

1



Książka ucznia



Bugs Team



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:
dr Małgorzaty Adams-Tukiendorf, dr Haliny Majer, dr Ewy Ogłózy.

Etap edukacyjny: I

Typ szkoły: podstawowa

Poziom wg podstawy programowej: I.1

Poziom ESOKJ: A1

Rok dopuszczenia: 2017

Nr ewidencyjny w wykazie: 811/1/2017



Bugs Team 1

Książka ucznia

Carol Read
Ana Soberón

List of rubrics – polecenia do ćwiczeń

English	Polish
Act out	Odegraj
Ask	Zapytaj
Choose	Wybierz
Correct	Popraw
Count	Policz
Draw	Narysuj
Find	Znajdź
Find out	Dowiedz się
Go to	Idź do
Guess	Zgadnij
Listen	Posłuchaj
Look	Popatrz
Make	Zrób / Przygotuj
Match with your fingers	Połącz palcami
Mime	Pokaż za pomocą gestów
Play	Zagraj
Point	Wskaż
Repeat	Powtórz
Say	Powiedz
Sing	Zaśpiewaj
Think	Pomyśl





Contents

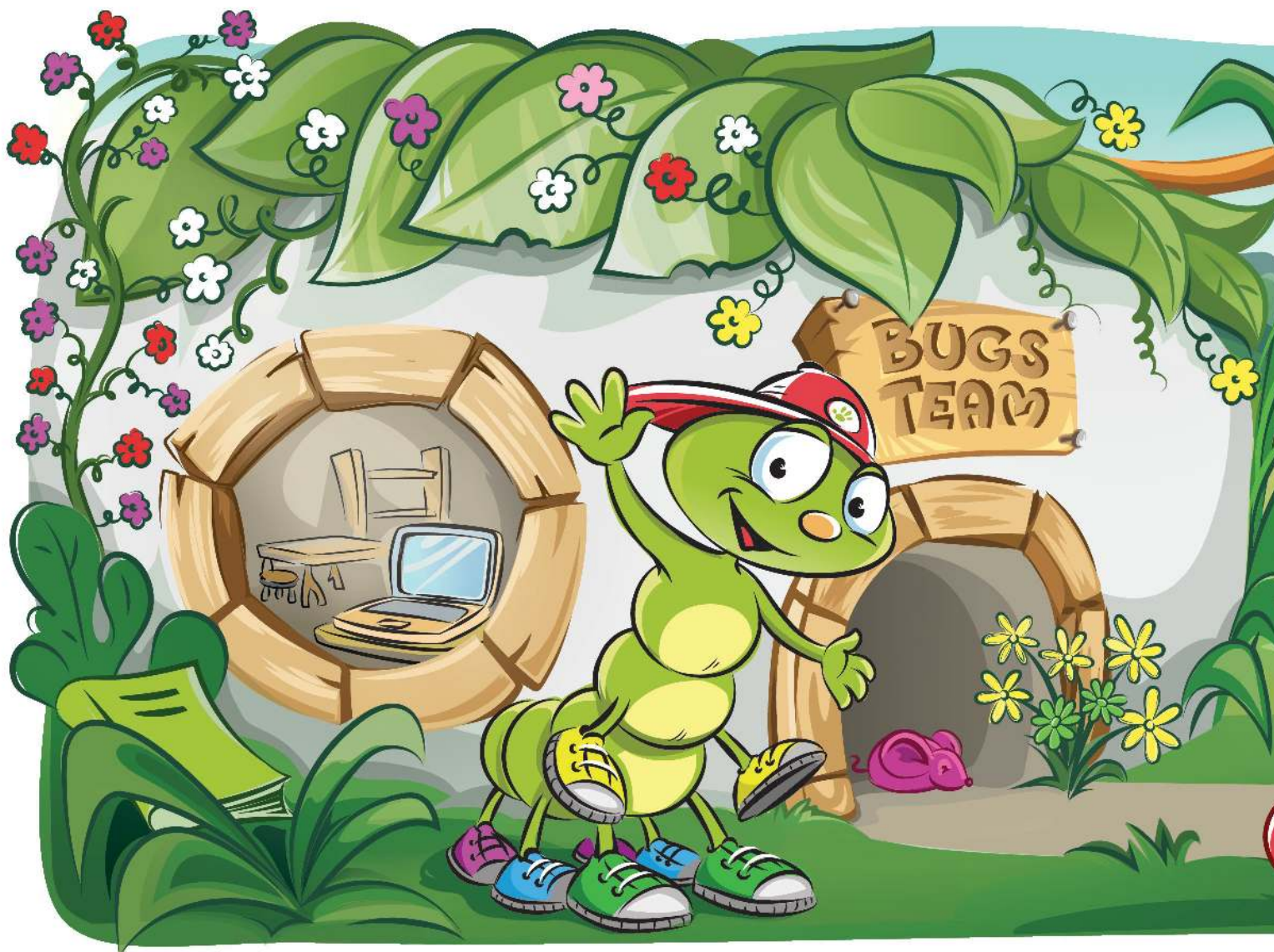
 Hello, Bugs Team!	page 4
 The school concert	page 8
 The magic elf	page 18
 Review 1 – 2: Bugs board game	page 28
 CLIL: A world of colour	page 29
 The spider's web	page 30
 Run, run, run!	page 40
 Review 3 – 4: Bugs board game	page 50
 CLIL: A world of bugs	page 51
 The picnic	page 52
 A family pet	page 62
 Review 5 – 6: Bugs board game	page 72
 CLIL: A world of plants	page 73
 Goodbye, Bugs Team!	page 74
 Festivals: Halloween	page 76
 Festivals: Christmas	page 77
 Festivals: Easter	page 78
 Festivals: Mother's Day/Father's Day	page 79
 Gary's picture dictionary	page 80
 Extra words and life skills	page 86
 Bugs Bingo	page 92
 Mini-play	page 93

Hello, Bugs Team!

Lesson 1

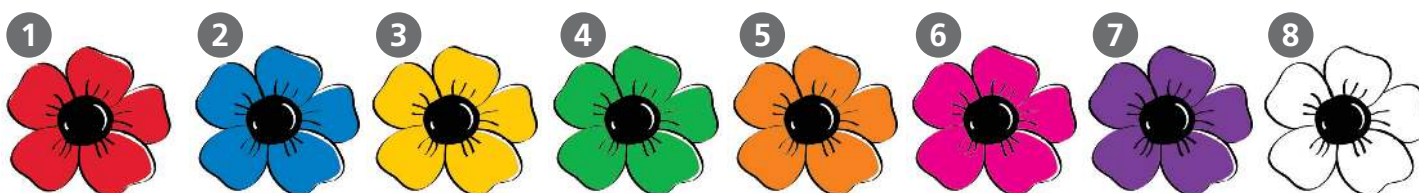
1  1.3 Listen and point. Mime and repeat.

2 Play *Guess the name*.



3  1.4 Listen and sing the *Hello, Bugs* song. Act out the song.

4  1.5 Listen, point and say. Play the *Colour game*.



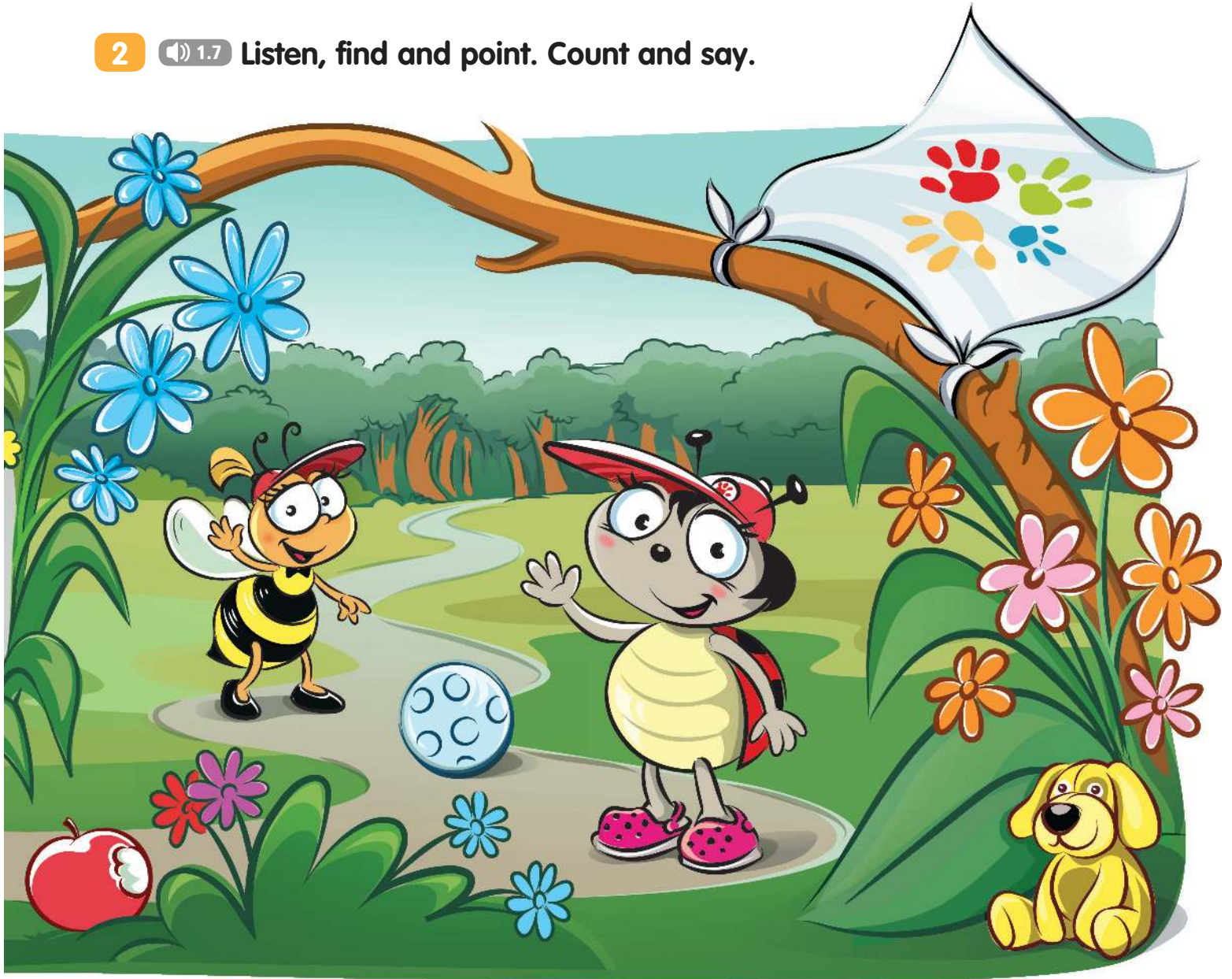
• Language: *Hello. I'm (Colin) caterpillar, ladybird, bee; colours*

Lesson 2

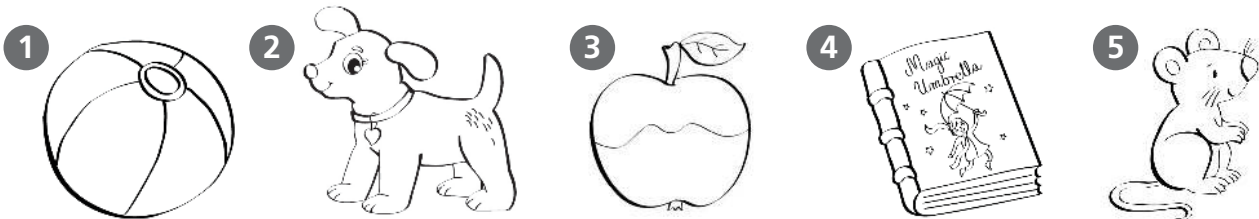
1  1.6 Listen, point and say.

1 2 3 4 5 6 7 8 9 10

2  1.7 Listen, find and point. Count and say.



3  1.8 Listen, look and find. Repeat. Say the colours.

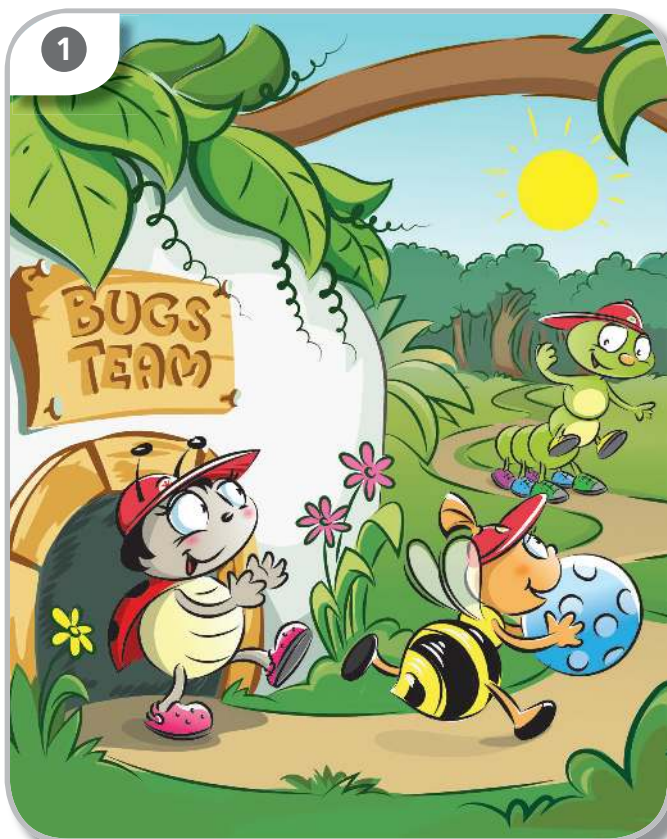


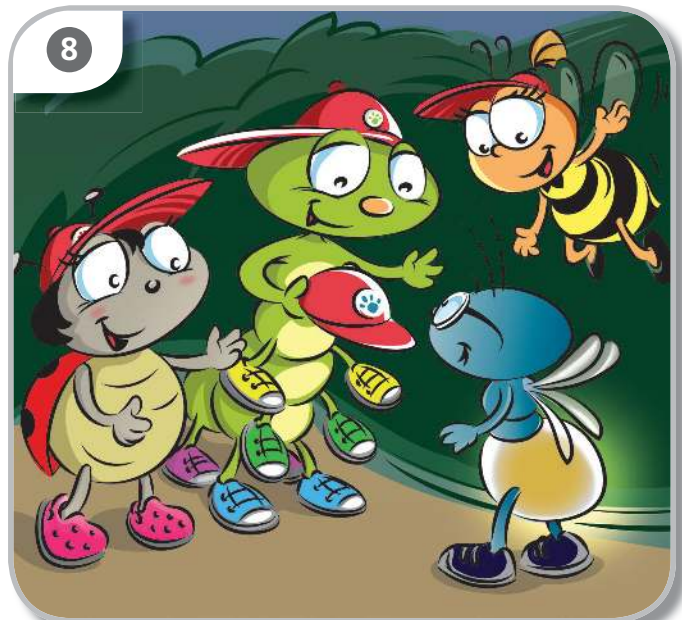
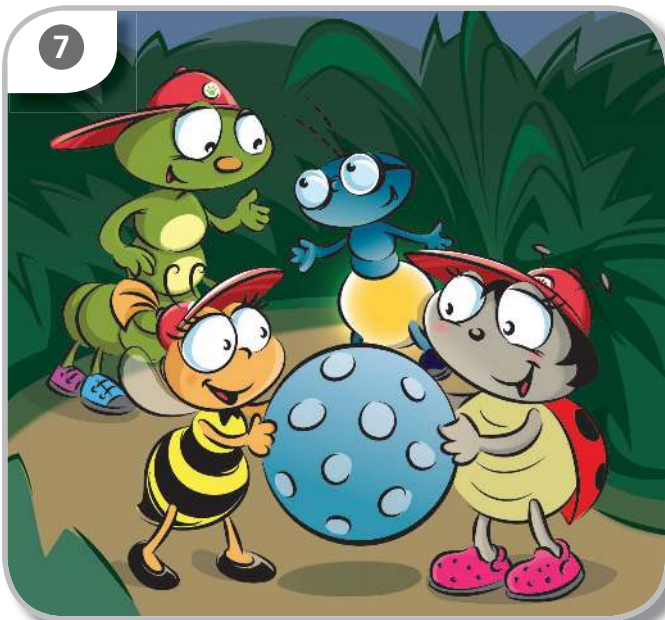
4 Play *Find the object*.

• Language: numbers 1–10; colours; ball, dog, apple, book, mouse; *Where's the (ball)? Here!*

Lesson 3

1  1.9 Listen to the story. Point.





2 Make the Bugs puppets. Act out the story.



3  1.10 Listen and sing the *Bugs Team* song.

4 Do the role-play.



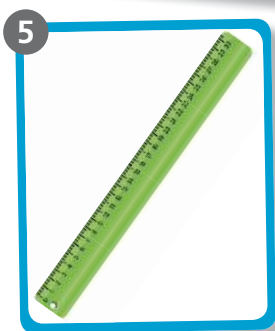
• **Language:** *Where's the (ball)? Here's the (ball). What's your name? I'm (Gary), glow-worm; How old are you? I'm (six).*

1 The school concert

Lesson 1

1  1.11 Listen, look and point. Repeat.

2 Make the Bingo cards. Play *Colin's bingo*.



3  1.12 Listen, point and say *Colin's chant*. Say the numbers.

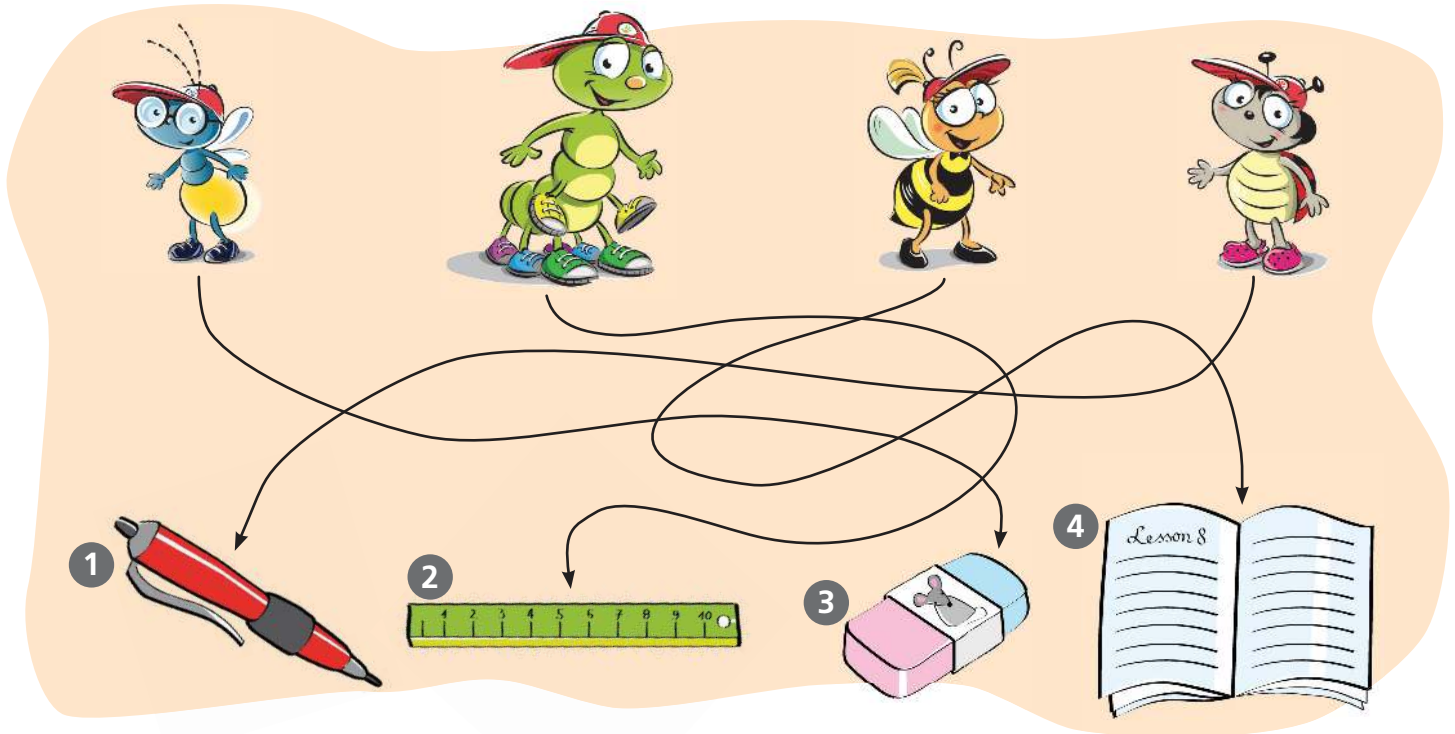


4 Play *Where's my pen?*

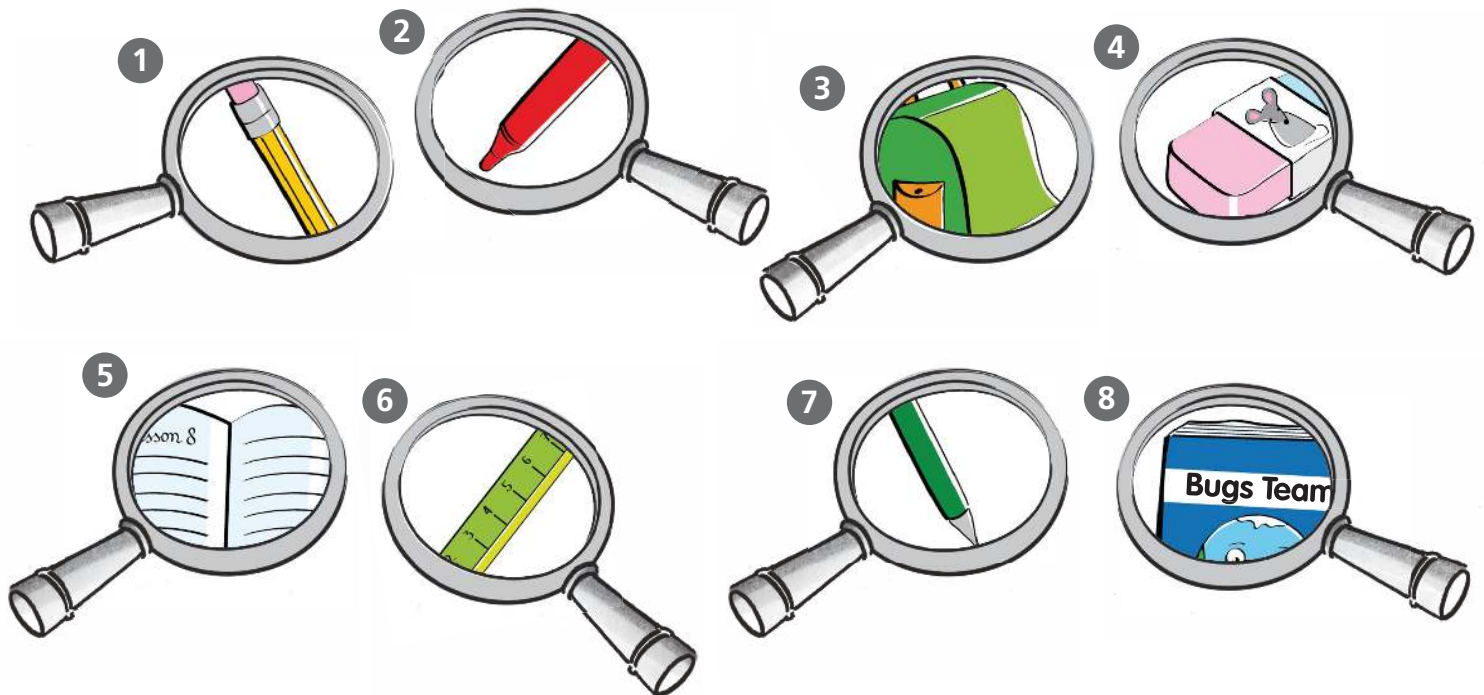
• Language: *pen, pencil, crayon, notebook, ruler, rubber, school bag; Where's my (pen)? It's here!*

Lesson 2

- 1 Look and follow with your finger. Say.
- 2  1.13 Listen and say who sings each verse. Sing *What's this?*



- 3 Ask and say.



