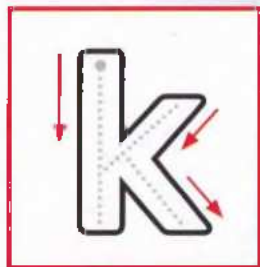
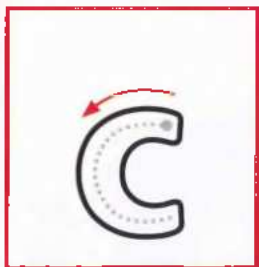


Zebra, zebra, at the zoo,  
zebra, zebra, we love you!



1 CD2  
34

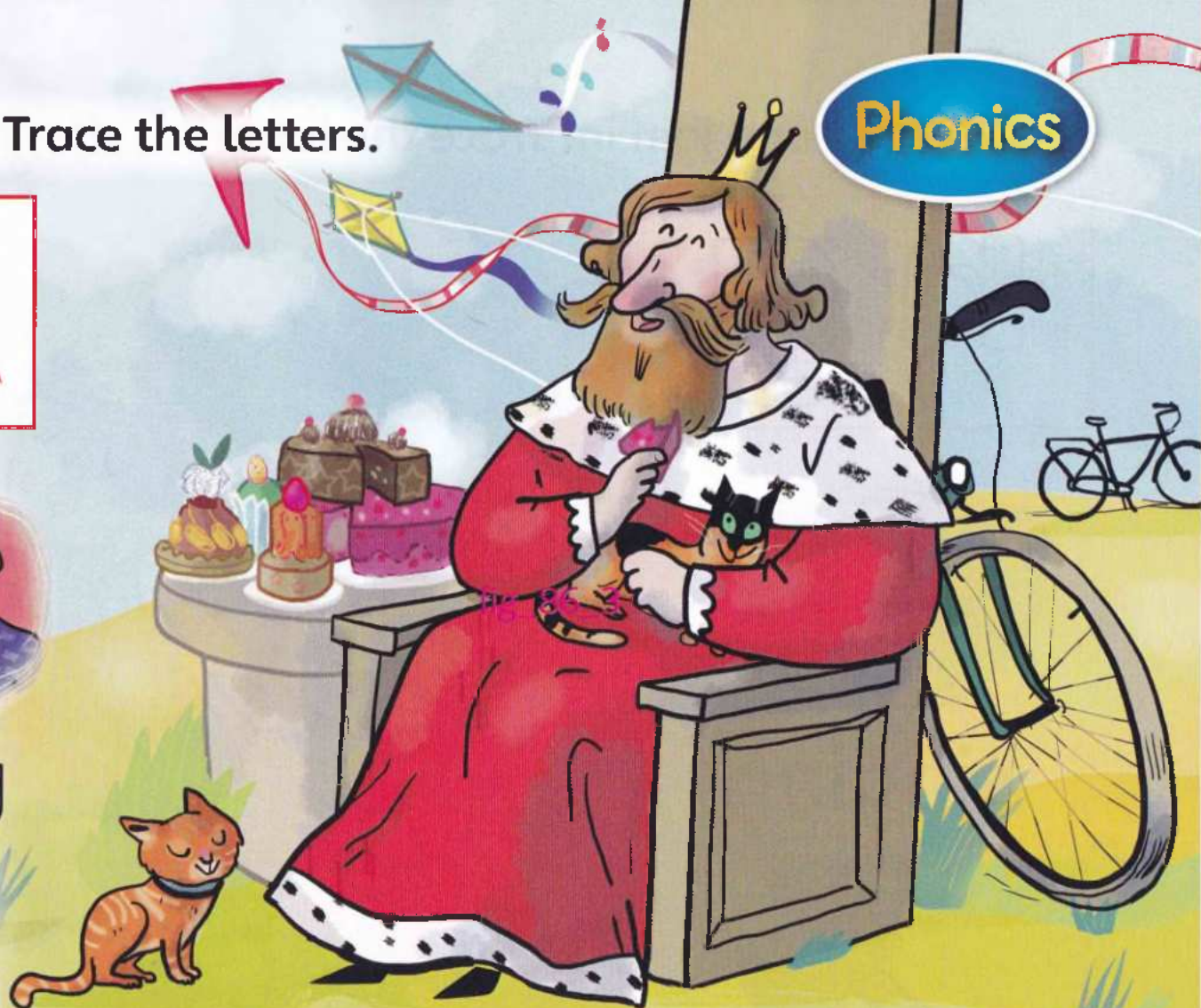
Listen and join in. Trace the letters.



cat



king



Cats and cakes and kites and bikes,  
all the things that King Carl likes.

