

Story
4







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.

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'.

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.

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*]