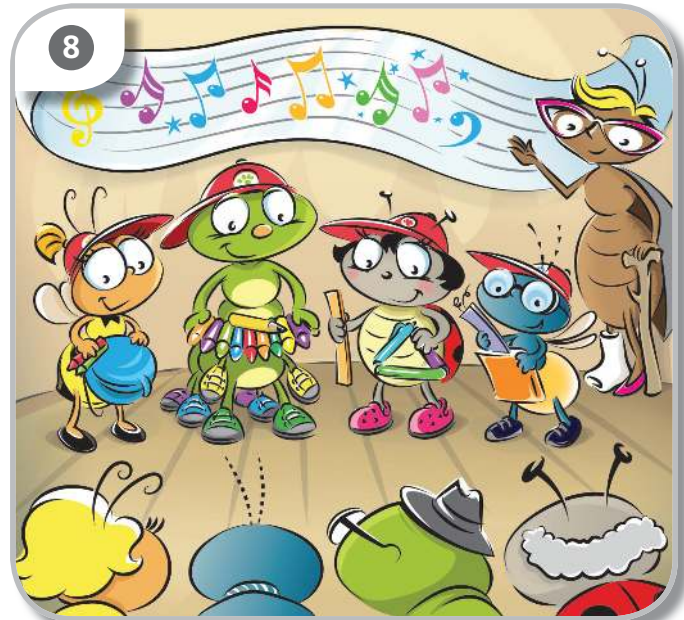
- 4 Make the mini-flashcards. Play *Bugs snap*.



Lesson 3

1  1.16 Listen to the story. Point.





2 1.17 Listen and repeat. Think and say.



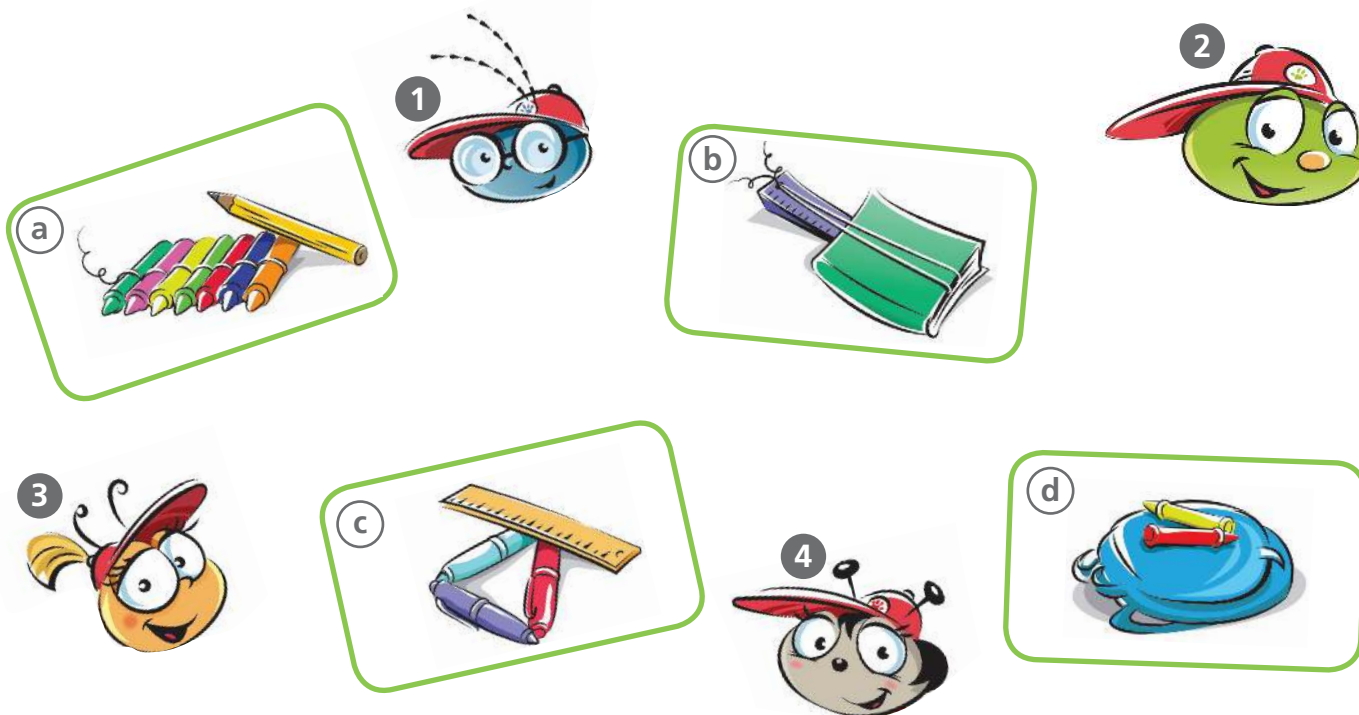
3 Invent your instrument. Show and say.

• Language: *What's this? It's (a pen); numbers 1–10*

Lesson 4

1  1.16 Listen to the story. Say *Stop!* and repeat.

2 Look and match with your fingers. Say.



3  1.18 Listen and point.
Sing *Are you ready?* song.

4  1.21 Listen and say
the *Bug twister!*



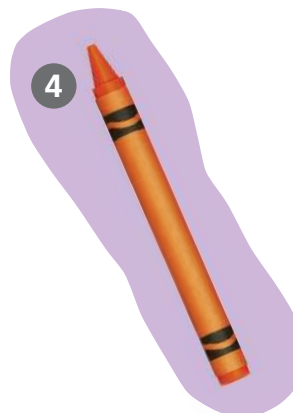
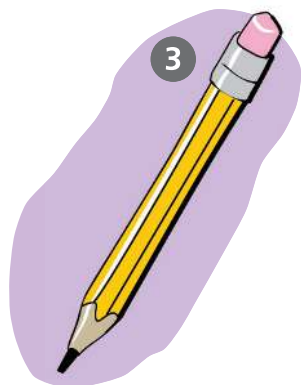
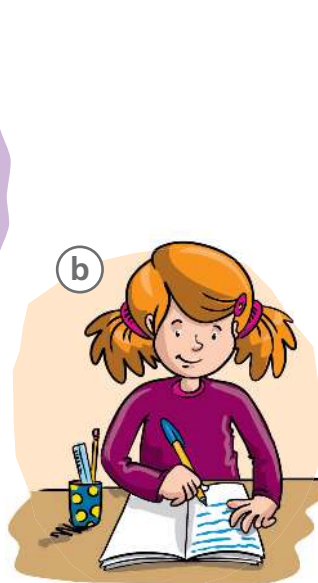
• Language: What's this? It's (a pen); school concert; A rabbit with a red ruler and a red rubber.

Lesson 5

1  1.22 Listen and point. Mime and repeat.



2  1.23 Listen to the chant *I write at school*. Match with your fingers. Repeat.



3 Play *Find the picture*.

4 Play *Guess ...*

• Language: *read, write, draw, colour; It's (a pen); I (read) at school every day.*

Lesson 6

- 1 Look and think. Close your books. Remember and say.



- 2 Play *School chain*.

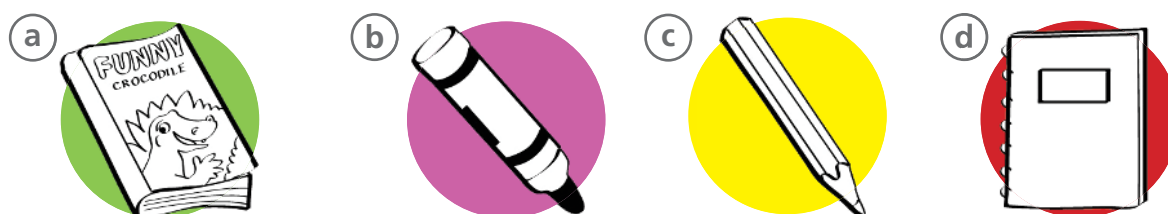
- 3 Make the pencil case card and classroom objects cards. Ask and say.



- 4 Play *Remember*.



- 5 Play *Association*.



• Language: *pen, pencil, crayon, notebook, ruler, rubber, school bag, book; read, write, draw, colour; colours, numbers*

Lesson 7

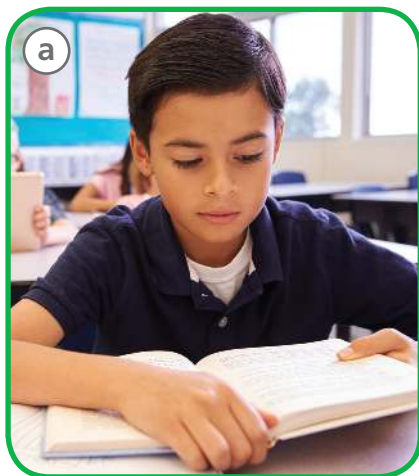


- 1 1.24 Listen and say the *One, two, three, four* rhyme.



- 2 1.25 Listen to the dialogue. Repeat. Act out.

- 3 1.26 Listen, find and point.



- 4 Draw in your notebook and say.



• **Language:** numbers; *Good morning; Sorry, I'm late; Please come in and close the door; I (read, write, draw, use a tablet) at school.*

Lesson 8

Unit review

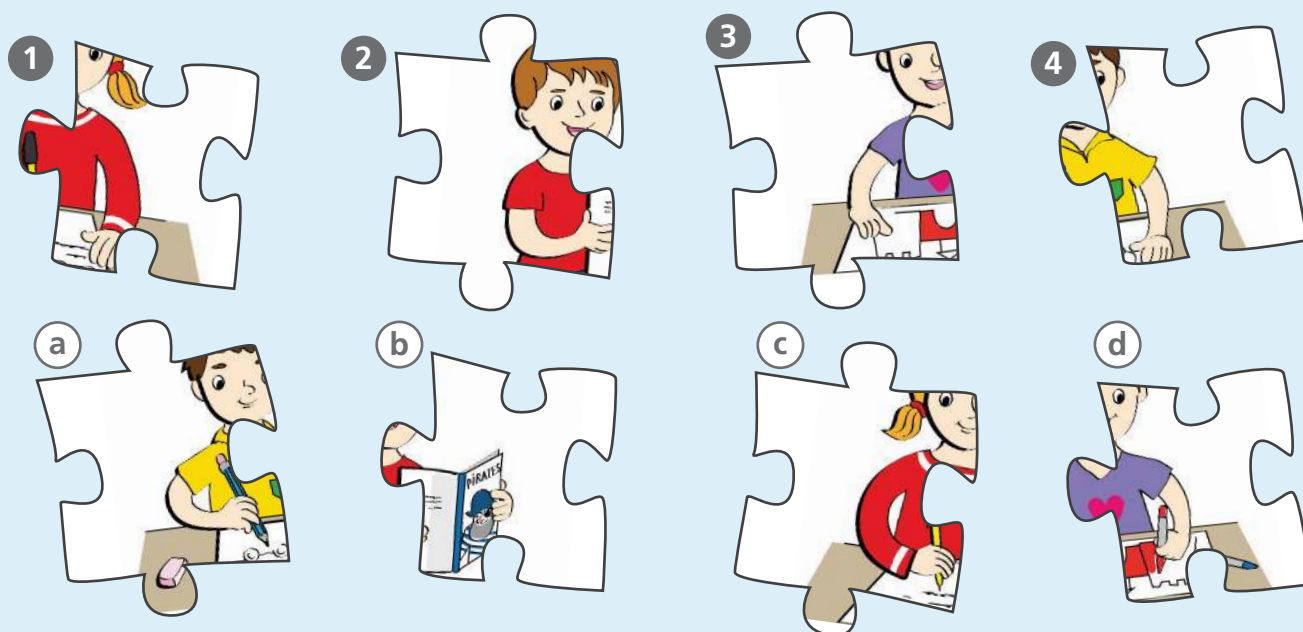
1  1.27 Listen, find and point. Say the number. Repeat.



2  1.28 Listen, point and say.



3  1.29 Listen and match with your fingers. Repeat and mime.



Go to Gary's picture dictionary on page 80.





Cumulative review

1 1.30 Listen, find and point.

2 Play *I spy with Bugs eye*.



3 1.31 Listen and repeat. Think and choose.



2 The magic elf

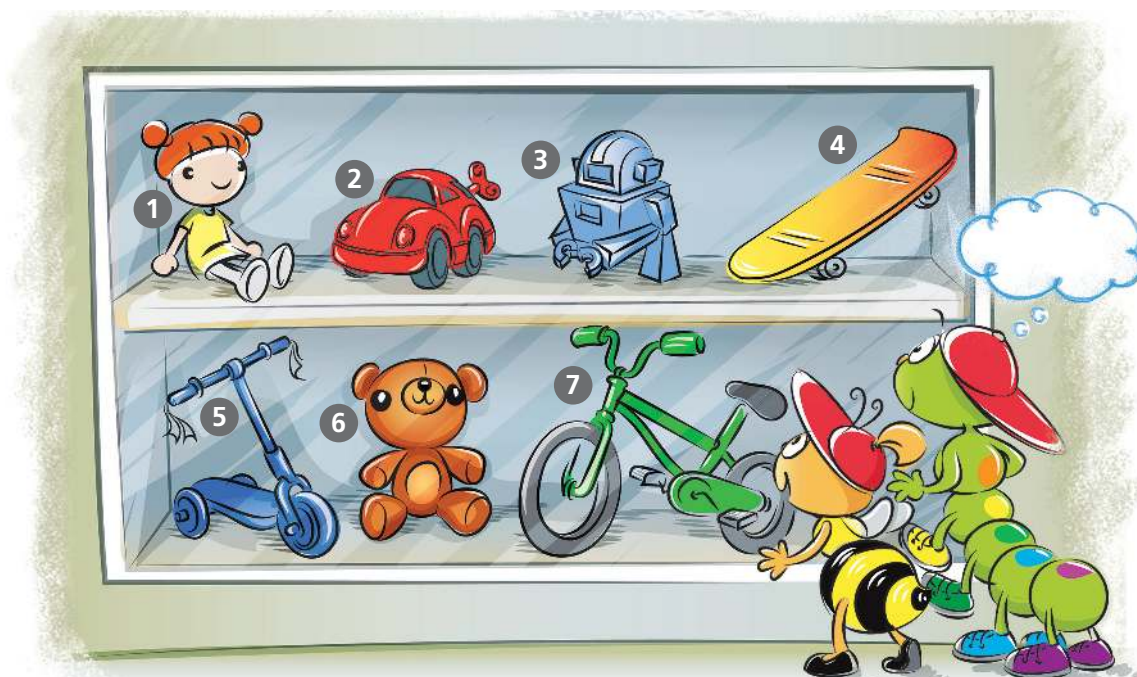
Lesson 1

1  1.32 Listen, look and point. Repeat.

2 Play Colin's bingo.



3  1.33 Listen, point and say Colin's chant.



4 Play Guess the toy.

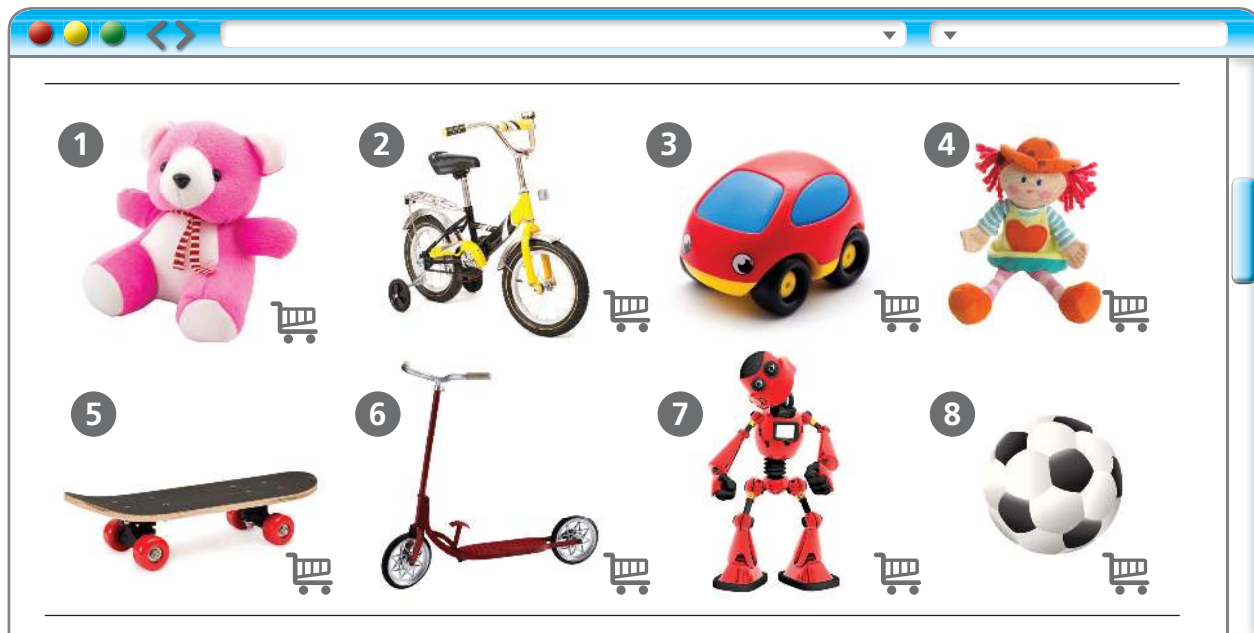
• Language: car, bike, robot, doll, scooter, skateboard, teddy bear; What's this? It's (a car).

Lesson 2

- 1 Look and guess. Say.
- 2  1.34 Listen and say who sings each verse. Sing *Can I have a scooter, please?*



- 3 Choose and say.



- 4 Make the mini-flashcards. Play *The toy game*.

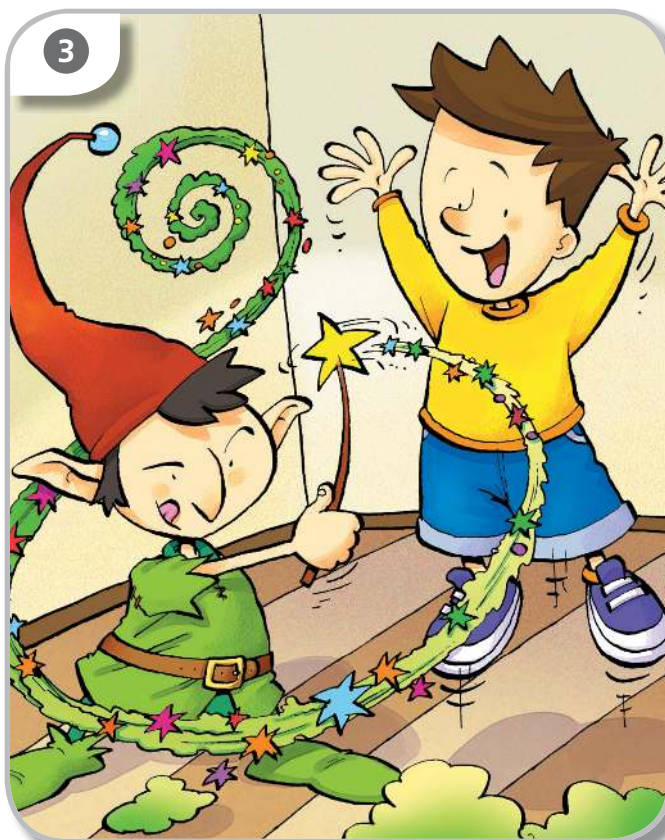
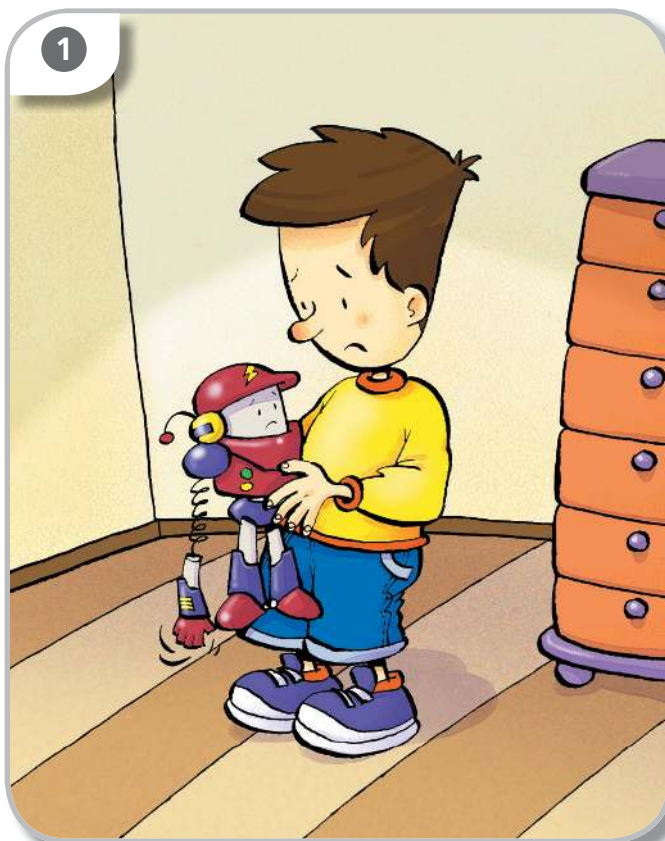


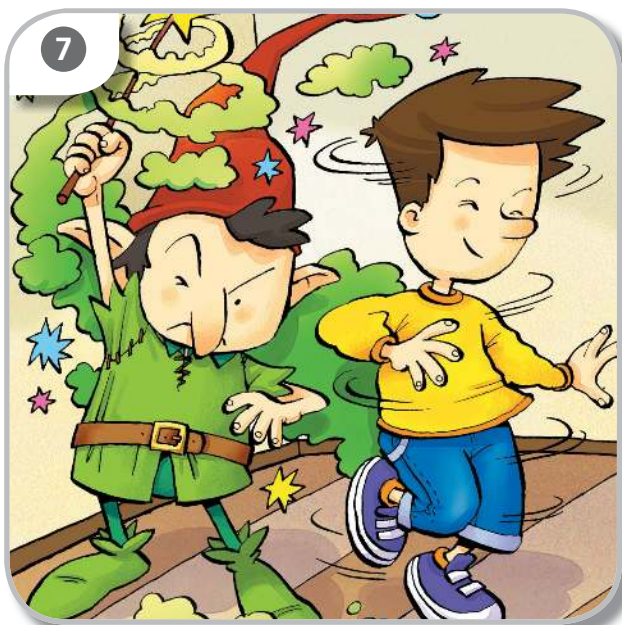
• Language: *Can I have (a ball), please? Here you are! Thank you.*

Lesson 3



1  1.37 Listen and find. Listen to the story and point.





2  1.38 Listen and think. Say.