2 CD2  
35

Listen and read along.







Listen and join in. Trace the letters.



singing



dancing



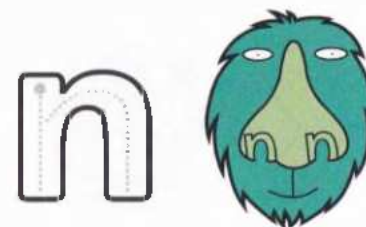
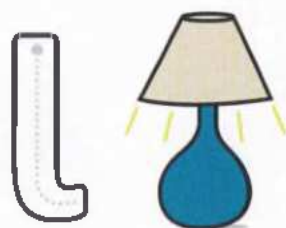
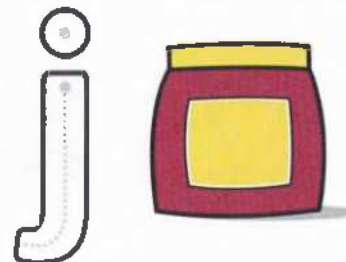
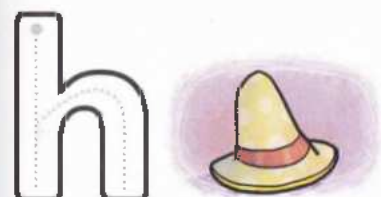
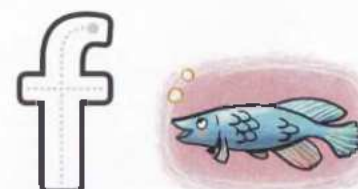
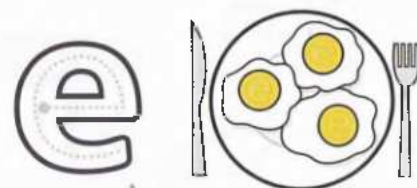
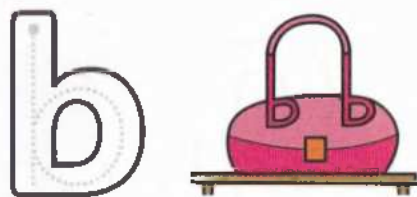
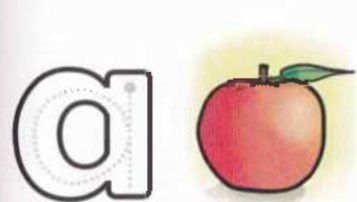
We like singing, singing a song,  
singing and dancing, all day long.



Listen and read along.



Listen and say. Trace the letters.

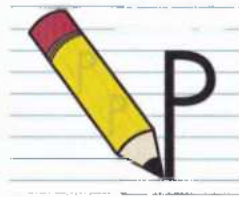




o



p



q



r



s



t



u



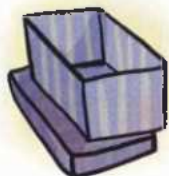
v



w



x



y



z





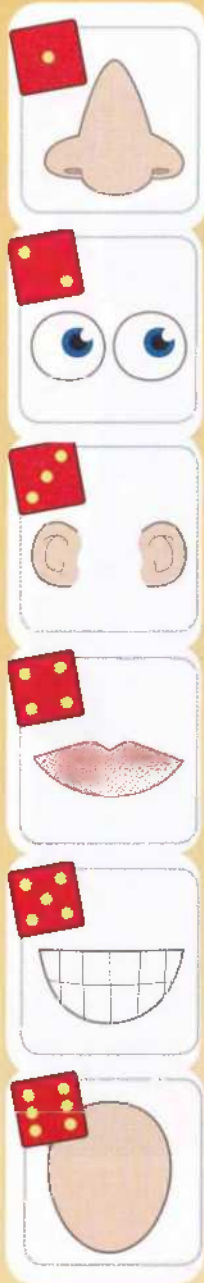
# 1 Play the game.

## Review





# 1 Play the game.



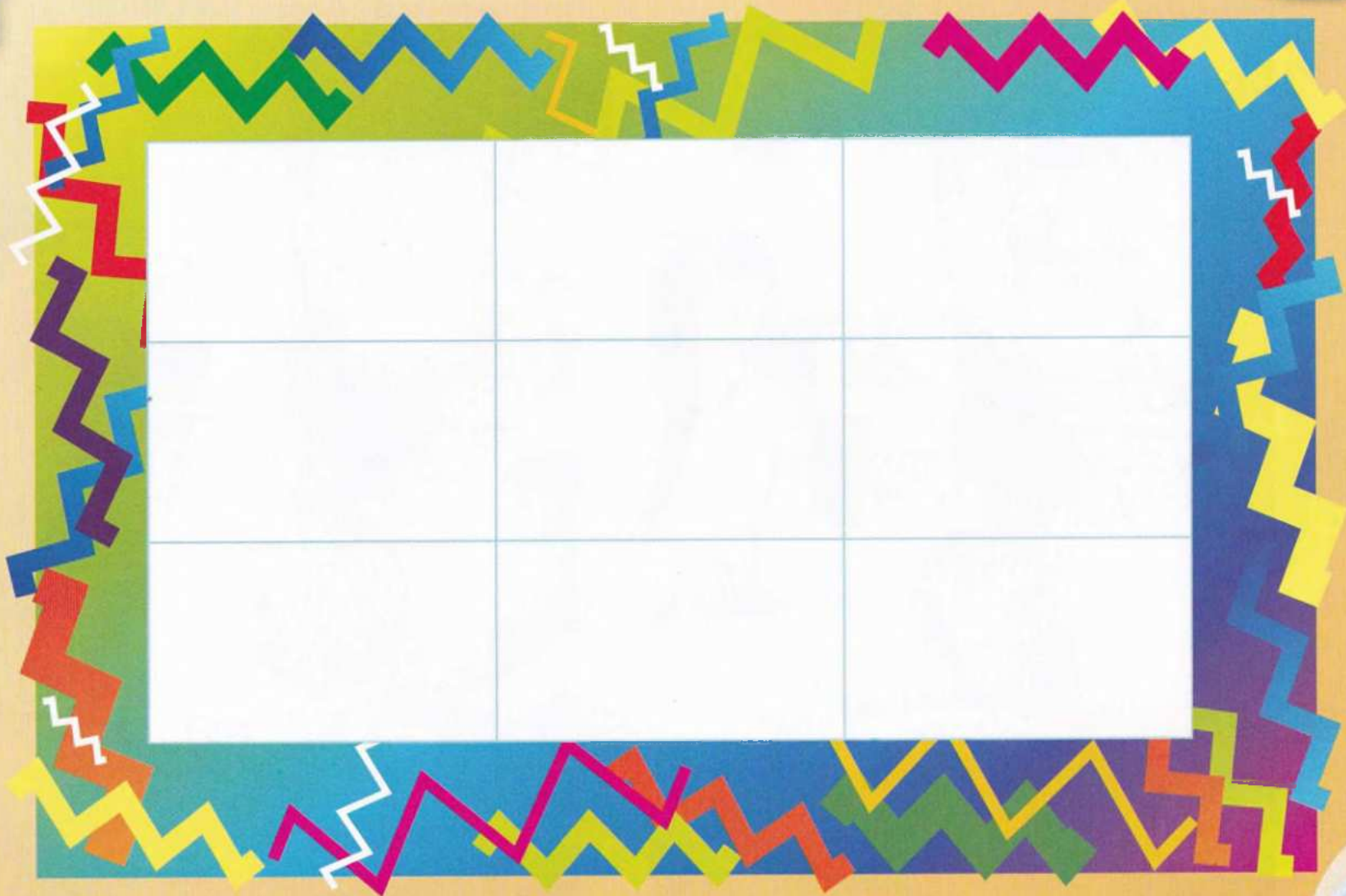


1

Page  
102

Play the game.

Review





1

Play the game.