3 Choose and ask.

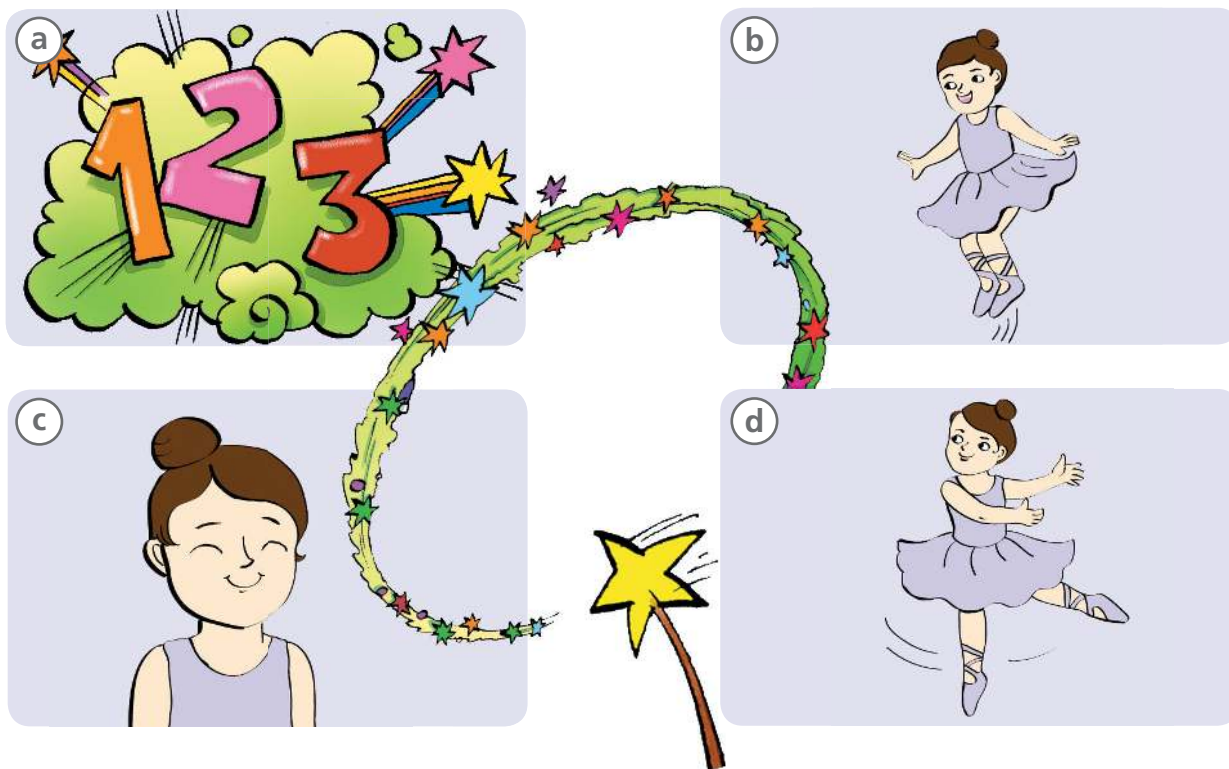


• Language: Can I have (a robot), please? Here you are! Thank you.

Lesson 4

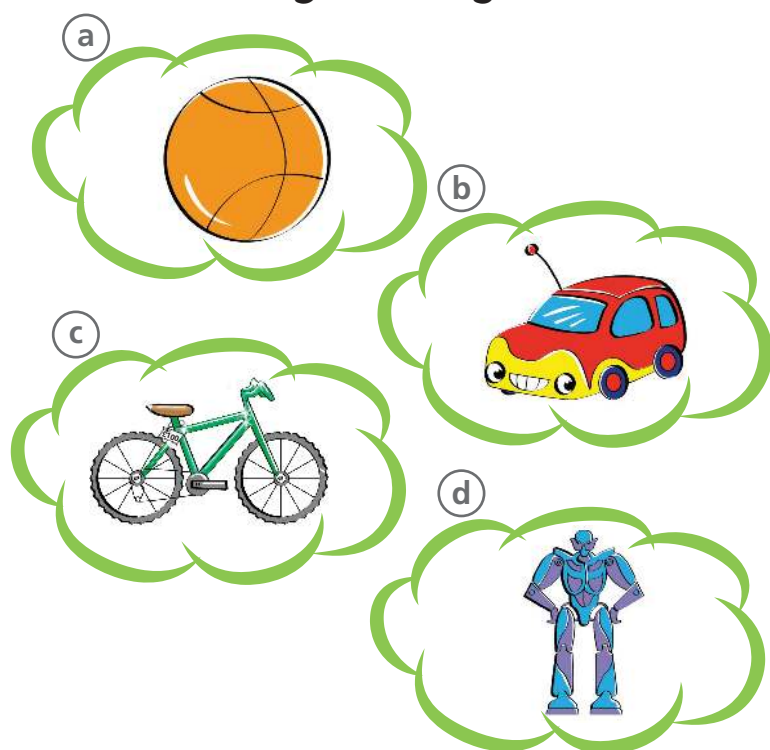
1  1.37 Listen to the story and do the actions.

2 Look, order and say.



3  1.39 Listen and point. Sing *The magic elf song*.

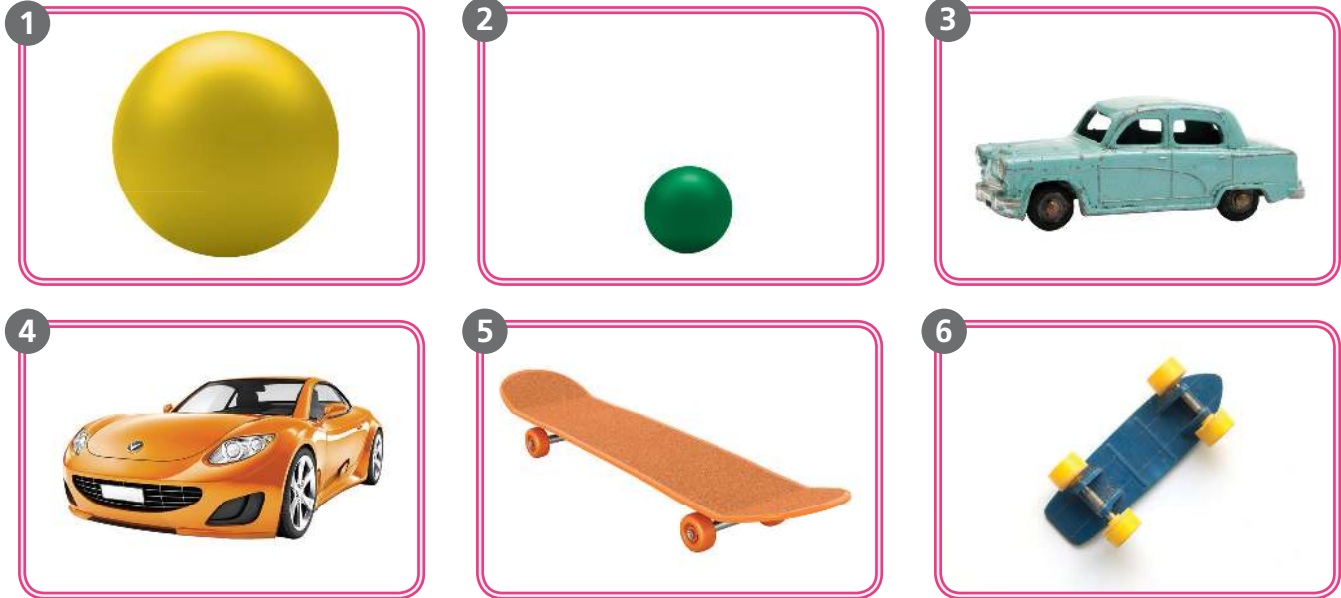
4  1.42 Listen and say the *Bug twister!*



• **Language:** Can I have (a ball), please?; It's (a car); Jump, turn around, close your eyes, surprise; A squirrel on a skateboard with a school bag.

Lesson 5

1  1.43 Listen and point. Repeat.



2  1.44 Listen to the chant *Look at my bike* and point. Repeat.



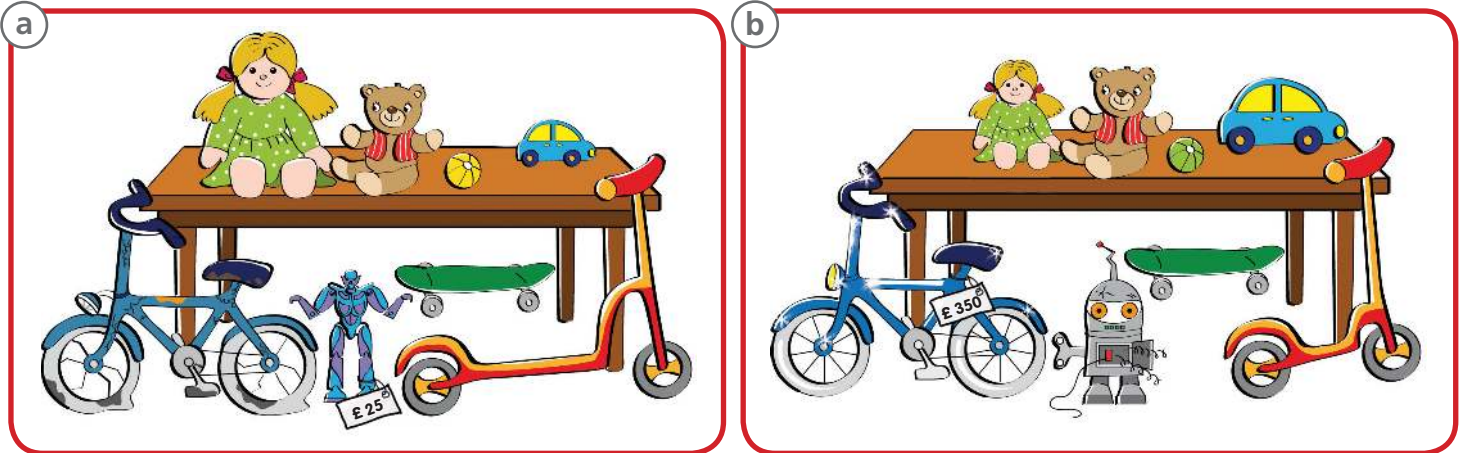
3 Play *Find the picture*.

4 Play *Guess ...*

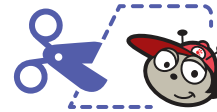
• Language: *big, small, old, new, long, short; Look at my (scooter); It's (big); colours*

Lesson 6

1 Look and find the differences. Say.



2 Make the comparison cards. Ask and say.



3 Play *The comparison game*.



4 Play *Odd one out*.

5 Compare things in your classroom.

• Language: car, doll, robot, bike, scooter, teddy bear, skateboard, ball; big, small, old, new, long, short; It's (a doll) (big).



Lesson 7

1 1.45 Listen and say the *Queenie, Queenie* rhyme.



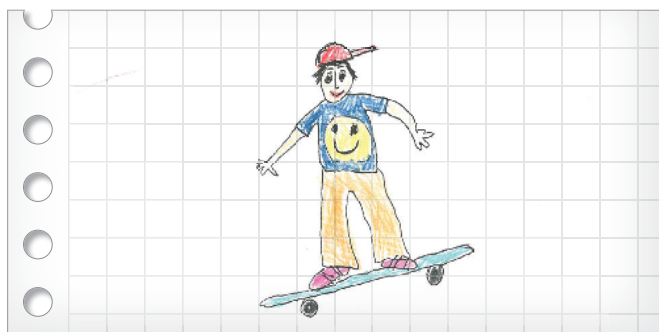
2 1.46 Listen to the dialogue. Repeat.

3 Play *Queenie, Queenie*.

4 1.47 Listen, find and point.



5 Draw in your notebook and say.



• Language: boy, girl, big, small; Who's got the ball? Is the ball here? My favourite toy is my (teddy bear).

Lesson 8

Unit review

1  1.48 Listen, find and point. Say the number. Repeat.

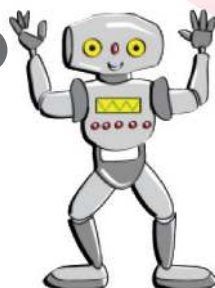
1



2



3



4



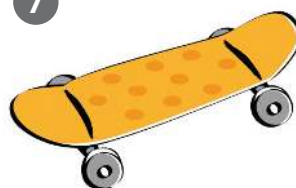
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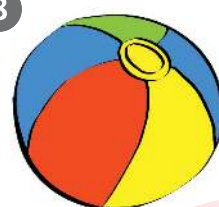
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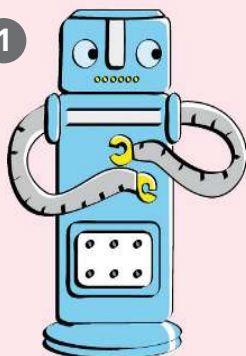


2  1.49 Listen, point and say.



3  1.50 Listen and look. Correct the sentences.

1



2



3



4



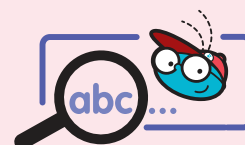
5



6



Go to Gary's picture dictionary on page 81.





Cumulative review

1  1.51 Listen, find and point.

2 Play *I spy with Bugs eye*.



3  1.52 Listen and repeat. Think and choose.



Bugs board game



A world of colour

- 1  1.53 Listen and point. Repeat.
- 2  1.54 Listen and guess. Point and say.



Lucy's Lab – Find out about colours



- 3 Find out about mixing colours.



• Language: black, brown, grey; (Red) and (blue) make (purple); mix

3 The spider's web

Lesson 1

1  1.57 Listen, look and point. Repeat.

2 Play Colin's bingo.



head



body



arms



legs



ears

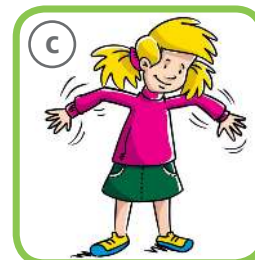


nose



mouth

3  1.58 Listen, point and say Colin's chant.



4 Play Colin says ...

• Language: head, body, arms, legs, eyes, ears, nose, mouth; Shake your (head). Touch your (eyes).

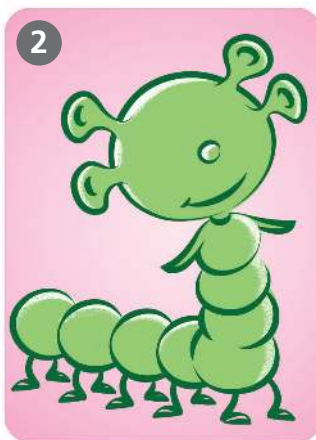
Lesson 2

1 Look and count the legs. Say.

2  1.59 Listen and point to the bug in each verse. Sing the *I've got a head* song.



3 Choose, say and guess.

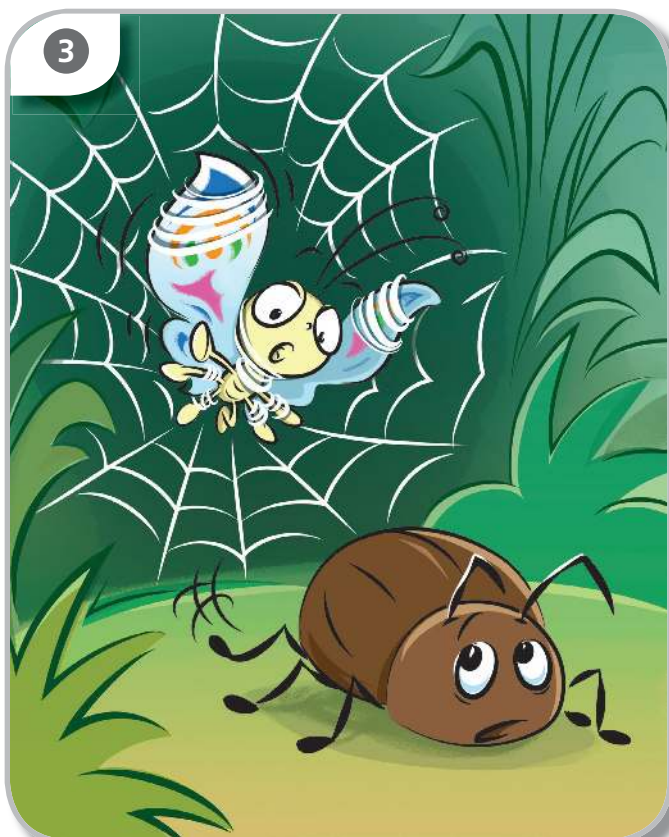
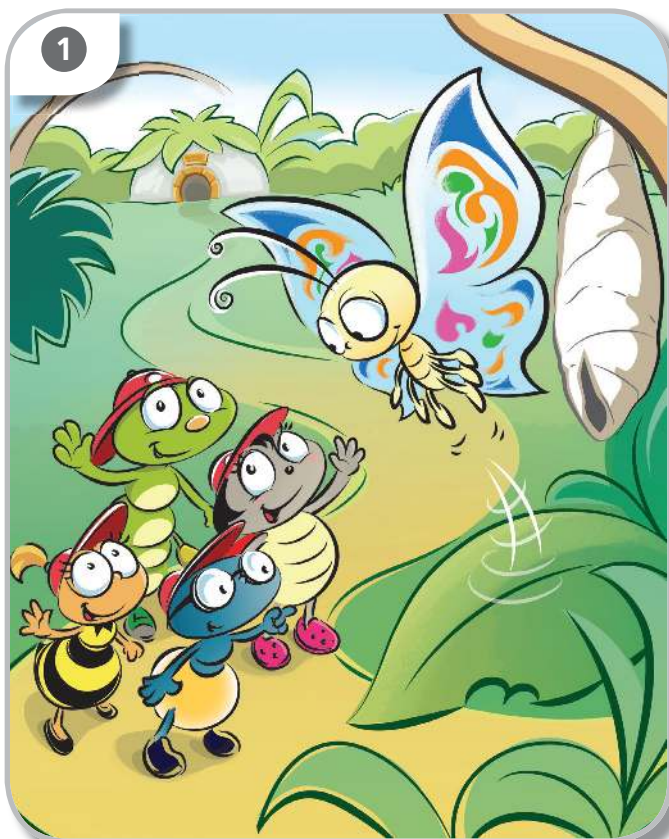


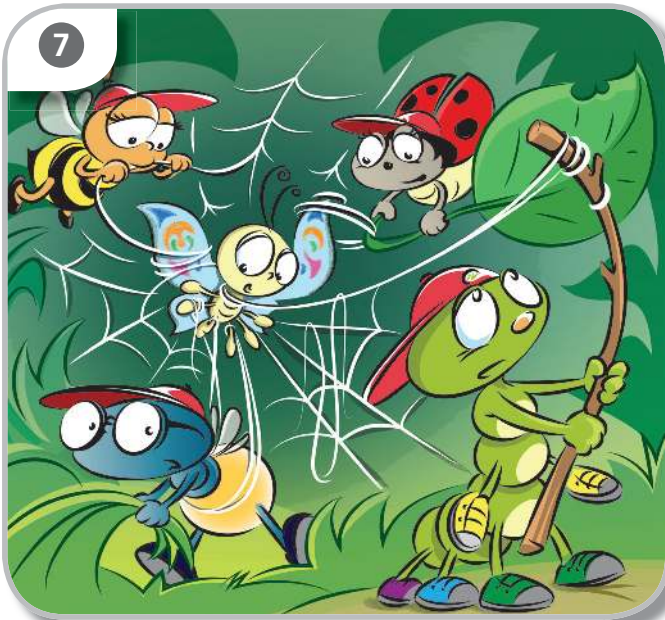
4 Make the mini-flashcards. Play *Body snap*.



Lesson 3

1  2.1 Listen to the story and point.





2 2.2 Listen and think. Say.

3 Choose and say.

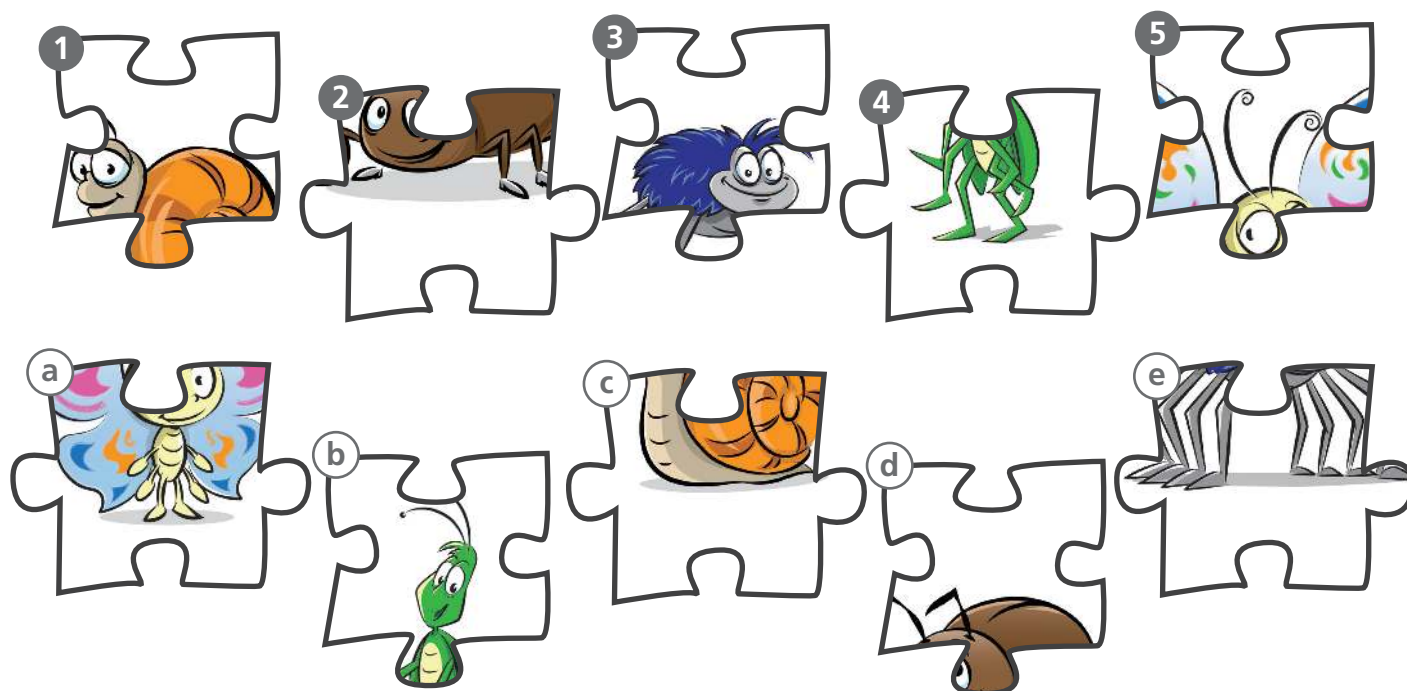


• Language: I've got (a head); Please help me. I'm scared of (spiders); butterfly, spider, beetle, grasshopper, snail

Lesson 4

1 2.1 Listen to the story. Say *Bug!* or *Body!* and repeat.

2 Look and match with your fingers. Say.



3 2.3 Listen, find and point.
Sing *The butterfly's song*.

4 2.6 Listen and say
the *Bug twister!*



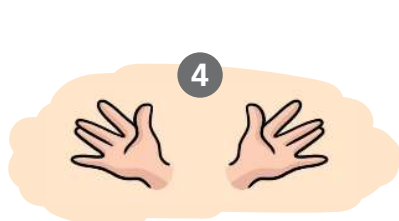
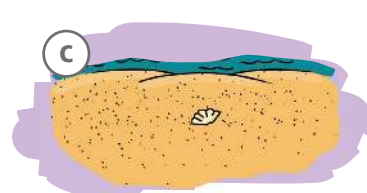
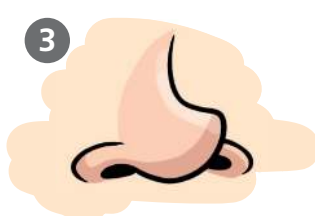
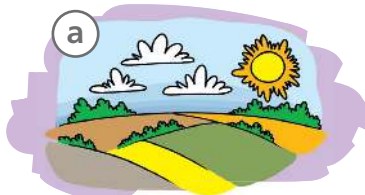
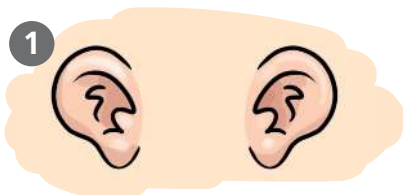
• **Language:** head, body, legs, wings; butterfly, spider, beetle, grasshopper, snail; Hello, (beetle). Please help me;
A butterfly and a beetle on a big bus.