Page  
102



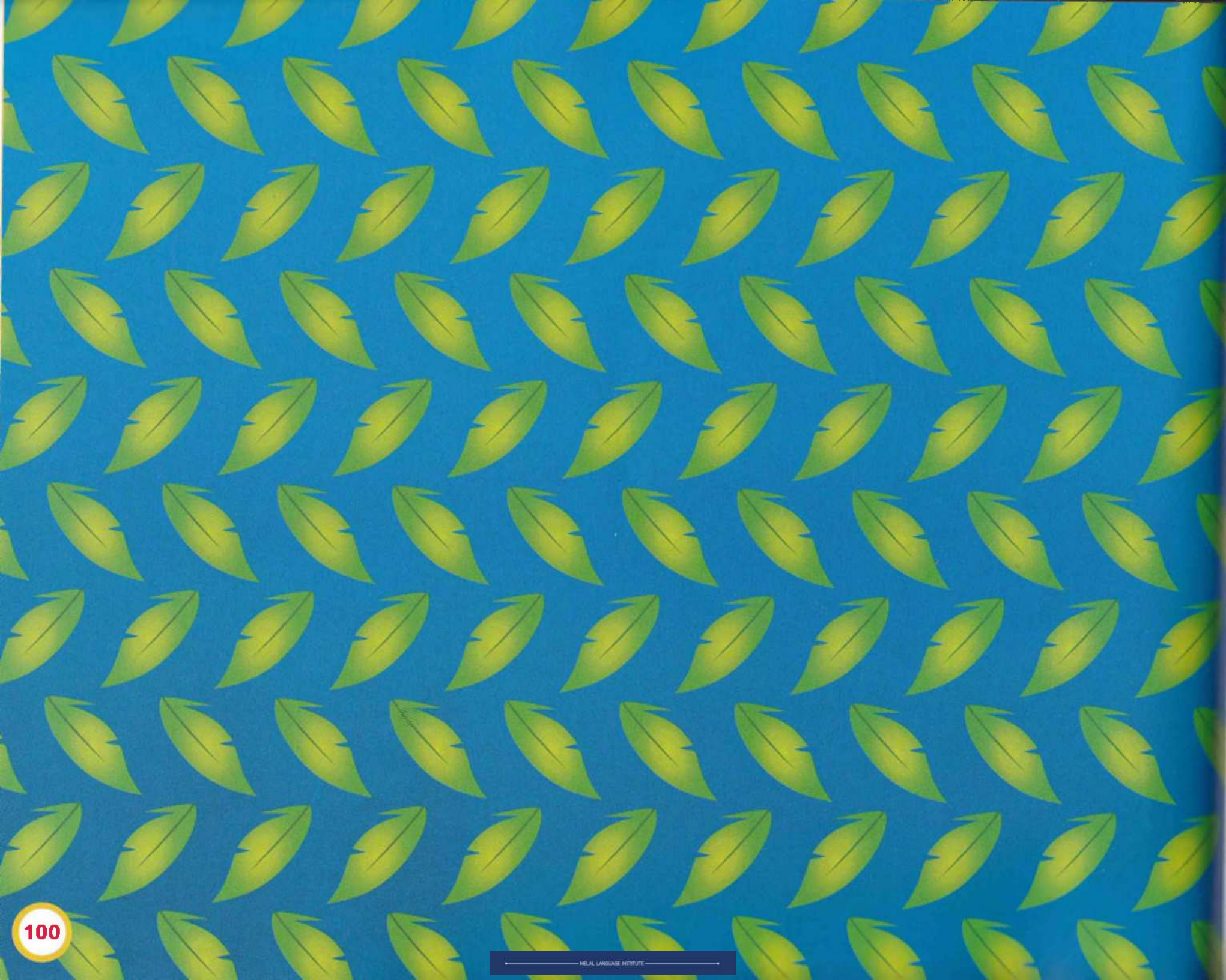


1 Play the game.

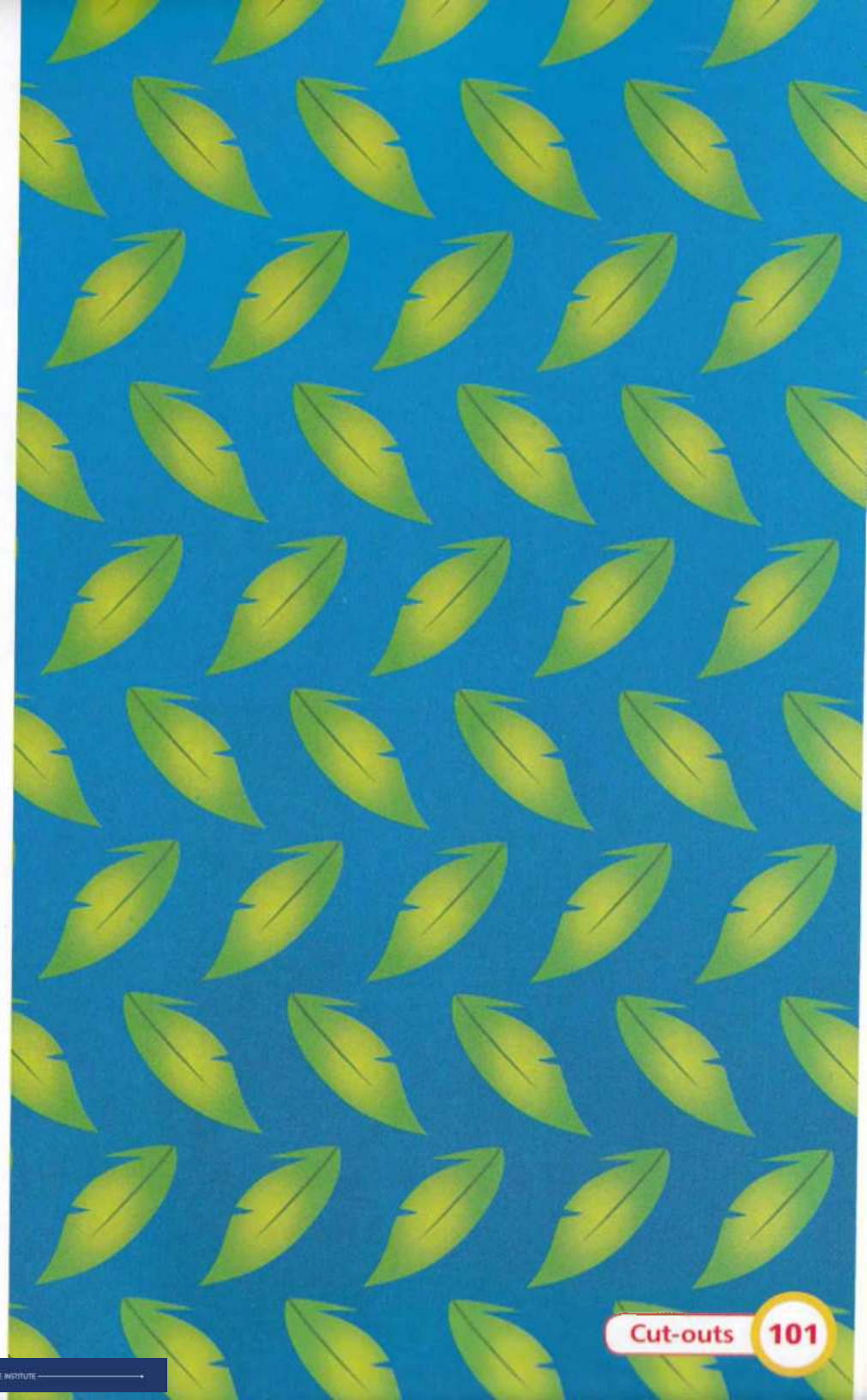