Lesson 5

1  2.7 Listen and point. Mime and repeat.



2  2.8 Listen to the chant *I've got five senses* and match with your fingers. Repeat.



3 Play Say the sense.

4 Play Mime and guess.

• Language: hear, see, smell, touch, taste; I (hear) with my (ears).

Lesson 6

1 Look and think. Say.

					
	?	?	?	?	?
	?	?	?	?	?
	?	?	?	?	?
	?	?	?	?	?

2 Make the association dominoes. Find and say.



3 Play Association dominoes.



4 Play One, two, three.

5 Look and say.



• Language: eyes, ears, nose, mouth, hands; hear, see, touch, taste, smell; I (see) with my (eyes).



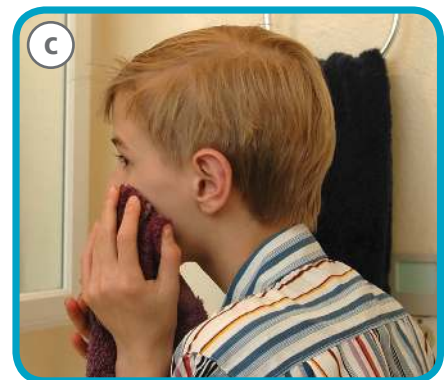
Lesson 7

1 2.9 Listen and sing the *This is the way* song.

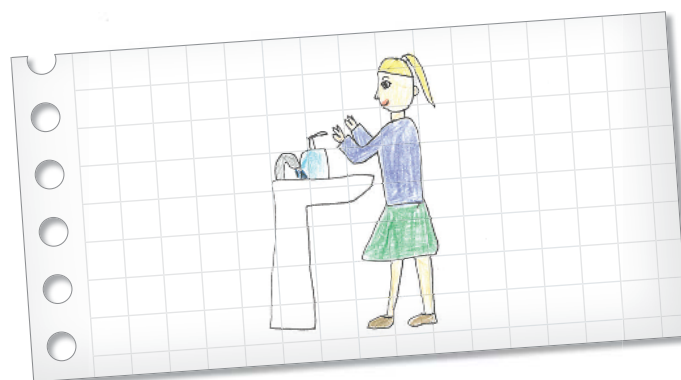


2 2.10 Listen to the dialogue. Repeat. Act out.

3 2.11 Listen, find and point.



4 Draw in your notebook and say.

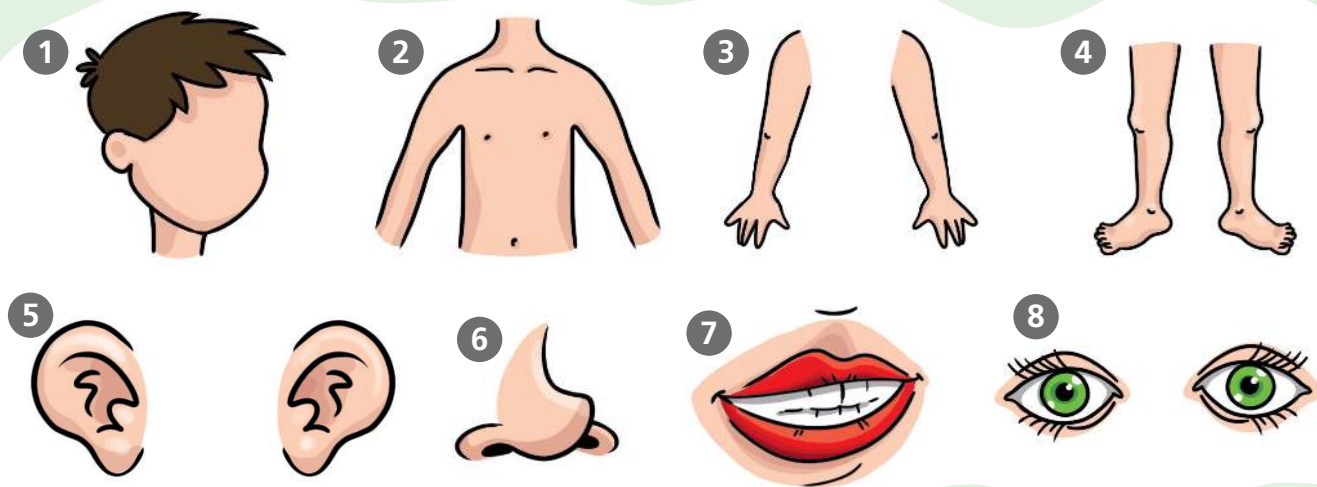


• Language: face, hands, teeth, hair; *This is the way I wash (my face), brush (my teeth).*

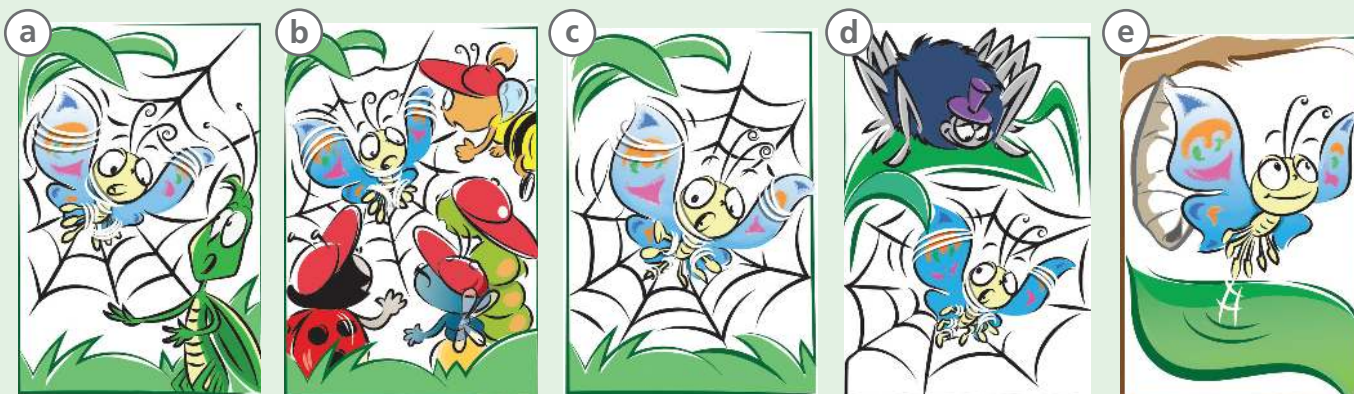
Lesson 8

Unit review

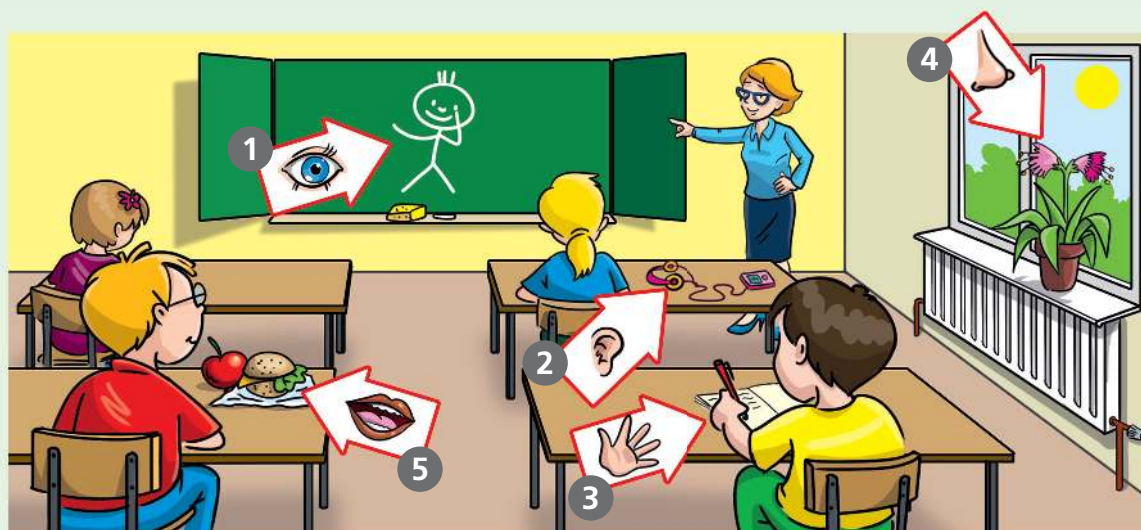
1 2.12 Listen, find and point. Say the number. Repeat.



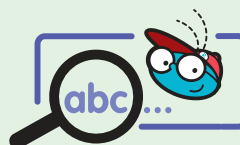
2 2.13 Listen, find and point. 2.14 Listen and say the missing words.



3 2.15 Listen, point and repeat. Say.



Go to Gary's picture dictionary on page 82.





Cumulative review

1 2.16 Listen, find and point.

2 Play *I spy with Bugs eye*.



3 2.17 Listen and repeat. Think and choose.



4

Run, run, run!

Lesson 1

1  2.18 Listen, look and point. Repeat.

2 Play Colin's bingo.



giraffe



zebra



elephant



parrot



lion



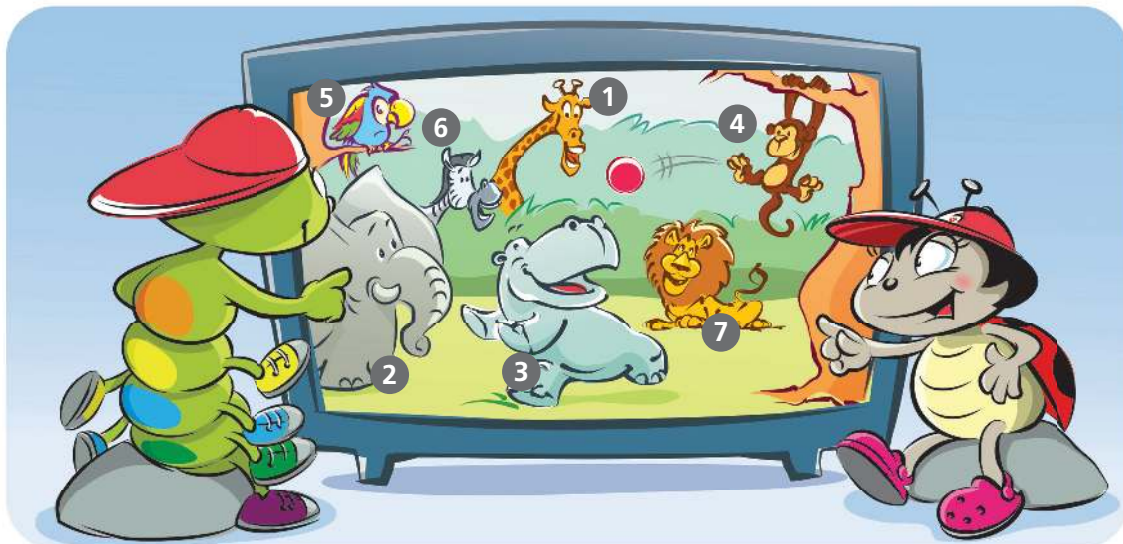
hippo



monkey



3  2.19 Listen, point and say Colin's chant.



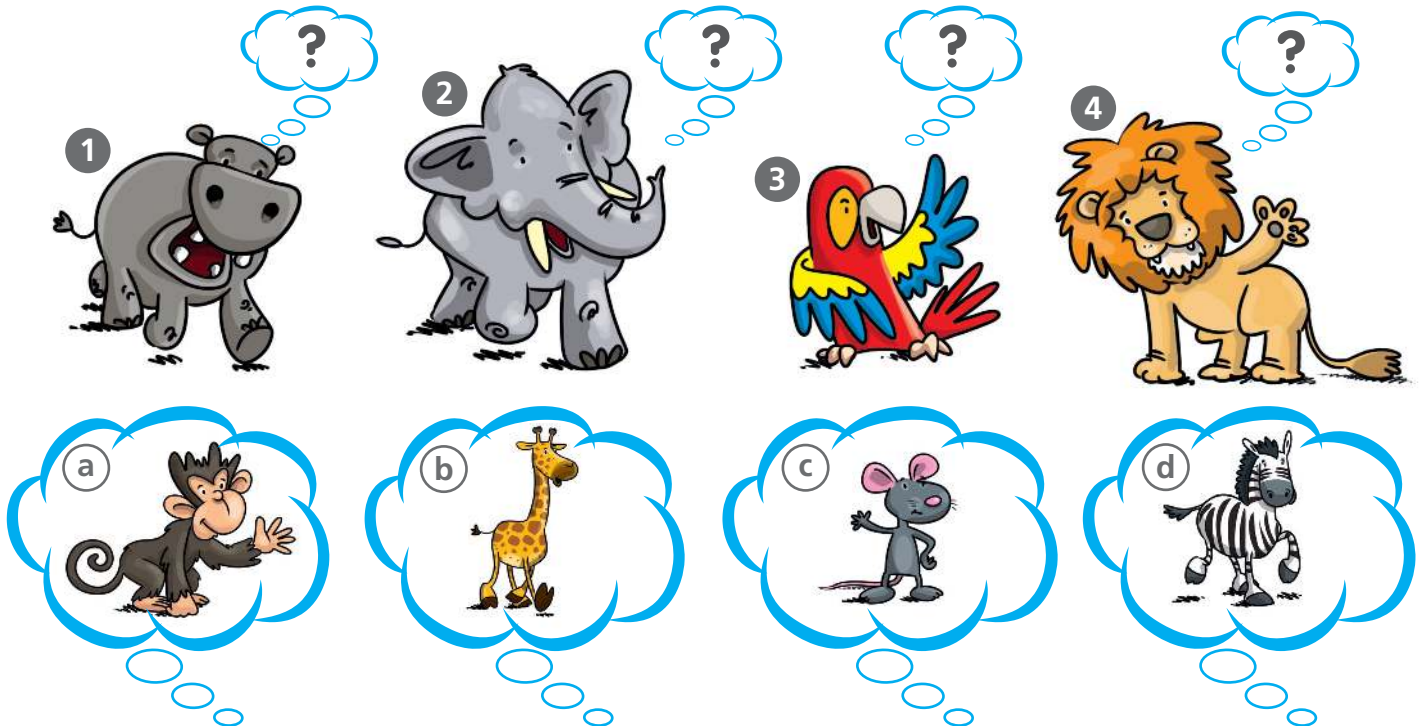
4 Play Guess the animal.

• Language: giraffe, zebra, elephant, parrot, lion, hippo, monkey; I've got (big ears); I'm (an elephant).

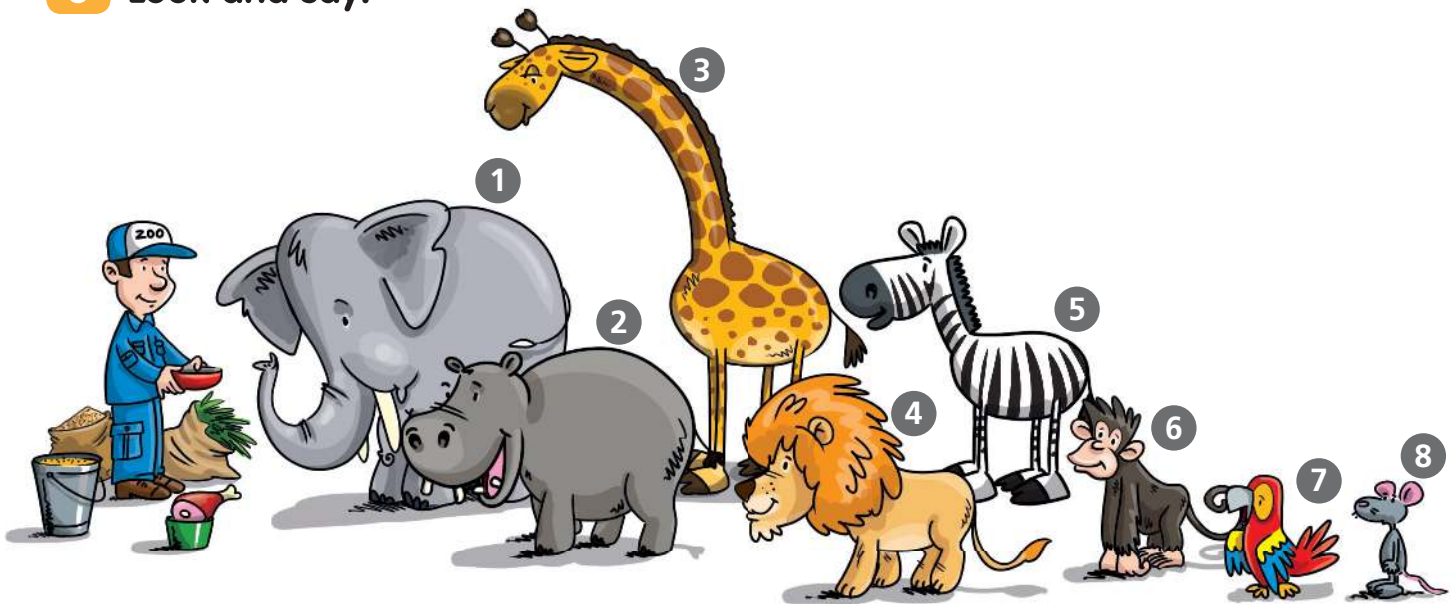
Lesson 2

1 Look and guess. Say.

2  2.20 Listen, point and sing the *Here's the hippo* song. Say.



3 Look and say.



4 Make the mini-flashcards. Play *Who's coming?*

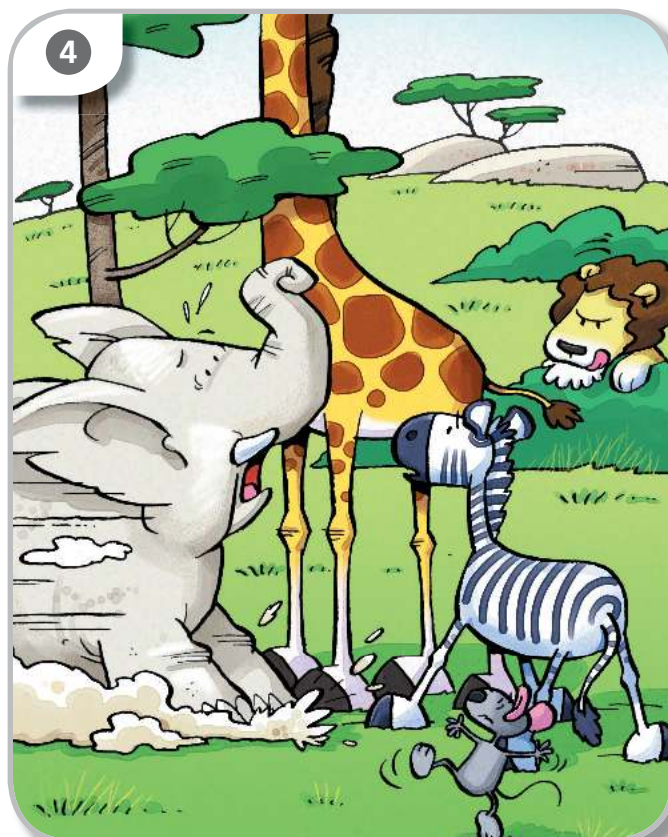
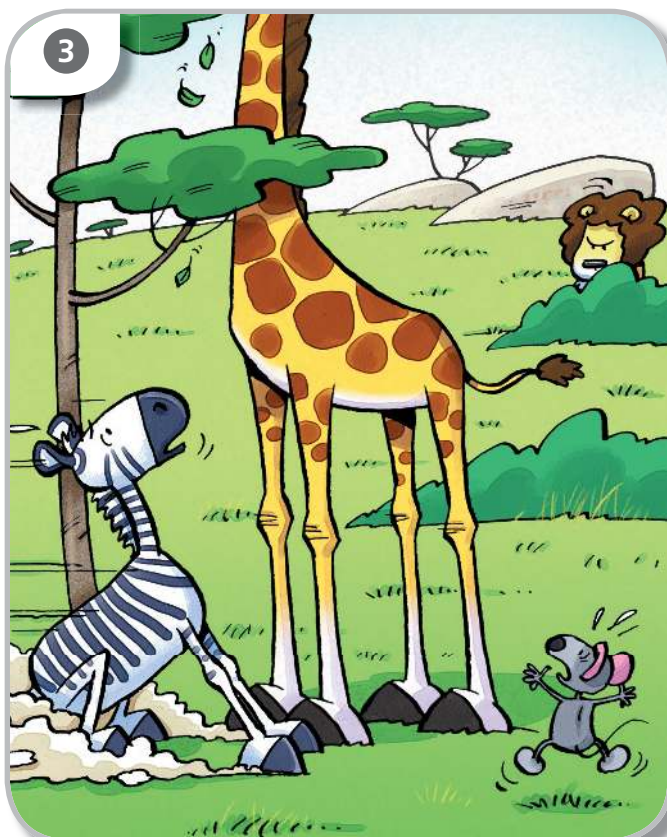
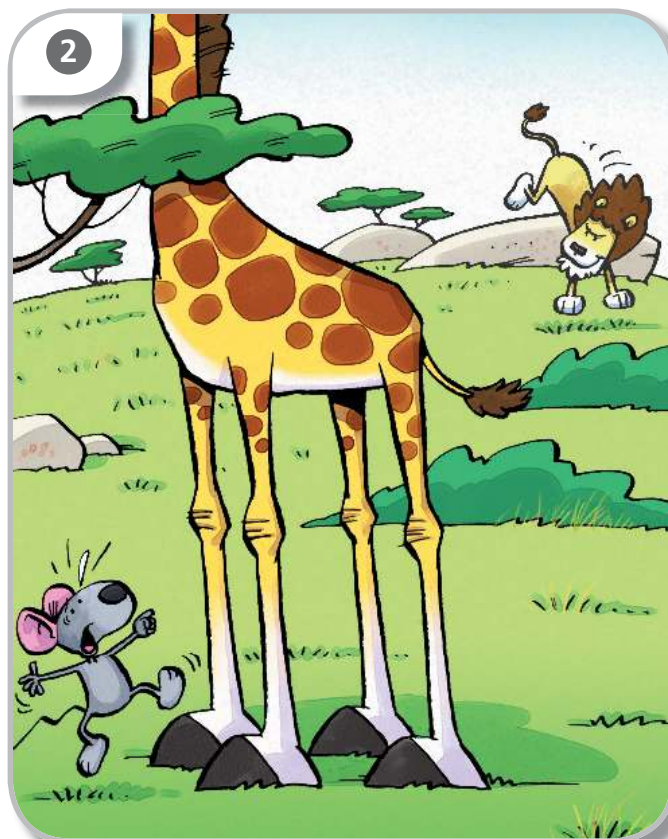
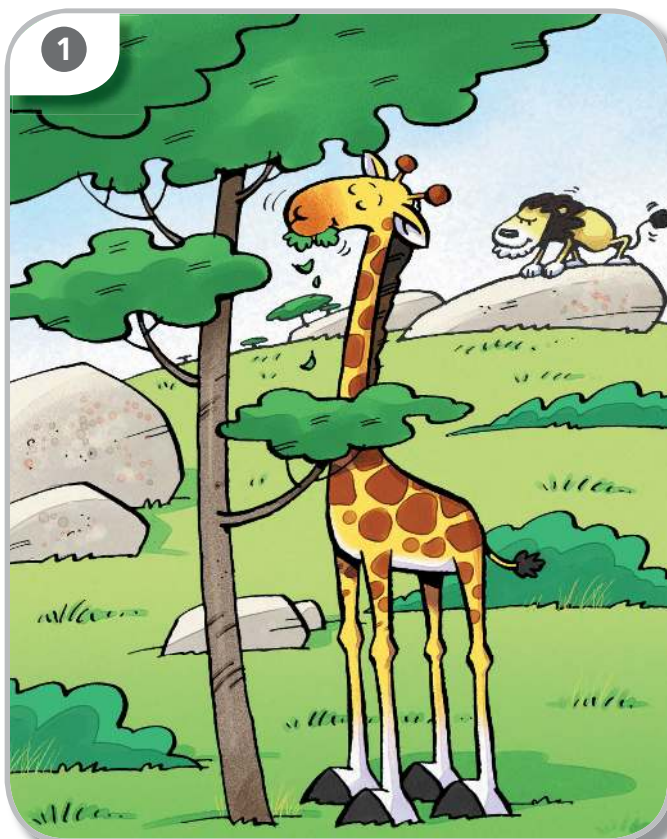


• Language: *Here's the (parrot); The (giraffe) is coming; Hello, (elephant).*

Lesson 3



1  2.23 Listen and find. Listen to the story and point.