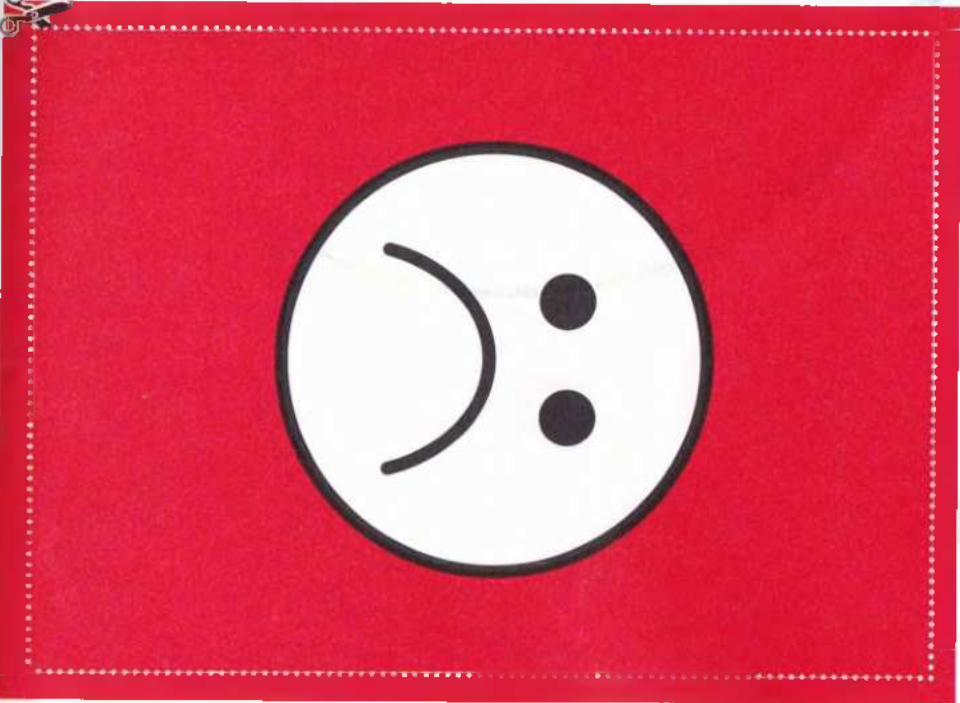
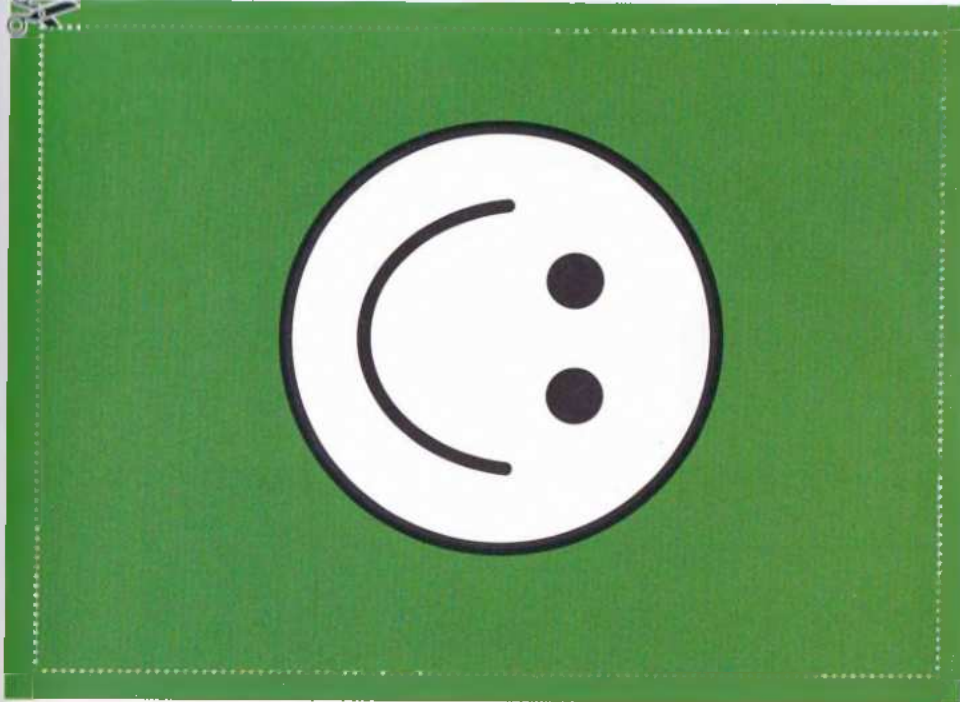
Review