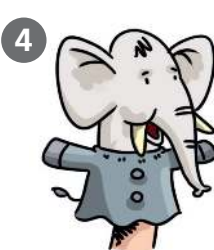




2 2.24 Listen and think. Say.



3 Choose and say.

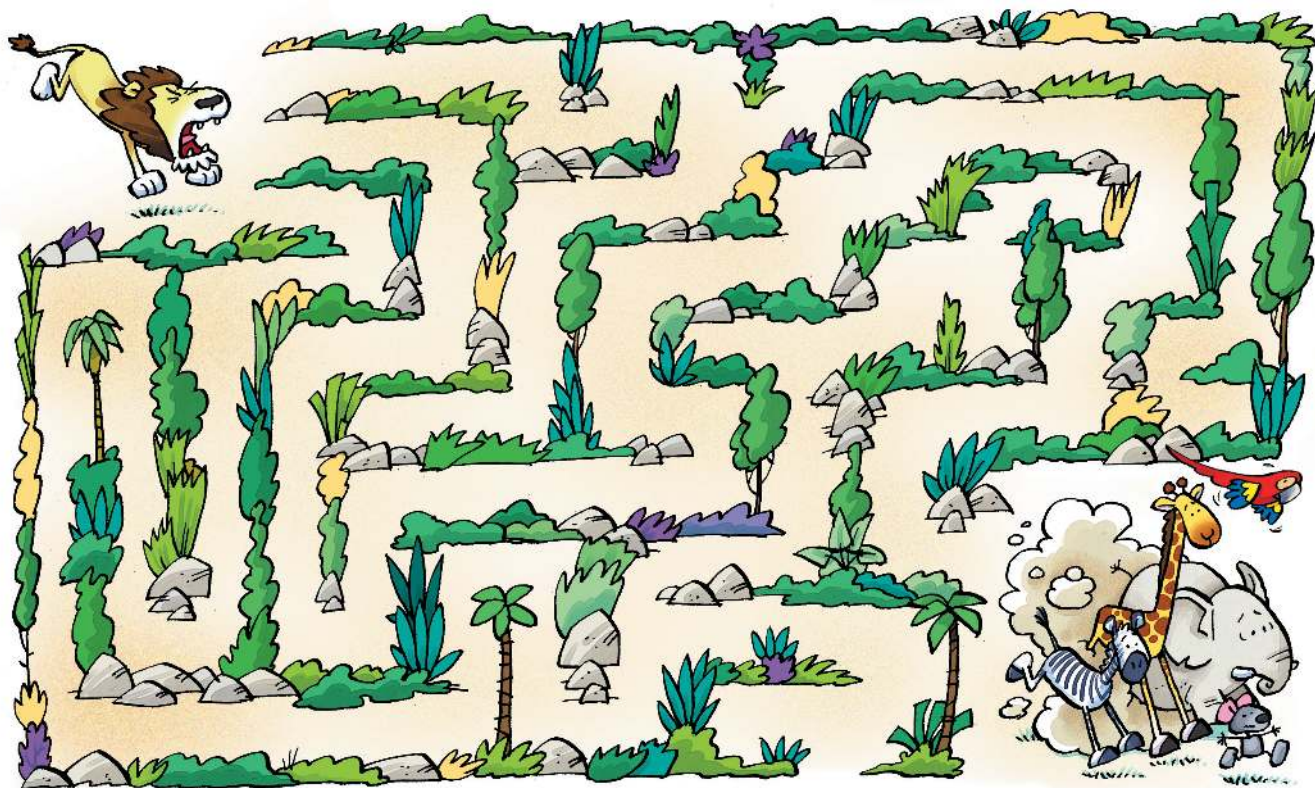


• Language: mouse, zebra, elephant, parrot; The lion is coming; Please tell giraffe; Run, run, run.

Lesson 4

1  2.23 Listen to the story, mime and say.

2 Follow with your finger and say.



3  2.25 Listen, find and point.
Sing *The lion is coming!* song.

4  2.28 Listen and say
the *Bug twister!*



• Language: giraffe, elephant, zebra, mouse, parrot, lion, hippo; Please tell giraffe; The lion is coming; Run; Here's Henry the hippo. Hello, Henry.

Lesson 5

1 2.29 Listen and point. Mime and repeat.



walk



run



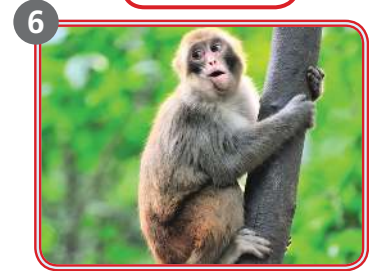
fly



swim

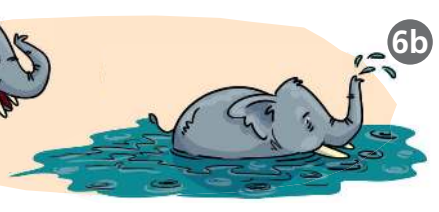
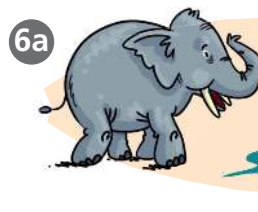
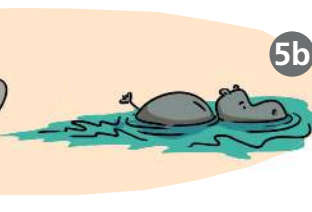
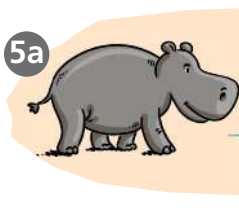
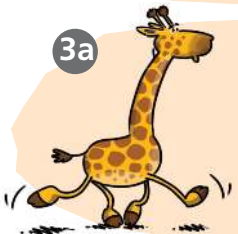
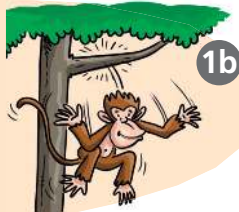
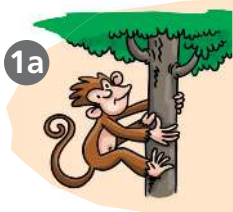


jump



climb

2 2.30 Listen to the chant *A monkey can climb* and choose. Repeat.



3 Play Repeat if it's true.

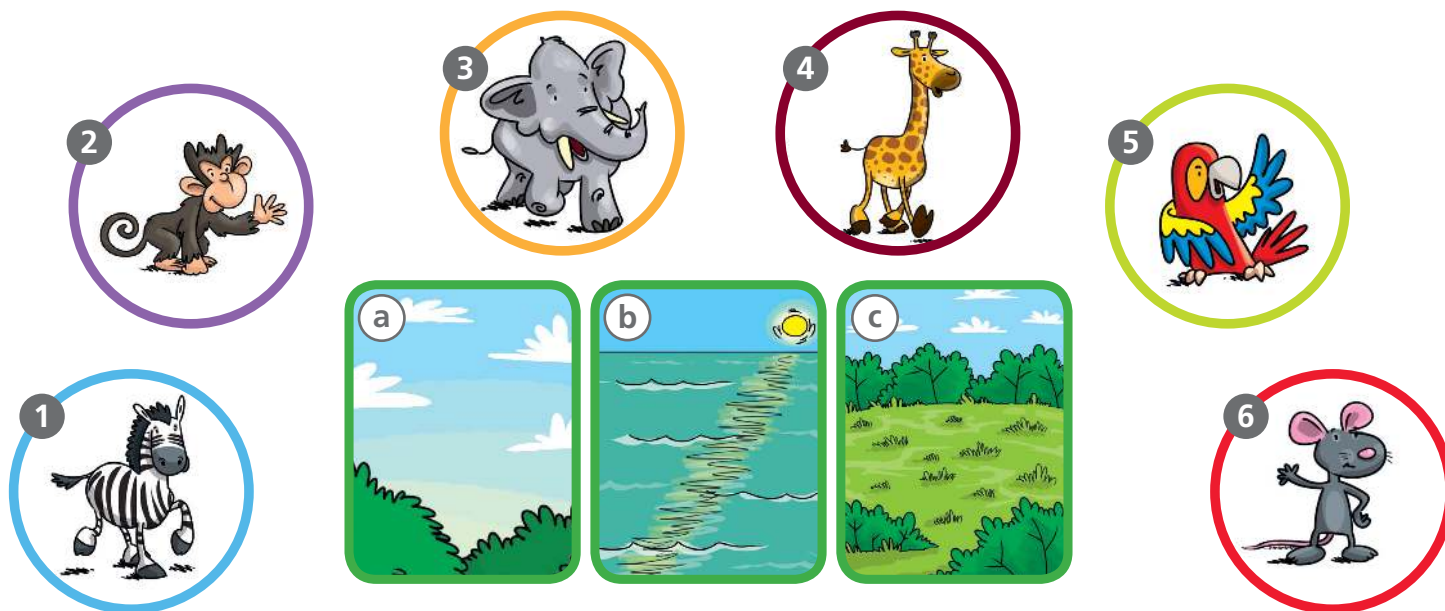
4 Look and say.



• Language: walk, run, fly, swim, jump, climb; A (monkey) can (climb); I can (run).

Lesson 6

1  2.31 Listen and match with your fingers. Say.



2 Make the animal category cards. Say.



3 Play *The animal category game*.



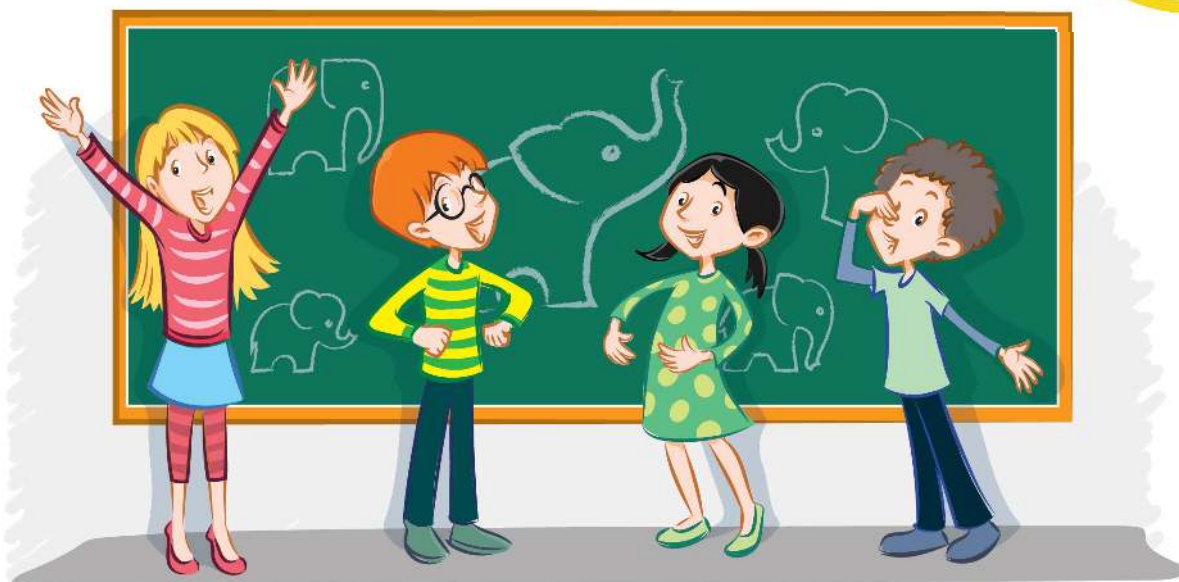
4 Play *Animal groups*.

• **Language:** zebra, monkey, giraffe, hippo, parrot, mouse, elephant, butterfly, bee, dog, fish; climb, walk, run, jump, fly, swim; (A zebra) can (walk).



Lesson 7

1 2.32 Listen and say the *The elephant rhyme*.



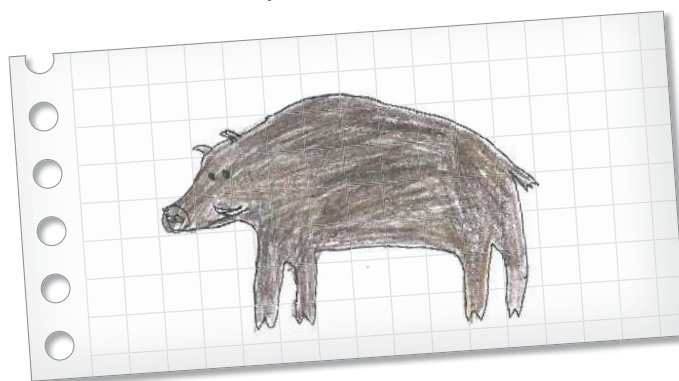
2 2.33 Listen to the dialogue. Repeat. Act out.

3 Play *How does it go?*

4 2.34 Listen, find and point.



5 Draw in your notebook and say.



• Language: *fingers, toes, nose; big, fat; How does the (monkey) go? Like this!; Here's (a fox). It can (run).*

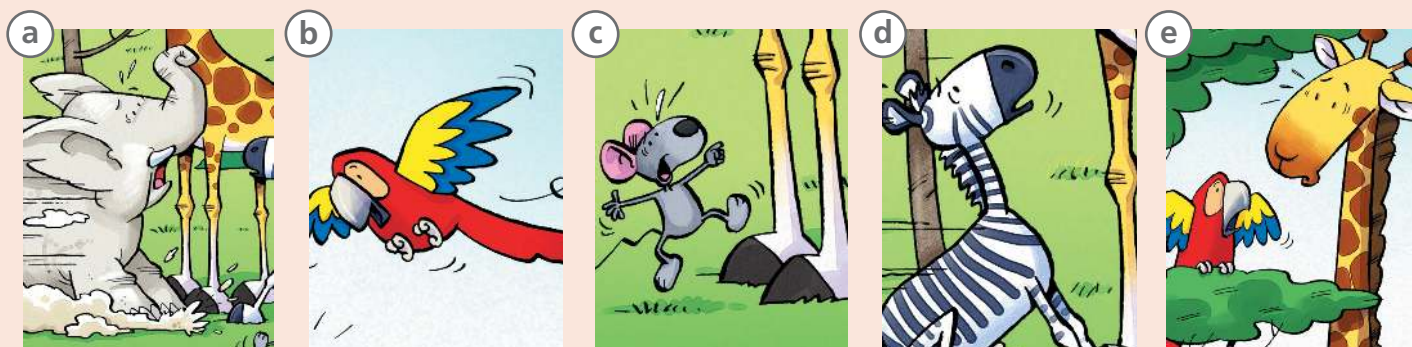
Lesson 8

Unit review

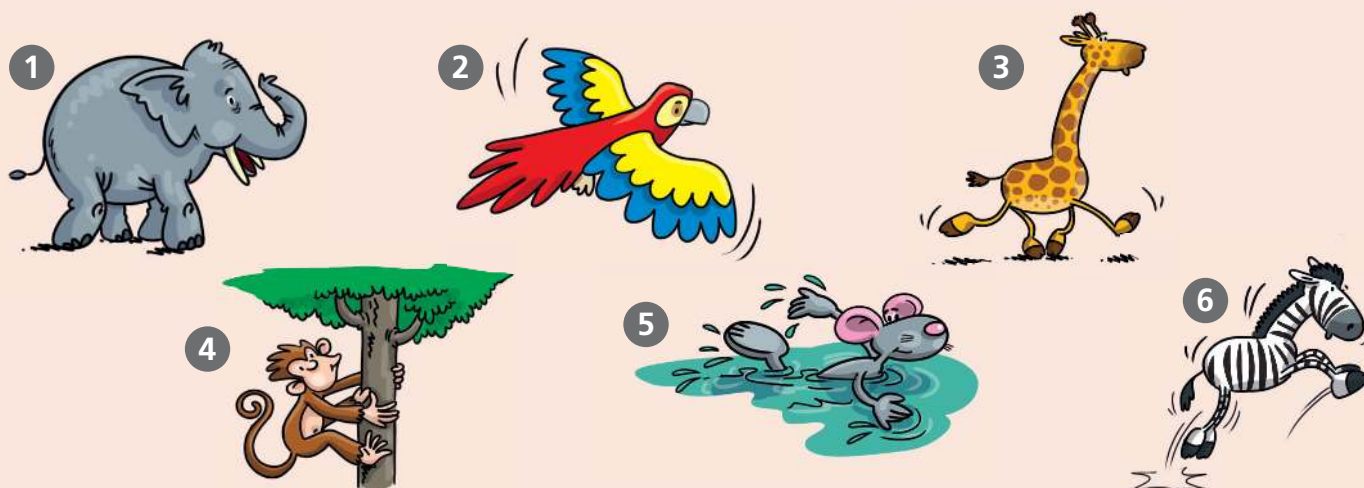
1  2.35 Listen, find and point. Say the number. Repeat.



2  2.36 Listen, find and point.  2.37 Listen and say the missing words.



3  2.38 Listen and look. Correct the sentences.



Go to Gary's picture dictionary on page 83.



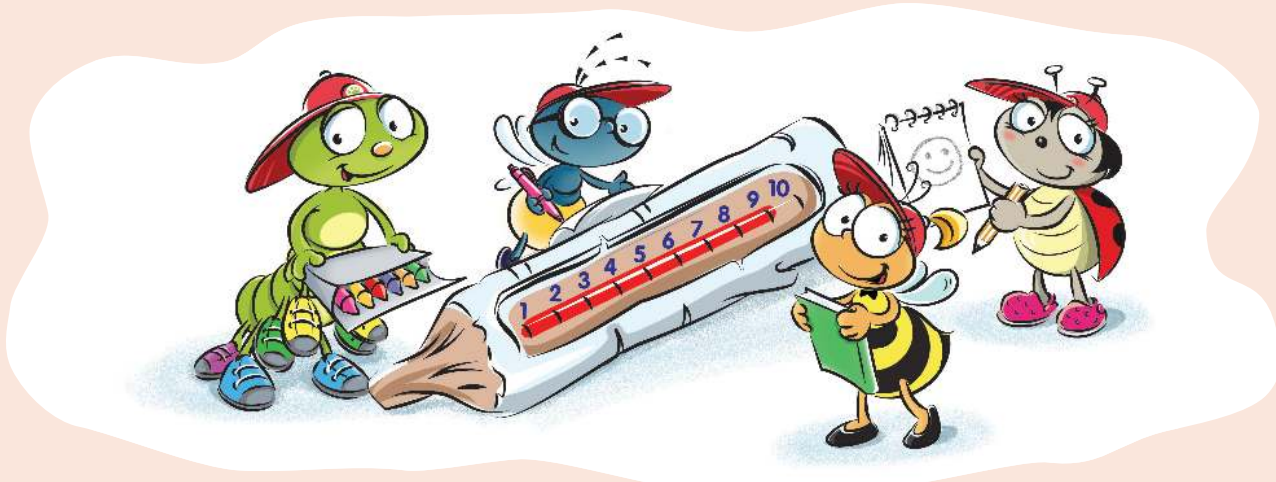
Cumulative review

1  2.39 Listen, find and point.

2 Play *I spy with Bugs eye*.



3  2.40 Listen and repeat. Think and choose.



Units
3 and 4
Review

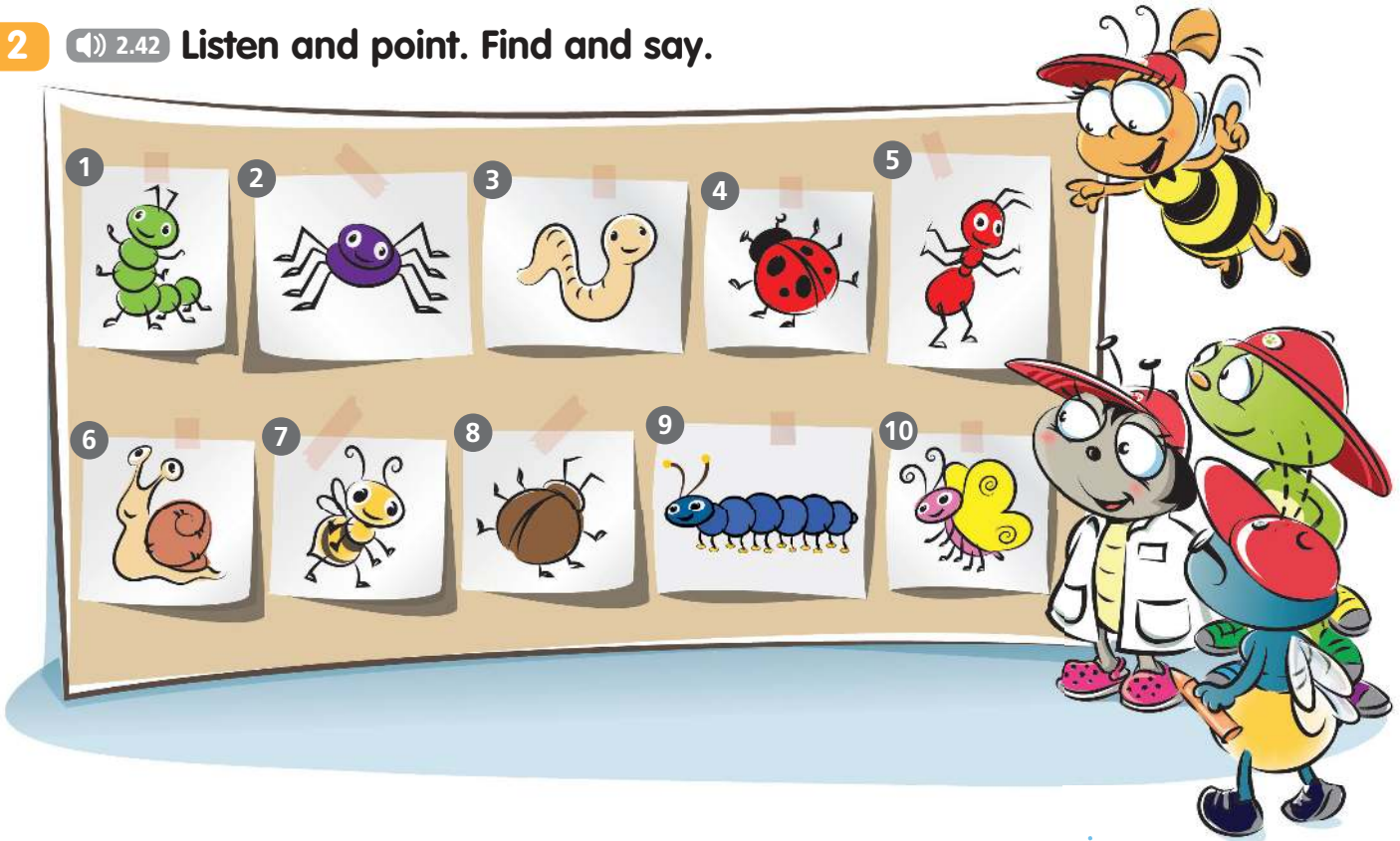
Bugs board game



A world of bugs

1  2.41 Look and count the legs. Listen and mime.

2  2.42 Listen and point. Find and say.



Lucy's Lab – Find out about bugs



3 Find out about insects.



• Language: bug, insect; legs, wings, head, body, eyes; Some bugs have (no) legs; (A spider) has got (eight) legs.

5 The picnic

Lesson 1

1  2.45 Listen, look and point. Repeat.

2 Play Colin's bingo.



3  2.46 Listen, point and say Colin's chant.



4 Play Memory.

• Language: ham, cheese, tomato, chicken, carrot, yoghurt, banana; I can see a (a carrot). It's good for me!

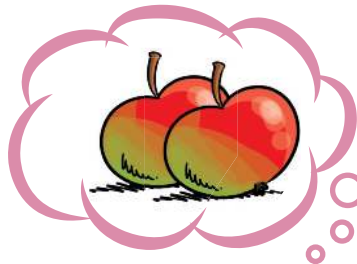
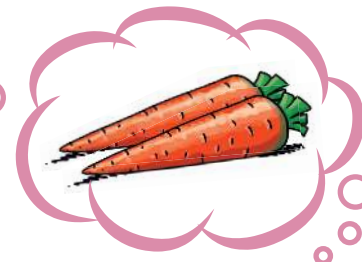
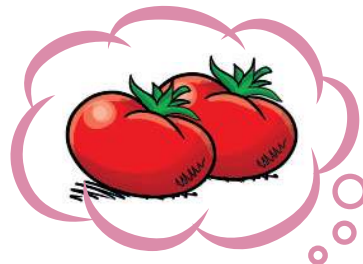
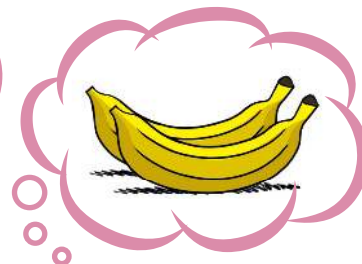
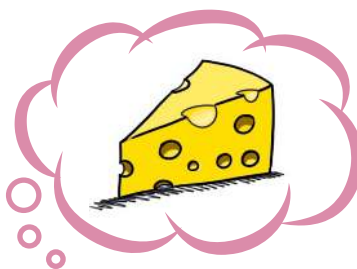
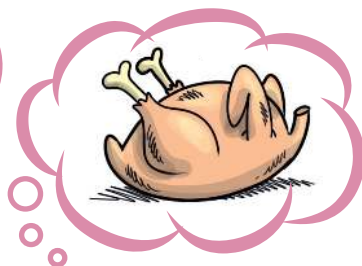
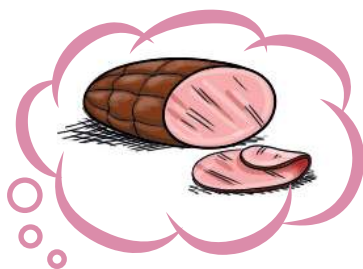
Lesson 2

1 Look, think and say.

2  2.47 Listen and match with your fingers. Sing the *I like chicken* song.



3 Play *I like apples*.



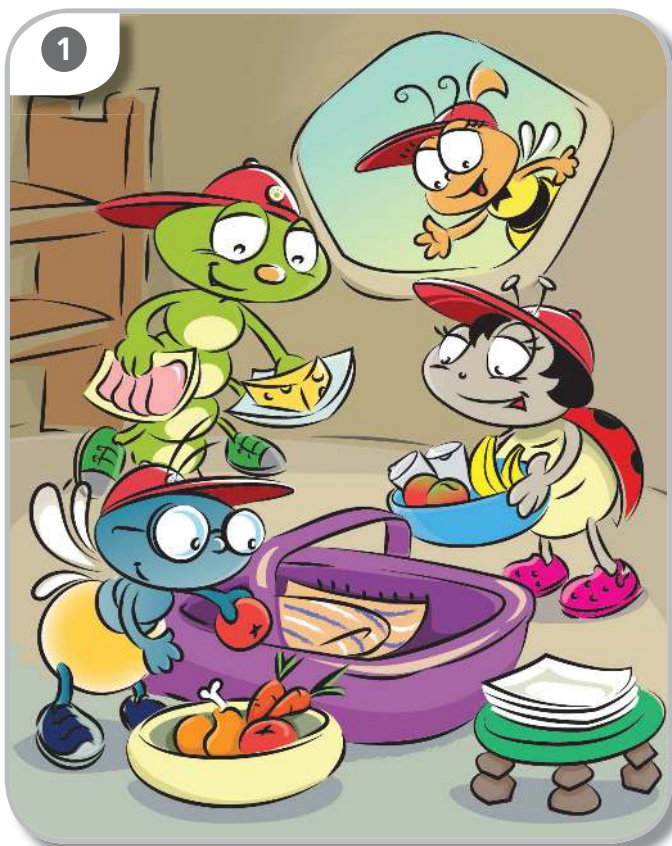
4 Make the mini-flashcards. Play *Food snap*.

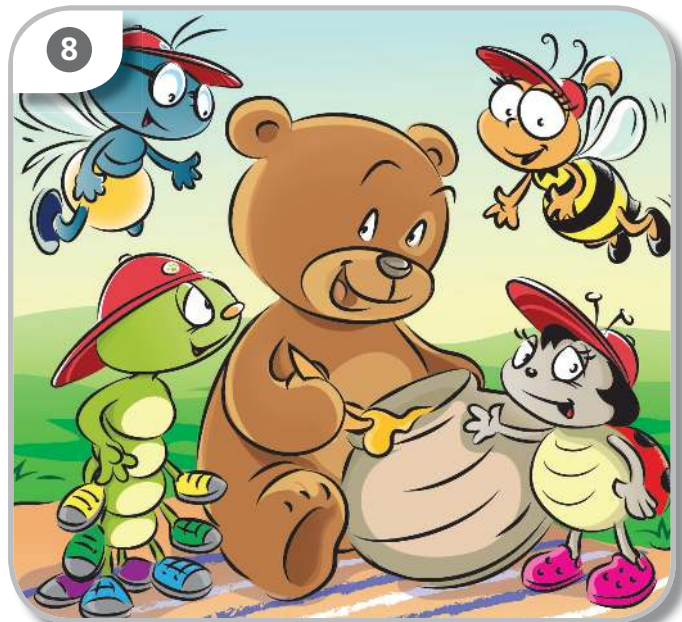


• Language: *I like (ham); I don't like (apples); What about you?*

Lesson 3

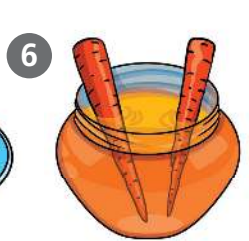
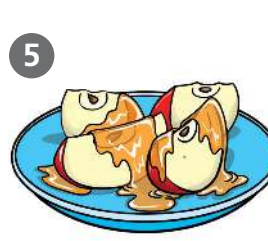
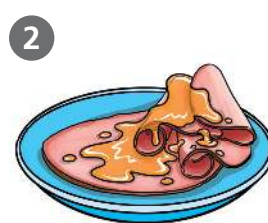
1  2.50 Listen to the story and point.





2 2.51 Listen and think. Say.

3 Choose and say.



• **Language:** ham, cheese, chicken, banana, yoghurt, carrot, tomato, apple, honey; Do you like (ham)? Yes, I do; No, I don't; I don't like (cheese); I like (honey) and (yoghurt).

Lesson 4

1  2.50 Listen to the story. Say **Food!** and repeat.

2 Ask and say.



3  2.52 Look and order. Listen, point and sing *The picnic song*.

4  2.55 Listen and say the *Bug twister!*



• **Language:** chicken, ham, carrot, cheese, banana, tomato, honey; Do you like (ham)? Yes, I do; No, I don't; I don't like (chicken). I'm Charlie the chimpanzee. I like chicken and cheese.

Lesson 5

1  3.1 Listen and point. Repeat.



fruit



vegetables

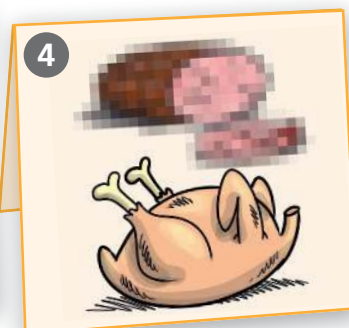


meat



milk products

2  3.2 Listen to the *Food group* chant and say. Repeat.



3 Play *Food group* word tennis.

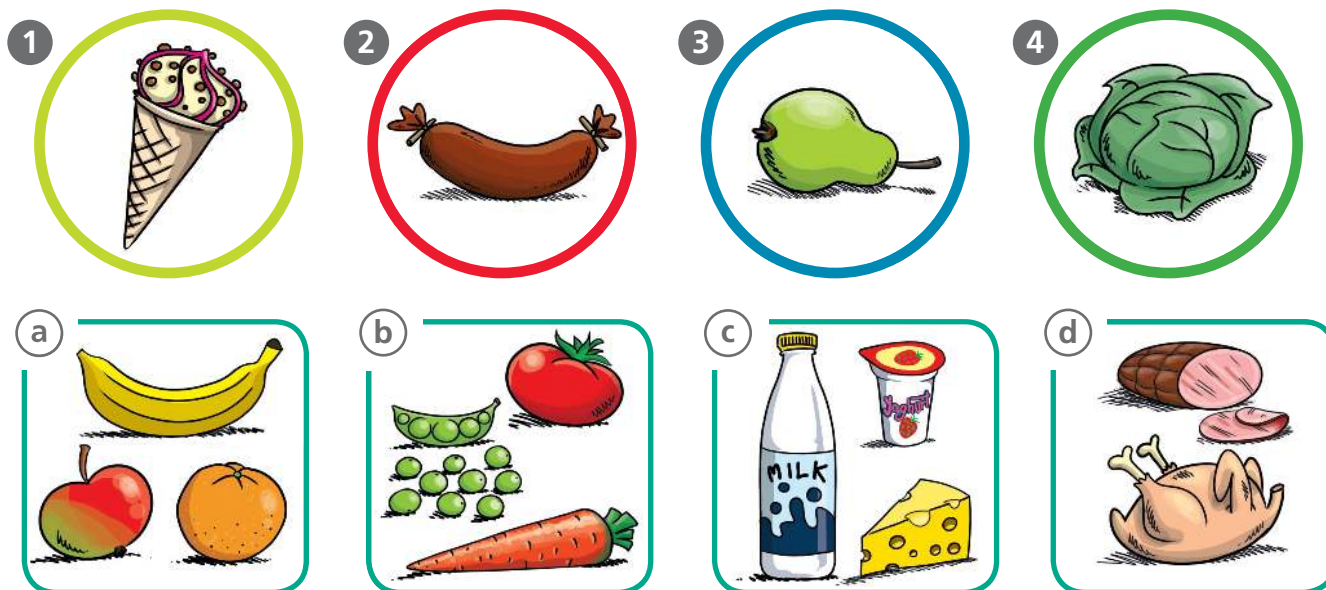
4 Look, ask and say.



• **Language:** *fruit, vegetables, meat, milk products; (An apple) is (a fruit); Do you like (meat)? Yes, I do; No, I don't. (Vegetables) are delicious.*

Lesson 6

- 1**  3.3 Look, classify and match. Listen and say the missing words. Repeat.



- 2** Make the food wheel. Say.  
- 3** Play *The food wheel classification game*.



- 4** Draw, classify and say.
- 5** Play *The food group game*.

• **Language:** chicken, ham, cheese, yoghurt, carrot, tomato, banana, apple, sausage, pear, ice cream, cabbage; fruit, vegetables, milk products, meat; (A carrot) is (a vegetable).



Lesson 7

- 1 3.4 Listen and sing the *Muffin man* song.



- 2 3.5 Listen to the dialogue. Repeat. Act out.

- 3 3.6 Listen, find and point.



- 4 Draw in your notebook and say.



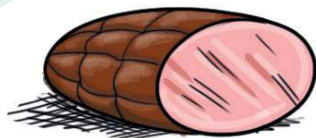
• Language: *muffin man; Do you know the (muffin man)? I like (chocolate brownies). They're (delicious).*

Lesson 8

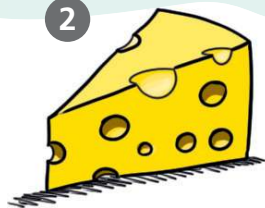
Unit review

1 3.7 Listen, find and point. Say the number. Repeat.

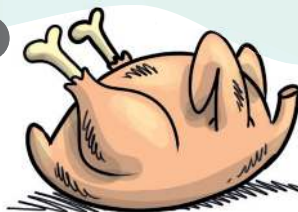
1



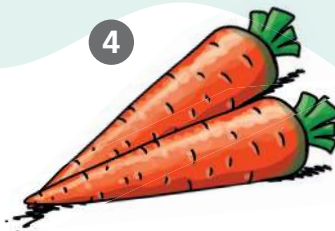
2



3



4



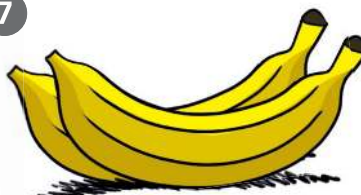
5



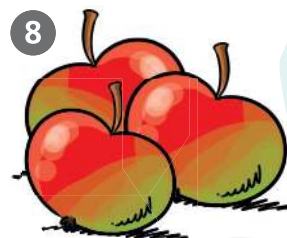
6



7

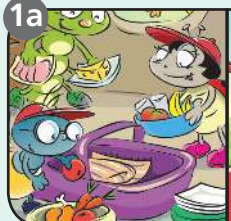


8



2 3.8 Listen, choose and repeat. Look and say.

1a



1b



2a



2b



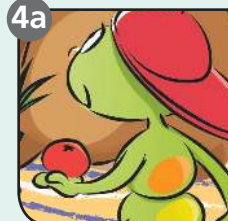
3a



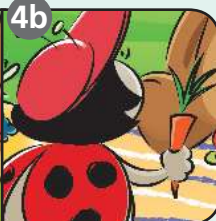
3b



4a



4b



5a

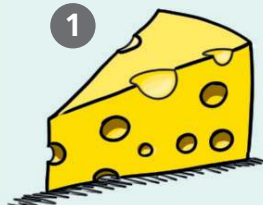


5b



3 3.9 Listen and correct the sentences. Repeat.

1



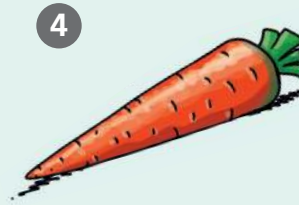
2



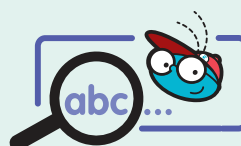
3



4



Go to Gary's picture dictionary on page 84.



Cumulative review

1  3.10 Listen, find and point.

2 Play I spy with Bugs eye.



3  3.11 Listen and repeat. Think and choose.

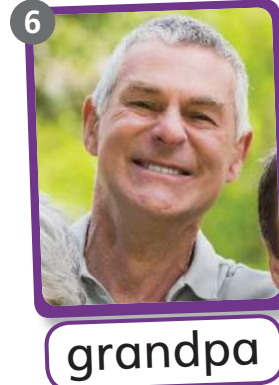


6 A family pet

Lesson 1

1  3.12 Listen, look and point. Repeat.

2 Play Colin's bingo.



3  3.13 Listen, point and say Colin's chant.



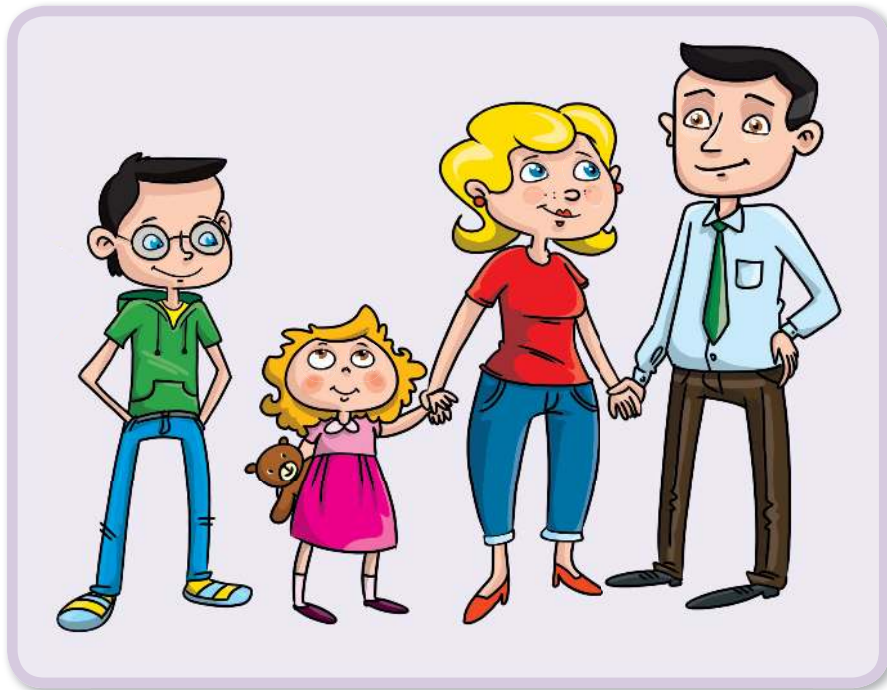
4 Play Mime and guess.

• Language: mummy, daddy, sister, brother, grandma, grandpa, family; It's (grandma).

Lesson 2

1 Look and say.

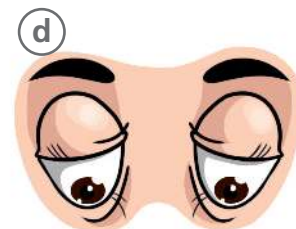
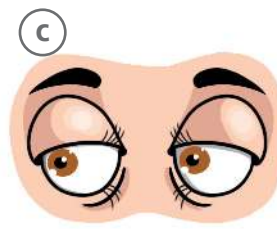
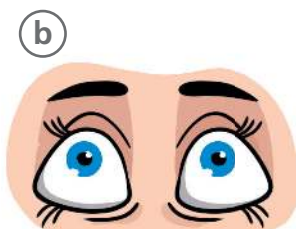
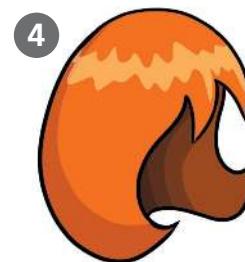
2  3.14 Listen, point and sing the *This is my wonderful family* song. Say.



3 Make the mini-flashcards. Play *Family pairs*.



4 Match with your fingers and say. Talk about you.



• Language: *This is my (mummy); She's got (brown hair); He's got (blue eyes); I've got (green eyes).*

Lesson 3



1  3.17 Listen and find. Listen to the story and point.





2 3.18 Listen and think. Say.



3 Look and say.

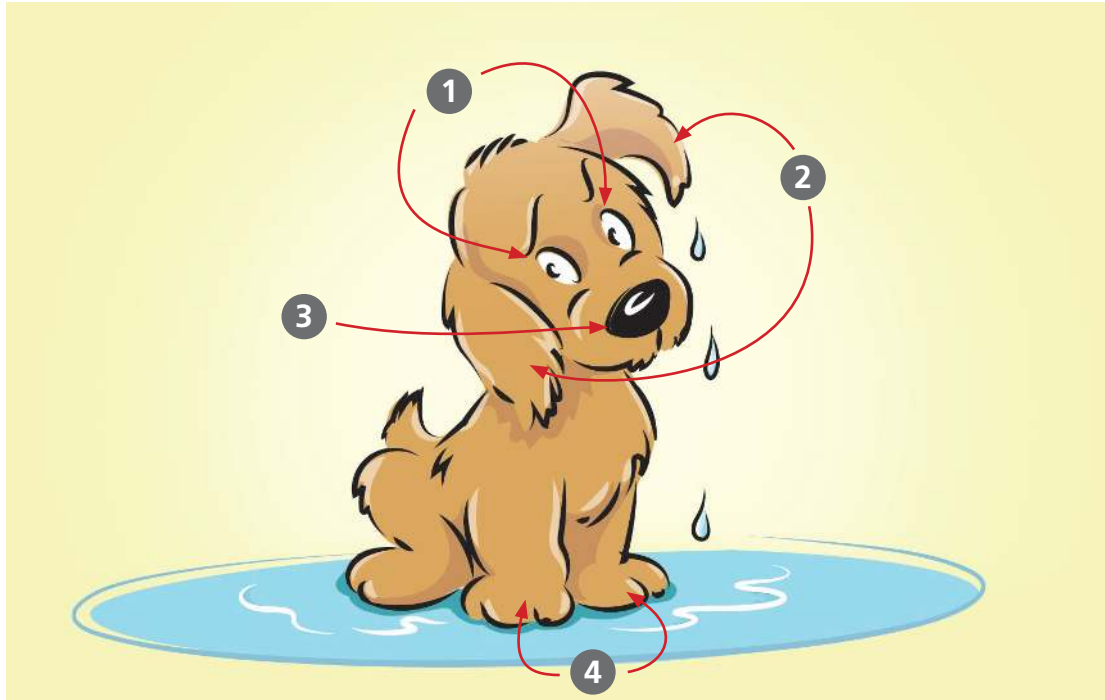


• Language: mummy, daddy, grandpa, grandma, sister, brother, puppy; eyes, feet, ears, nose; He's got big (feet).

Lesson 4

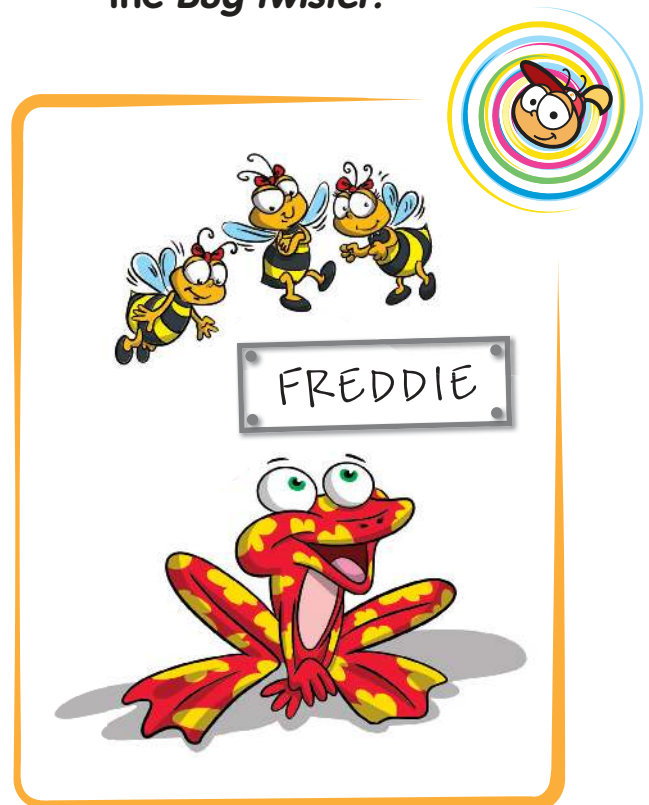
1  3.17 Listen to the story, mime and say.

2 Play *Sentence chain*.



3  3.19 Look, order and say. Listen, point and sing *The family pet song*.

4  3.22 Listen and say the *Bug twister!*



• **Language:** mummy, daddy, sister, brother, grandma, grandpa, friend; eyes, nose, ears, feet; He's got big (eyes); Freddie the frog is a friend of the family.

Lesson 5

1  3.23 Listen and point. Repeat.



friendly



clever



funny



noisy



shy

2  3.24 Look and say. Listen to the *Family character chant* and point. Say.