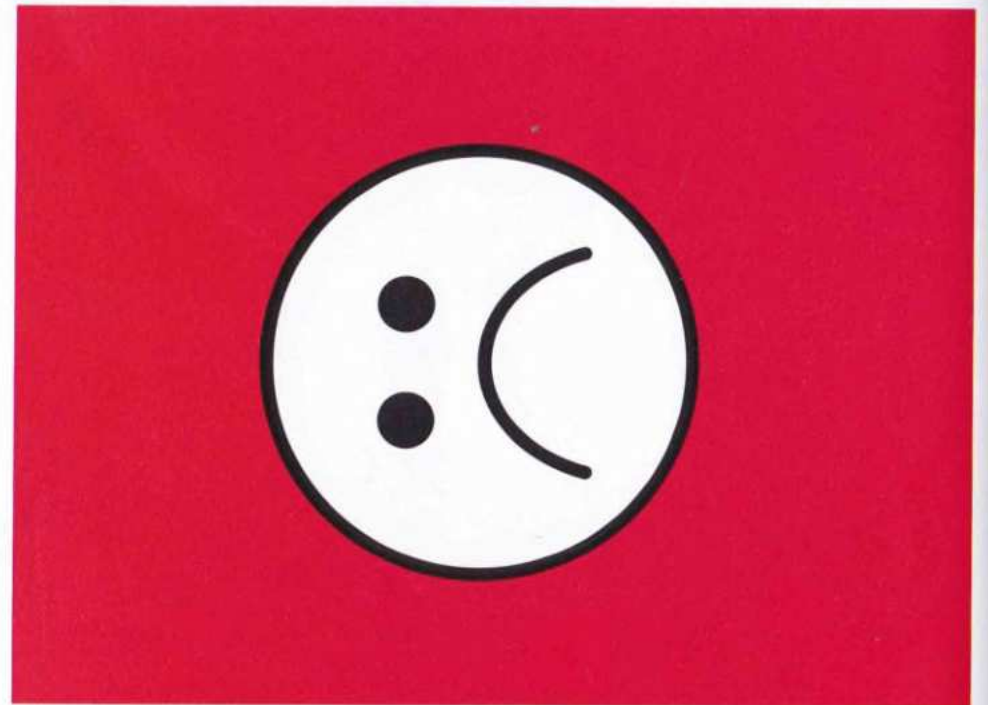
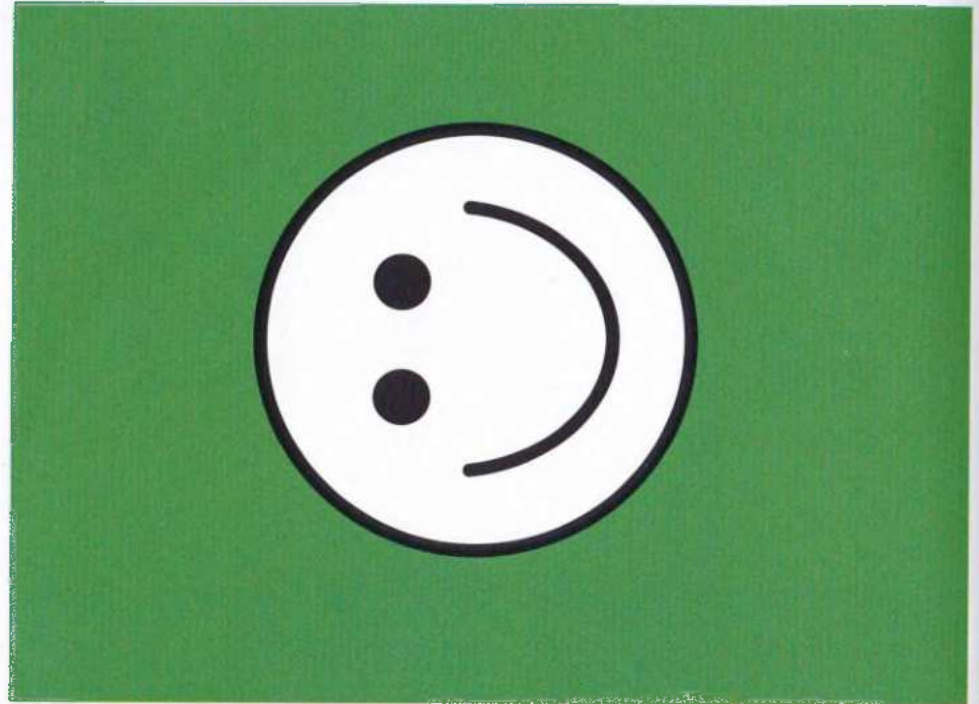