3 Play Association.

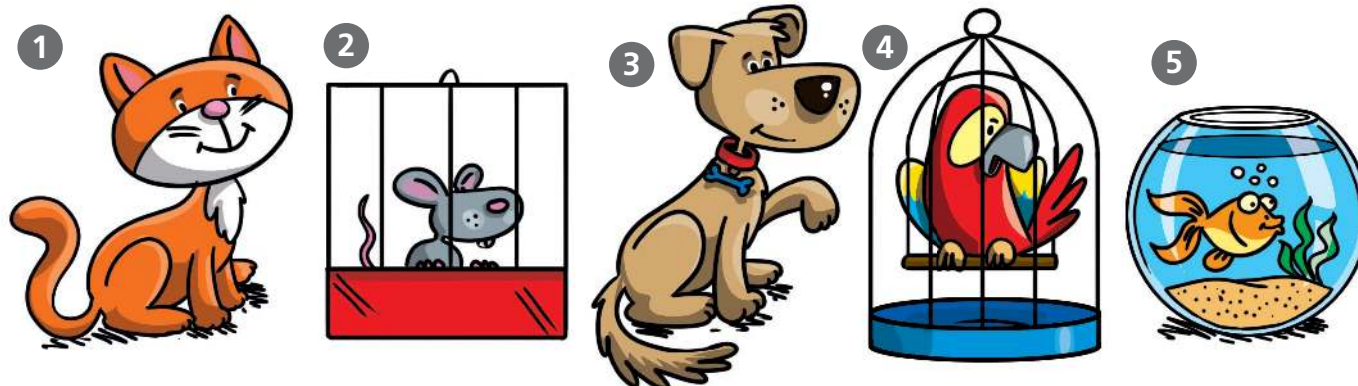
4 Look, think and say.



• Language: *friendly, clever, funny, noisy, shy; My grandpa's (noisy); I'm (noisy) too; He's (clever); She's (funny).*

Lesson 6

1  3.25 Listen, point and repeat. Decide and say why.



2 Make the pet mini-book. Say.



3 Read, decide and say.



4 Choose, decide and say.

5 Choose a pet for each member of your family. Say.

• **Language:** friendly, clever, funny, noisy, shy, small; cat, mouse, dog, parrot, fish, butterfly, frog, monkey; I want (a mouse).
(A cat) is (clever). (A fish) can (swim).



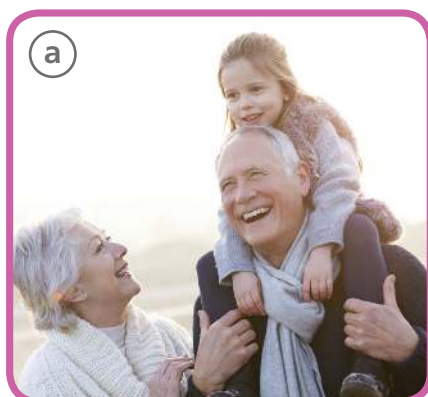
Lesson 7

- 1 3.26 Listen to the *Family finger* song. Act out and say.



- 2 3.27 Listen to the dialogue. Repeat. Act out.

- 3 3.28 Listen, find and point.



- 4 Draw in your notebook and say.

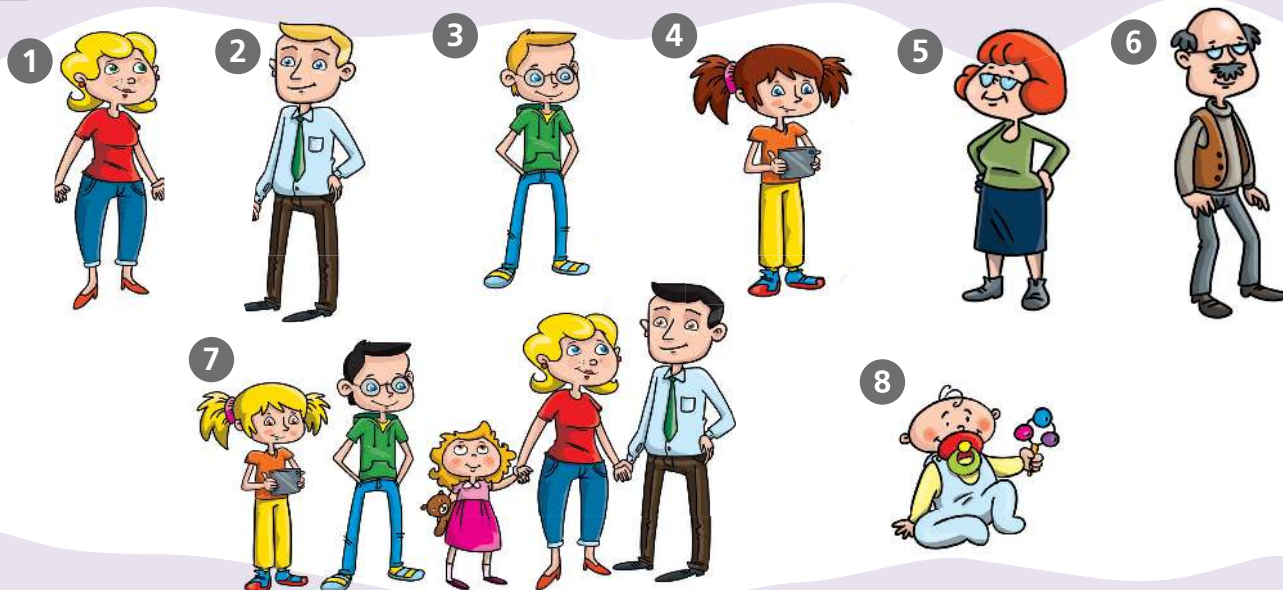


• **Language:** *mummy, daddy, brother, sister, grandma, grandpa, baby, family, dog; Where are you? Here I am. How do you do?; This is my (sister); She's got (brown hair).*

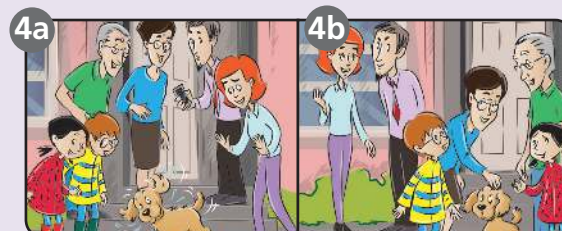
Lesson 8

Unit review

1 3.29 Listen, find and point. Say the number. Repeat.



2 3.30 Listen, point and repeat. Look and say.



3 3.31 Listen, find and say. Repeat.



Go to Gary's picture dictionary on page 85.



Cumulative review

1  3.32 Listen, find and point.

2 Play I spy with Bugs eye.

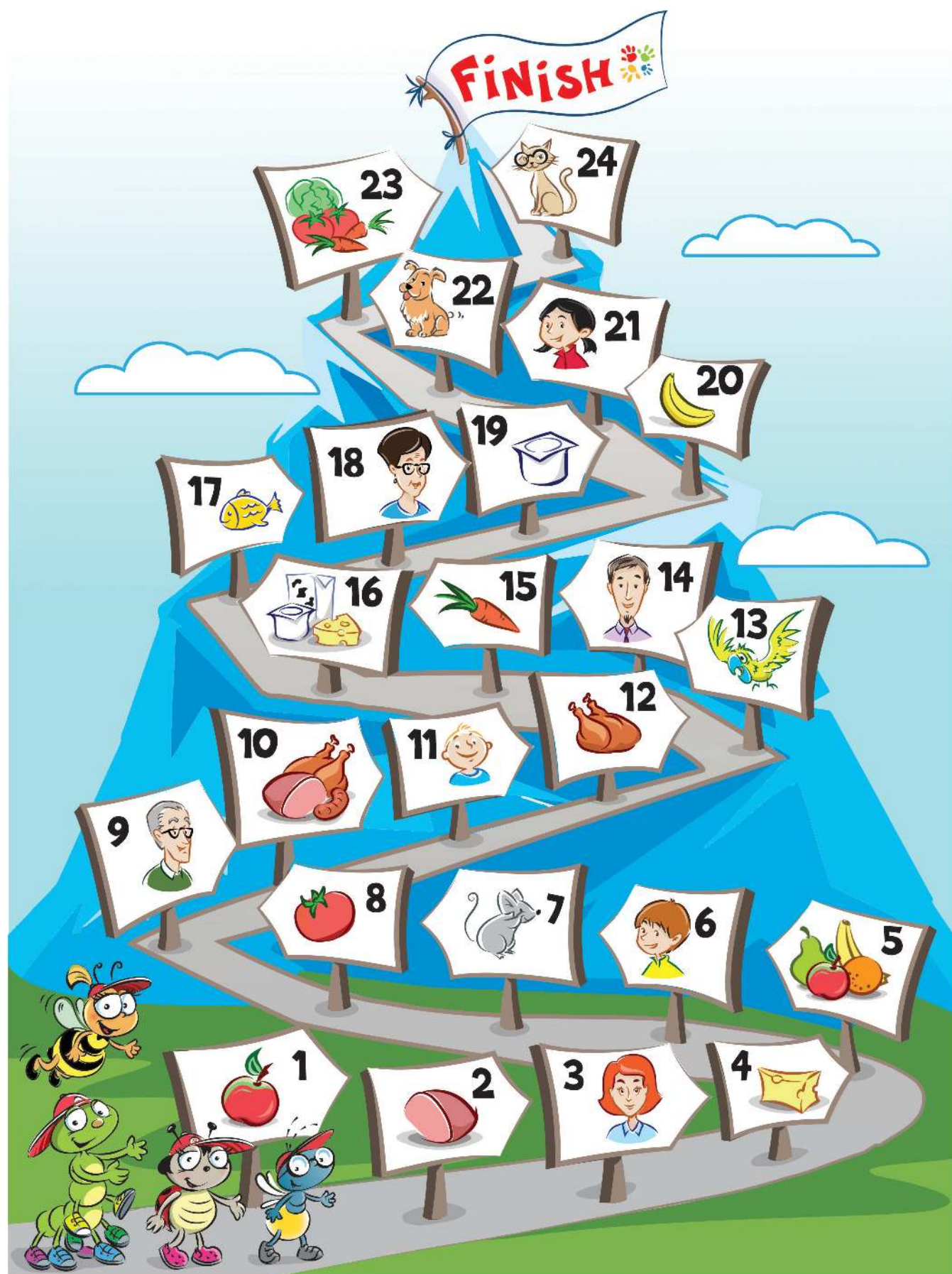


3  3.33 Listen and repeat. Think and choose.



Units
5 and 6
Review

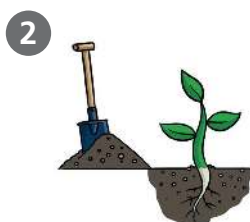
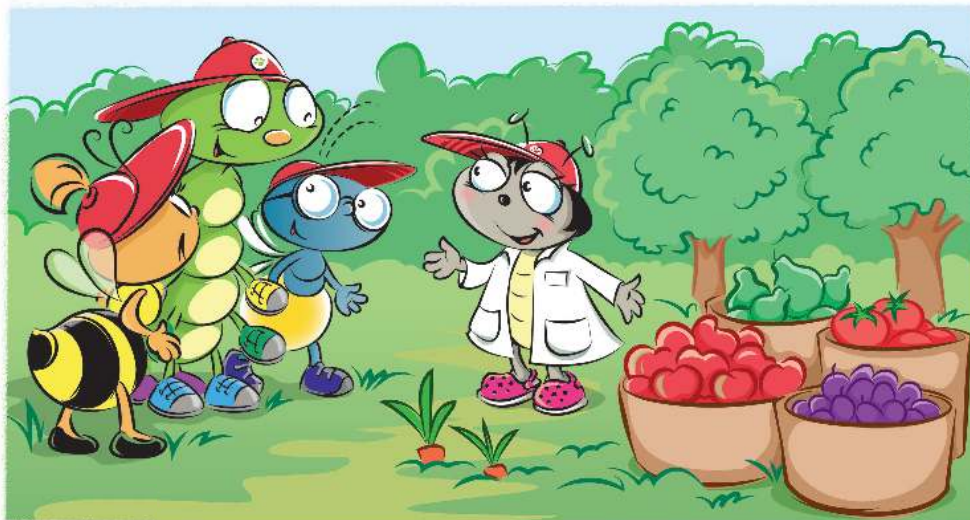
Bugs board game



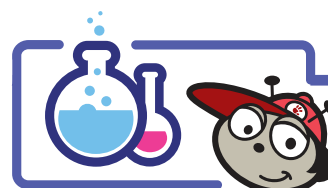
A world of plants

1  3.34 Listen, point and repeat.

2  3.35 Listen, look and say.



Lucy's Lab – Find out about plants



3 Find out how plants grow.



• Language: food, plant, water, soil, sun, air; Plants need (water) to grow.

Goodbye, Bugs Team!

Lesson 1

1  3.36 Listen to the story and point.



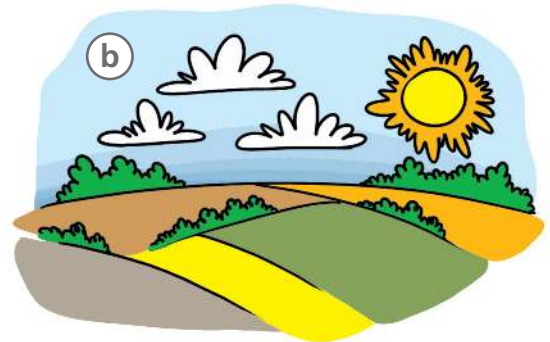
• Language: sea, lake, mountains, country; Let's go (on holiday); I want to go to the (sea).

Lesson 2

1  3.37 Listen, match with your fingers and repeat. Say.



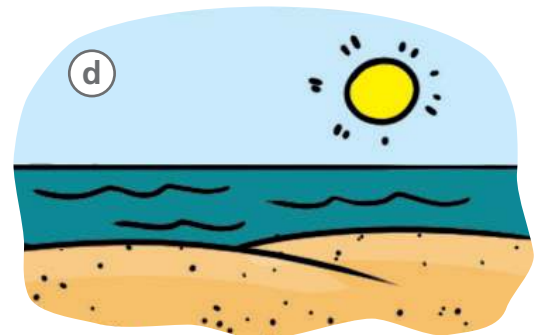
mountains



country



lake



sea

2 Play *Find your holiday group*.

3  3.38 Listen, point and sing the *Goodbye* song. Act out the song.

4 Look and say goodbye.



• Language: *I want to go to the (country); Goodbye, (Colin); Have a great holiday!*

Halloween

1  3.39 Listen and point. Mime and repeat.



witch



pumpkin



ghost



cat

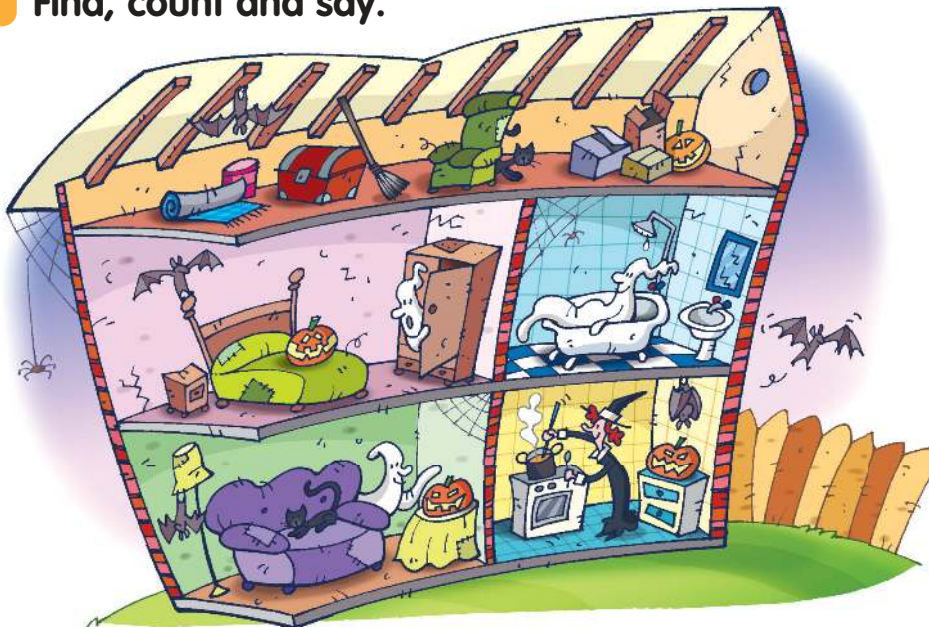


bat

2  3.40 Listen and repeat the *Halloween chant*. Act out.



3 Find, count and say.



4 Make a Halloween mobile.



• Language: witch, pumpkin, ghost, cat, bat

Christmas

1  3.42 Listen and point. Mime and repeat.



Father Christmas



Christmas tree



present



bell



sleigh

2  3.43 Listen and sing *Jingle bells*. Do the *Jingle bells* dance.



3 Look, find and say.



4 Make a Christmas tree.



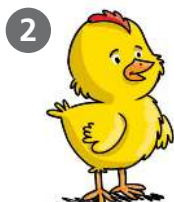
• Language: *Father Christmas, Christmas tree, present, bell, sleigh*

Easter

1  3.45 Listen and point. Mime and repeat.



rabbit



chick



Easter egg



flowers



basket

2  3.46 Listen, point and sing *Five little rabbits*.



3 Look, find and say.



4 Paint an egg for Easter.



• Language: rabbit, chick, Easter egg, flowers, basket; colours; I can see (one) (big) (orange) Easter egg.

Mother's Day / Father's Day

1  3.48 Listen and point. Mime and repeat.

1



mummy

2



daddy

3



card

4



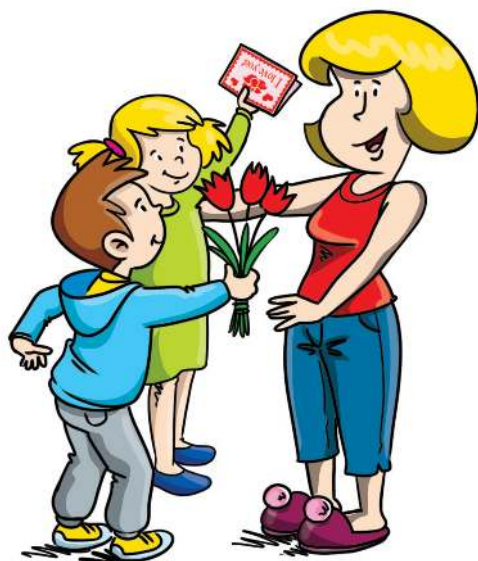
drawing

5



model

2  3.49 Listen, point and sing *I love you*.



3  3.51 Listen, choose and repeat. Act out.

a



b



c



4 Make a Mother's or Father's Day card.



• Language: mummy, daddy, card, drawing, model; Happy Mother's/Father's day! Here's (a card) for you.



Gary's picture dictionary

UNIT 1



rubber



ruler



school bag



pencil



pen



notebook



crayon



book



draw



write



colour



read



UNIT 2



car



bike



robot



scooter



skateboard



teddy bear



doll



ball



small



big



new



old



long



short



UNIT 3



head



body



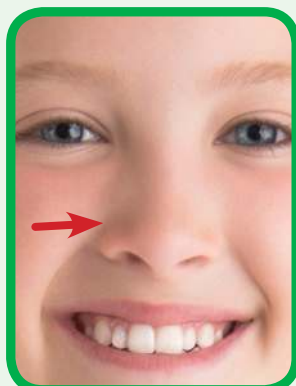
arms



legs



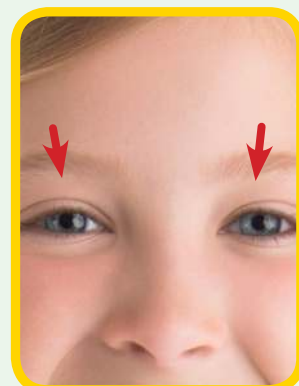
ears



nose



mouth



eyes



hear



see



smell

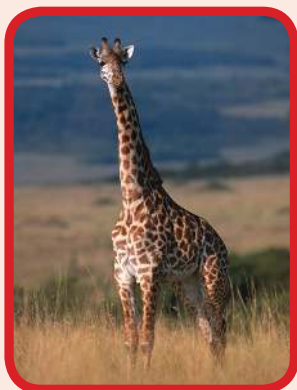


touch



taste

UNIT 4



giraffe



elephant



zebra



parrot



lion



hippo



monkey



mouse



fly



run



swim



jump



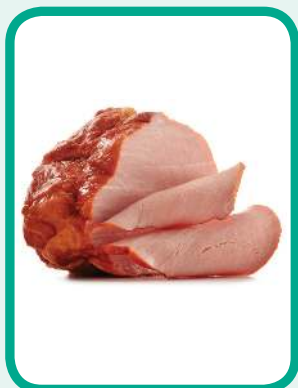
walk



climb



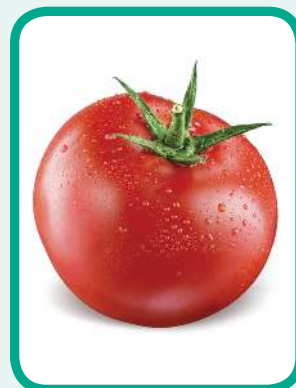
UNIT 5



ham



cheese



tomato



chicken



carrot



yoghurt



banana



apple



fruit



milk products



vegetables



meat

UNIT 6



mummy



daddy



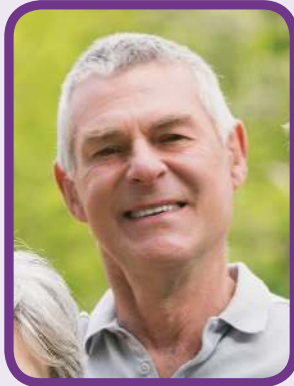
brother



sister



grandma



grandpa



family



baby



noisy



shy



clever



friendly



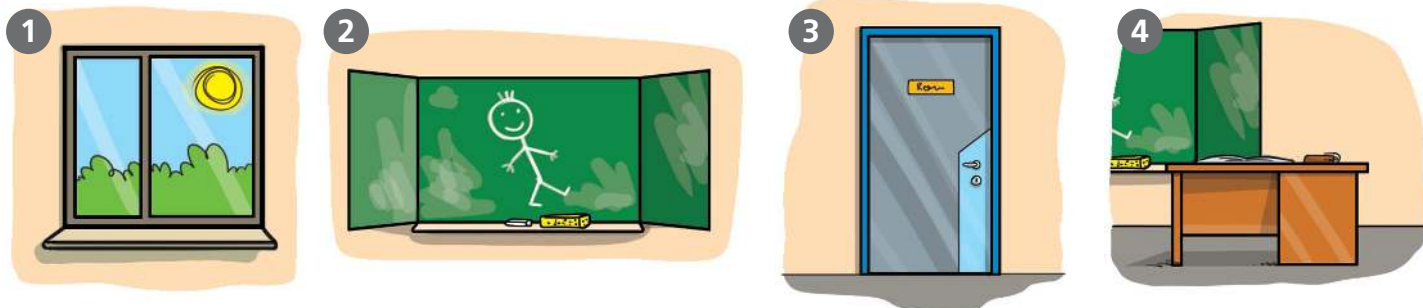
funny



**Extra
words
and
life skills**

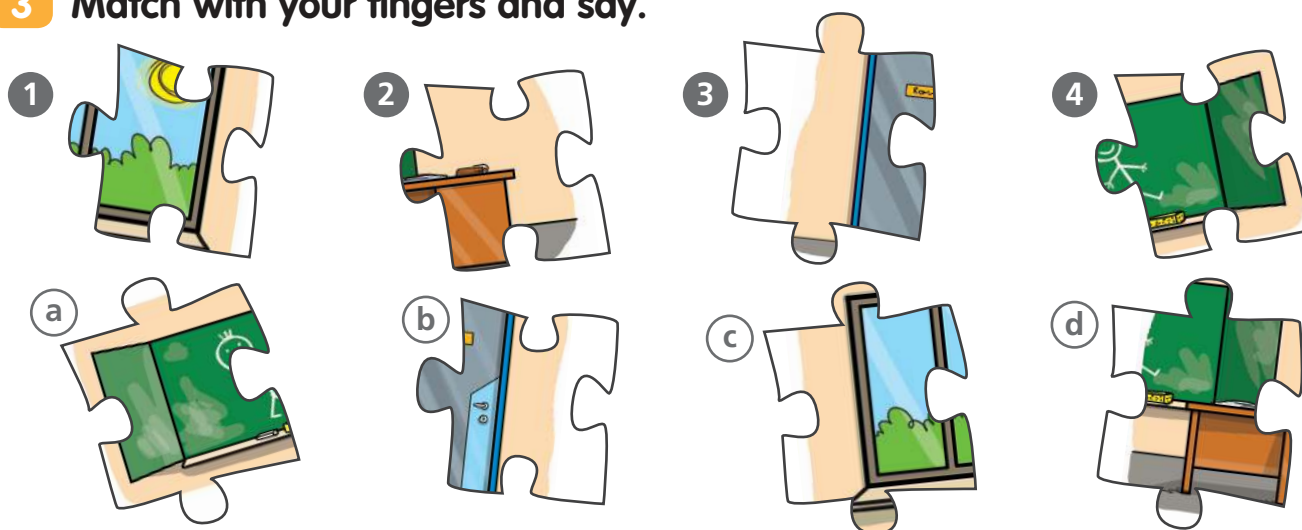
Unit 1 Talking in class

1  3.52 Listen, point and repeat.