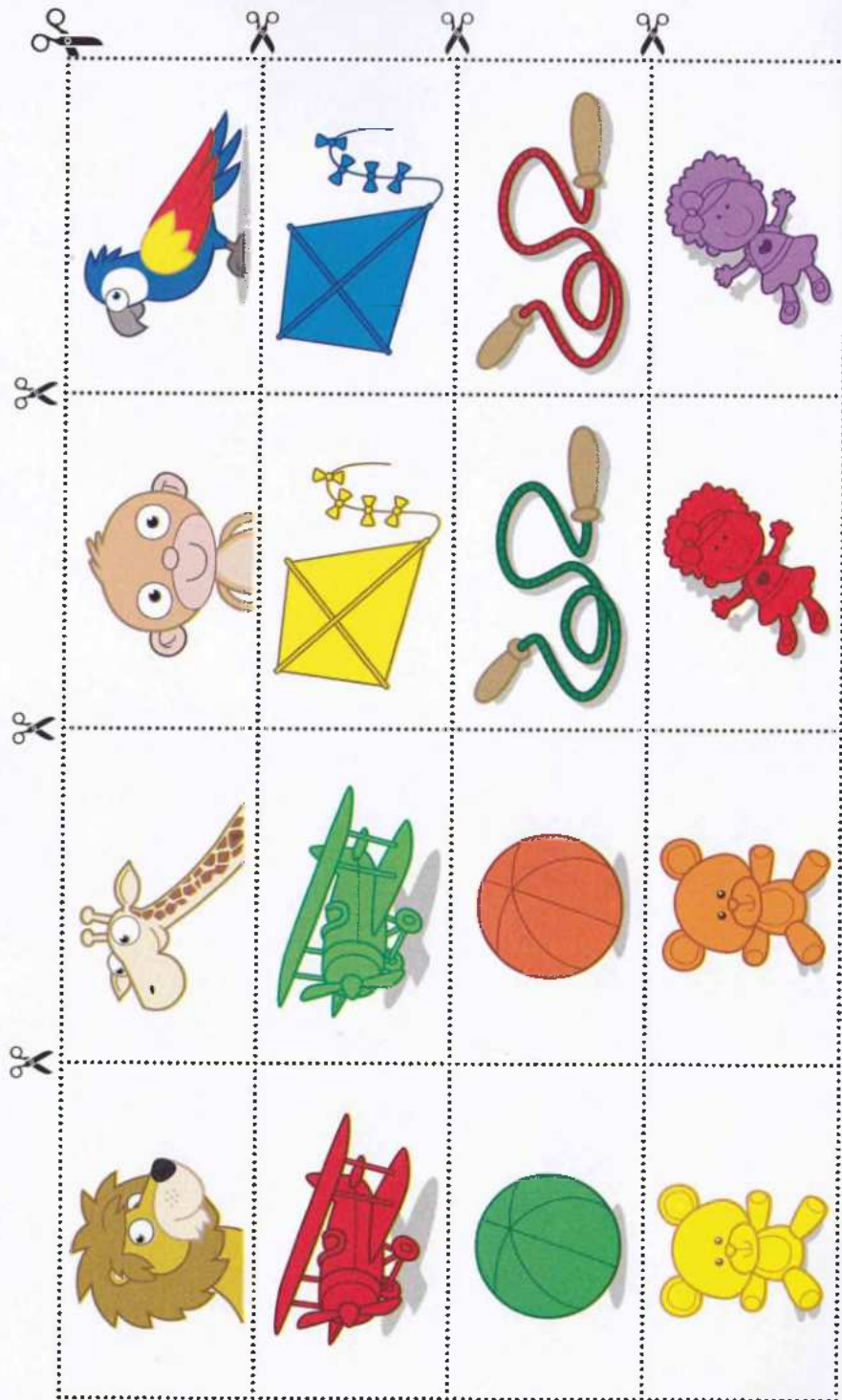
















Well done!

**has finished Super Safari!**



# Thanks and acknowledgements

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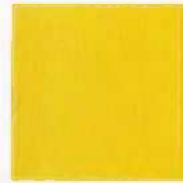
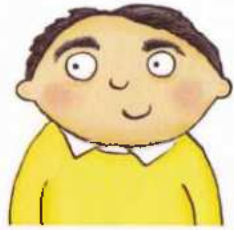
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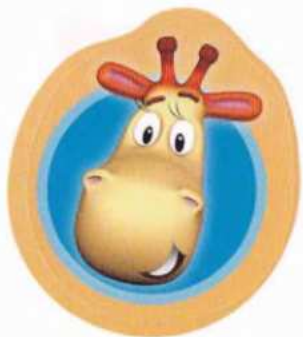
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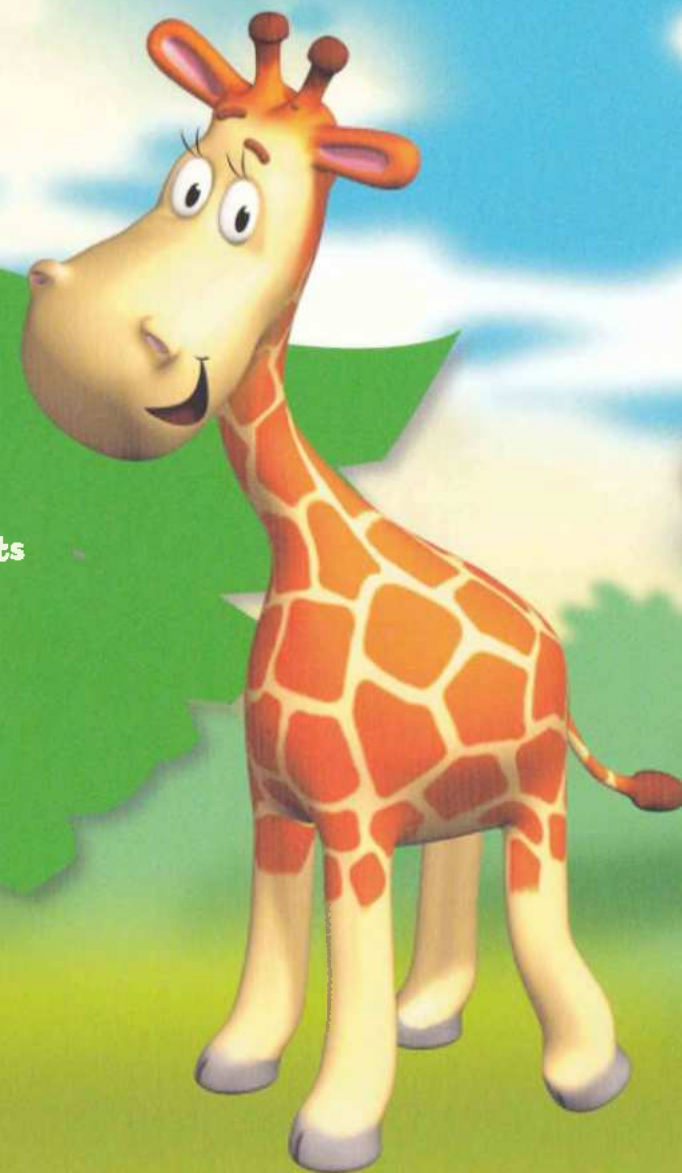
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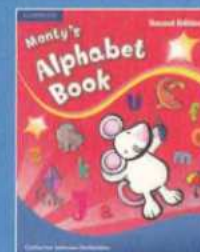
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