2  3.53 Listen and say the rap.

3 Match with your fingers and say.



4  3.54 Listen, point and repeat. Act out.



5 Play *Teacher says*.

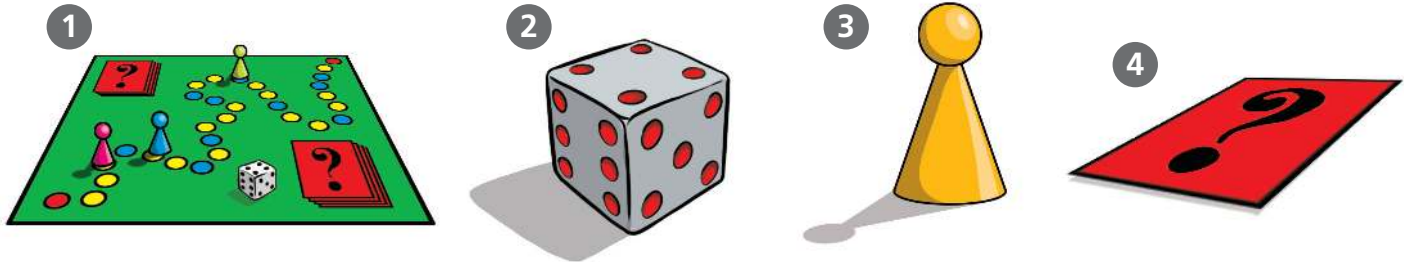
• Language: window, board, door, desk; Go to the (board), please; Can you repeat, please? Thank you.

Unit 2

Playing a board game

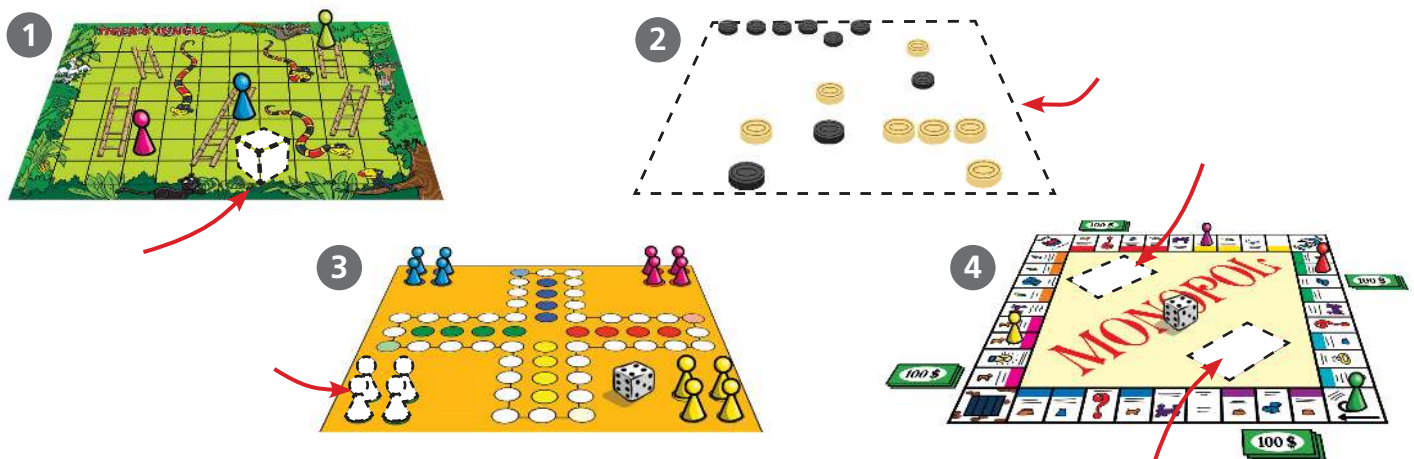
Extra
words
and
life skills

1  3.55 Listen, point and repeat.



2  3.56 Listen and say the rap.

3 Look and say.



4  3.57 Listen, point and repeat. Act out.

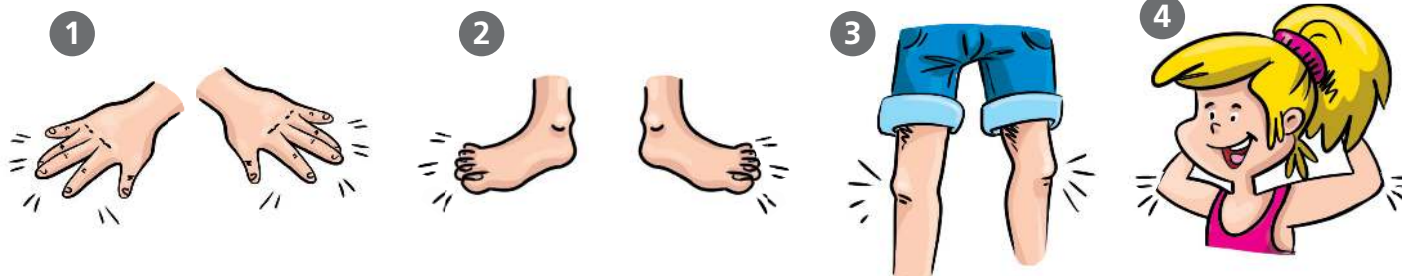


5 Play *Dice, card or counter*.

• Language: board game, dice, counter, card; It's my turn; Can I have the (dice), please? Here you are; Thank you.

Unit 3 Getting hurt

1  3.58 Listen, point and repeat.



2  3.59 Listen and say the rap.

3 Look, count and say.



4  3.60 Listen, point and repeat. Act out.



5 Play Find a partner.

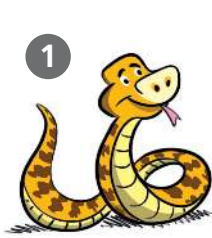
• Language: fingers, toes, knees, elbows; How many (knees)?; numbers; I've got a sore (toe); Oh, dear. Poor you!

Unit 4

Learning about animals

Extra
words
and
life skills

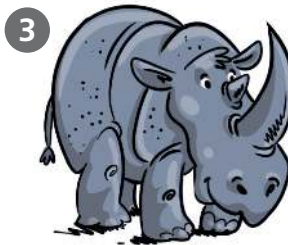
1  3.61 Listen, point and repeat.



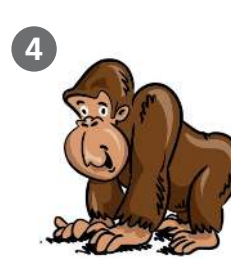
snake



tiger



rhino



gorilla



ostrich

2  3.62 Listen and say the rap.

3 Look and say.



4  3.63 Listen, guess and repeat. Act out.



5 Do the *Animal quiz!*

- **Language:** *snake, tiger, rhino, gorilla, ostrich; swim, jump, climb trees; It's (a tiger); Can (tigers) swim?; I don't know; I think they can; I think so, too.*

**Extra
words
and
life skills**

Unit 5 Buying ice-cream

1  3.64 Listen, point and repeat.

1



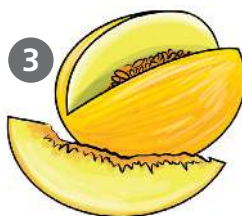
orange

2



peach

3



melon

4



cherry

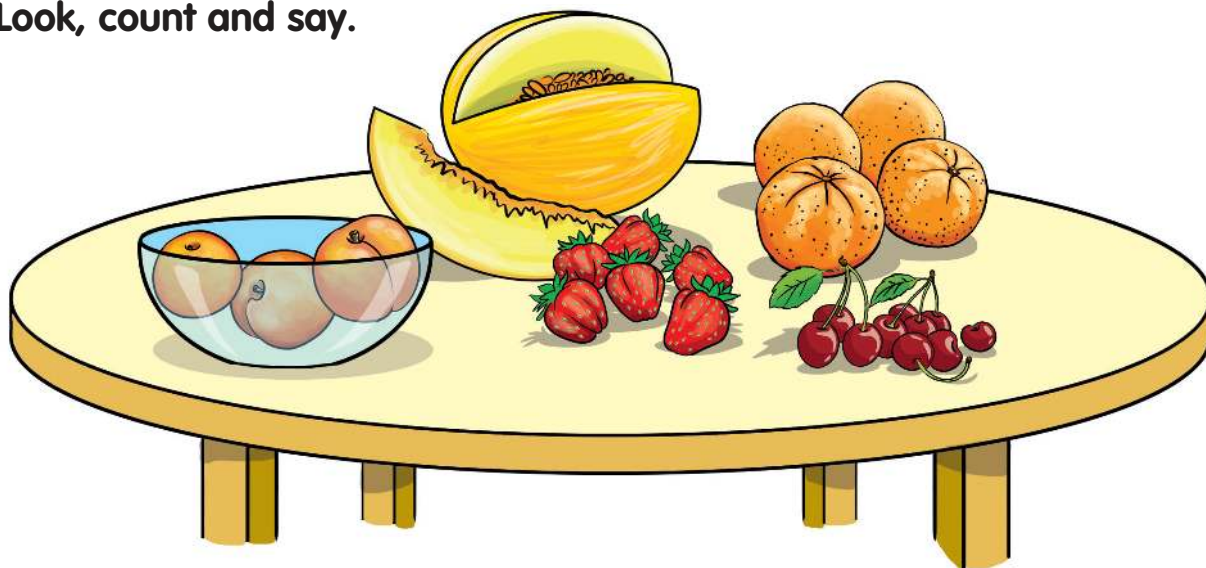
5



strawberry

2  3.65 Listen and say the rap.

3 Look, count and say.



4  3.66 Listen, choose and say. Repeat. Act out.

a



b



c



d



e



f



5 Think and say.

• **Language:** orange, peach, melon, cherry, strawberry; numbers; I like (melon); Can I have (a peach) ice cream, please?; Here you are; Thank you; Number one: I like (cherries).

Unit 6

Meeting someone

Extra
words
and
life skills

1 3.67 Listen, point and repeat.



cousin



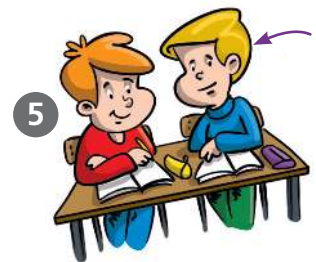
aunt



best friend



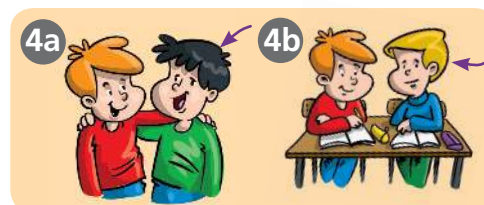
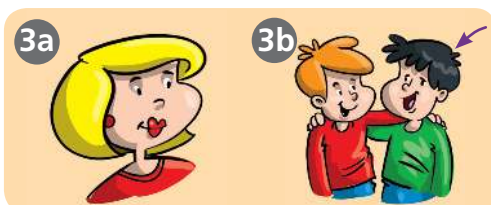
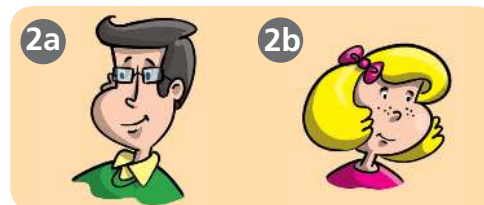
uncle



classmate

2 3.68 Listen and say the rap.

3 3.69 Listen, point and say.



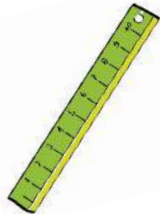
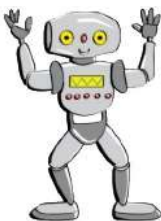
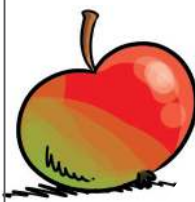
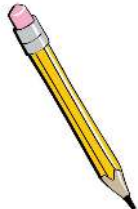
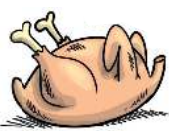
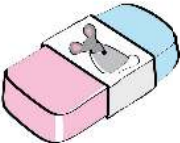
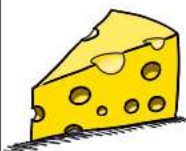
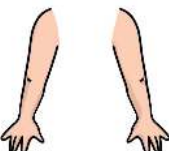
4 3.70 Listen and choose. Repeat. Act out.



5 Do the role play.

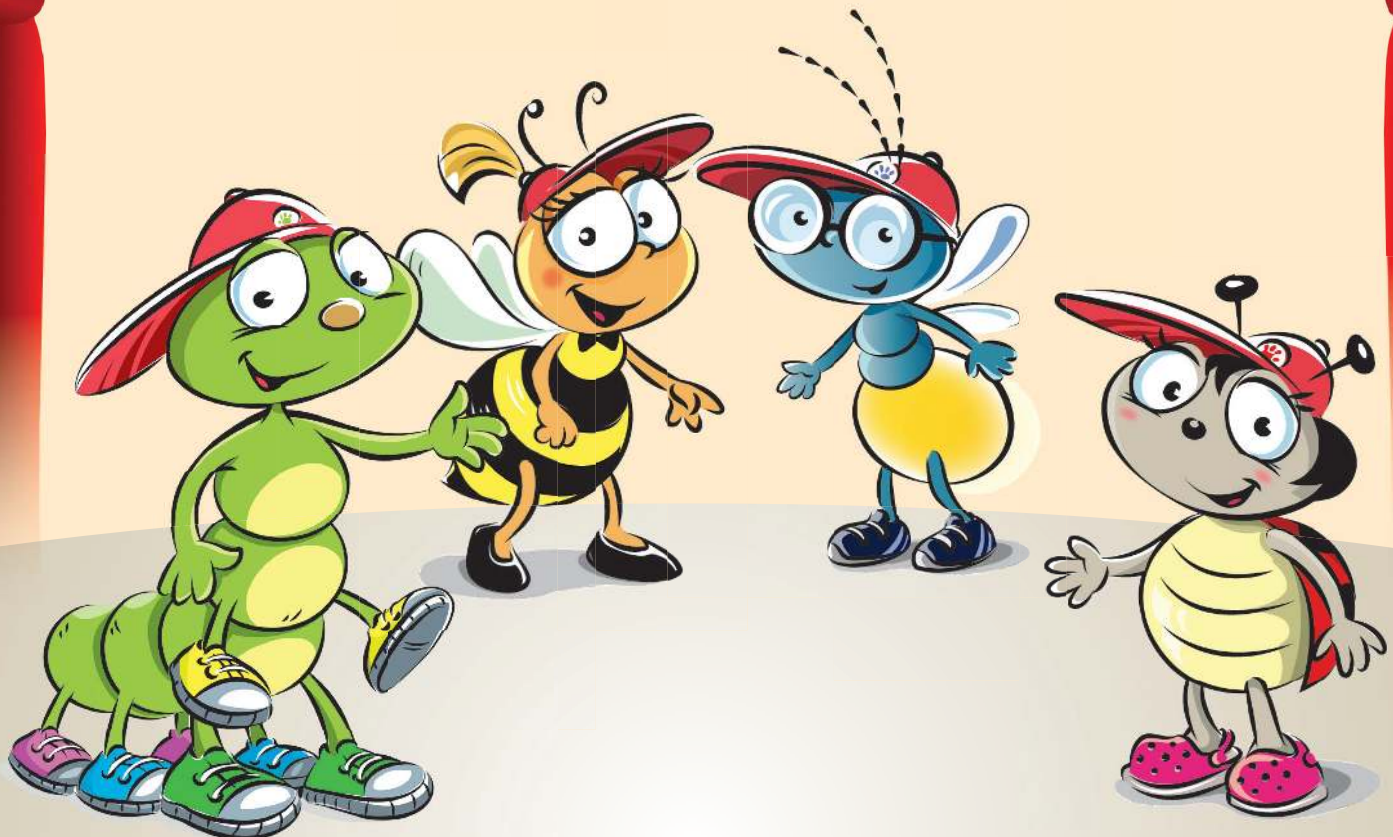
• Language: *cousin, aunt, best friend, uncle, classmate; This is my (aunt); Nice to meet you (too).*

Bugs Bingo

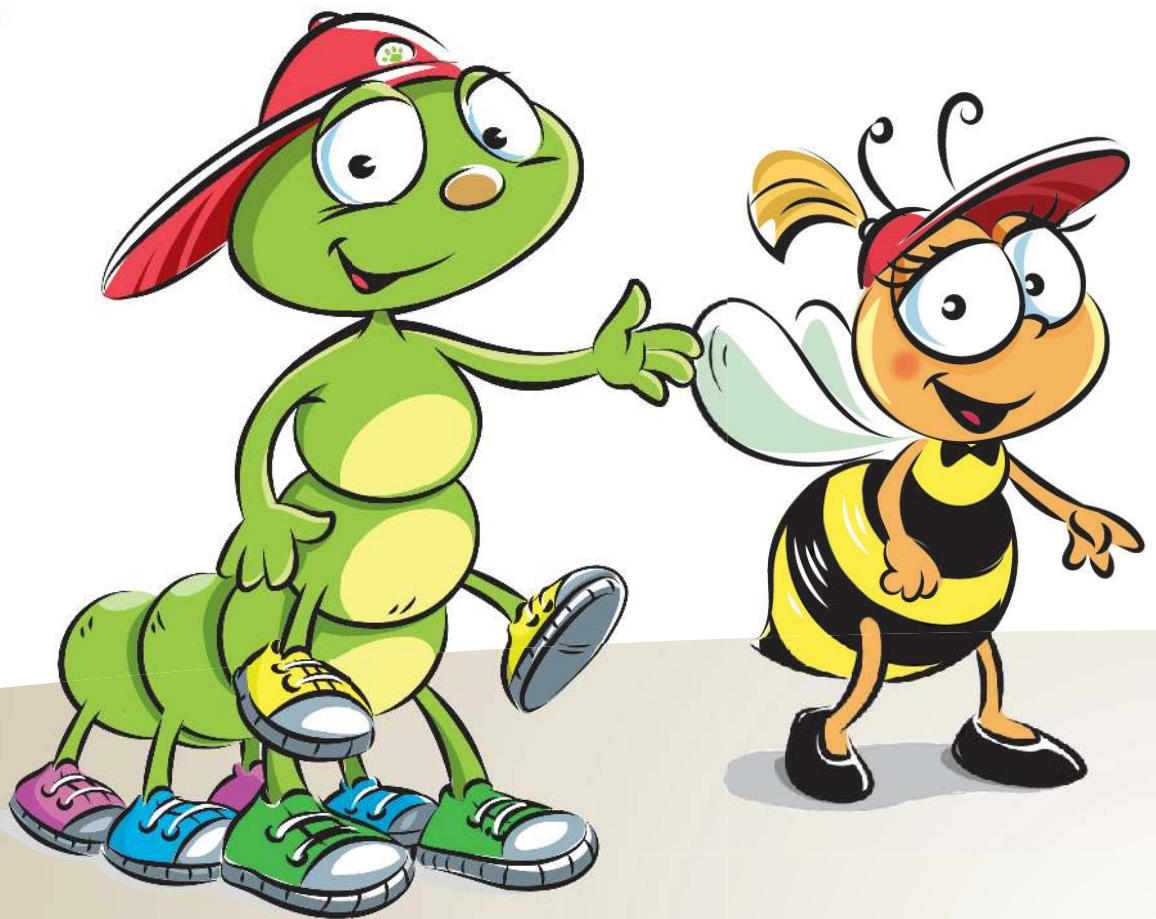
1							
2							
3							
4							
5							
6							
7							

Mini-play

The Three Bears



Mini-



The Three Bears

3.71

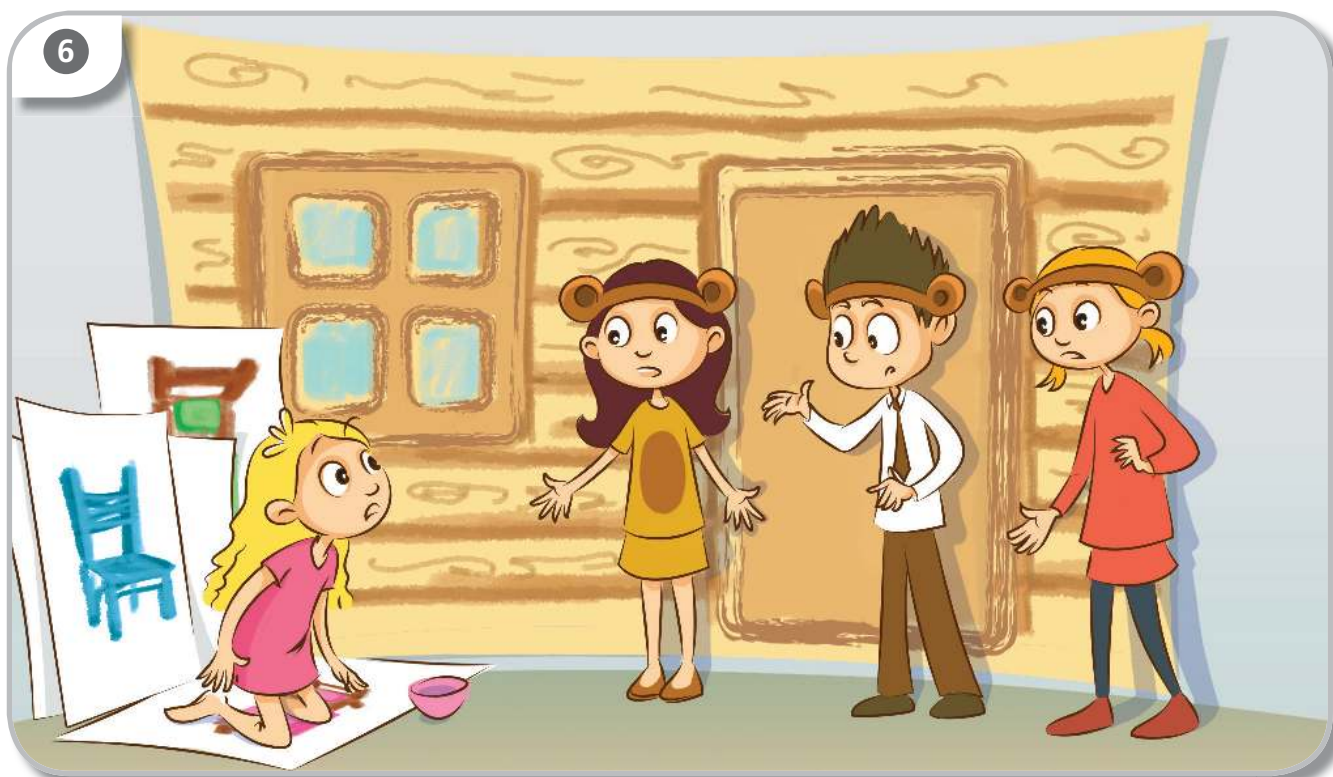
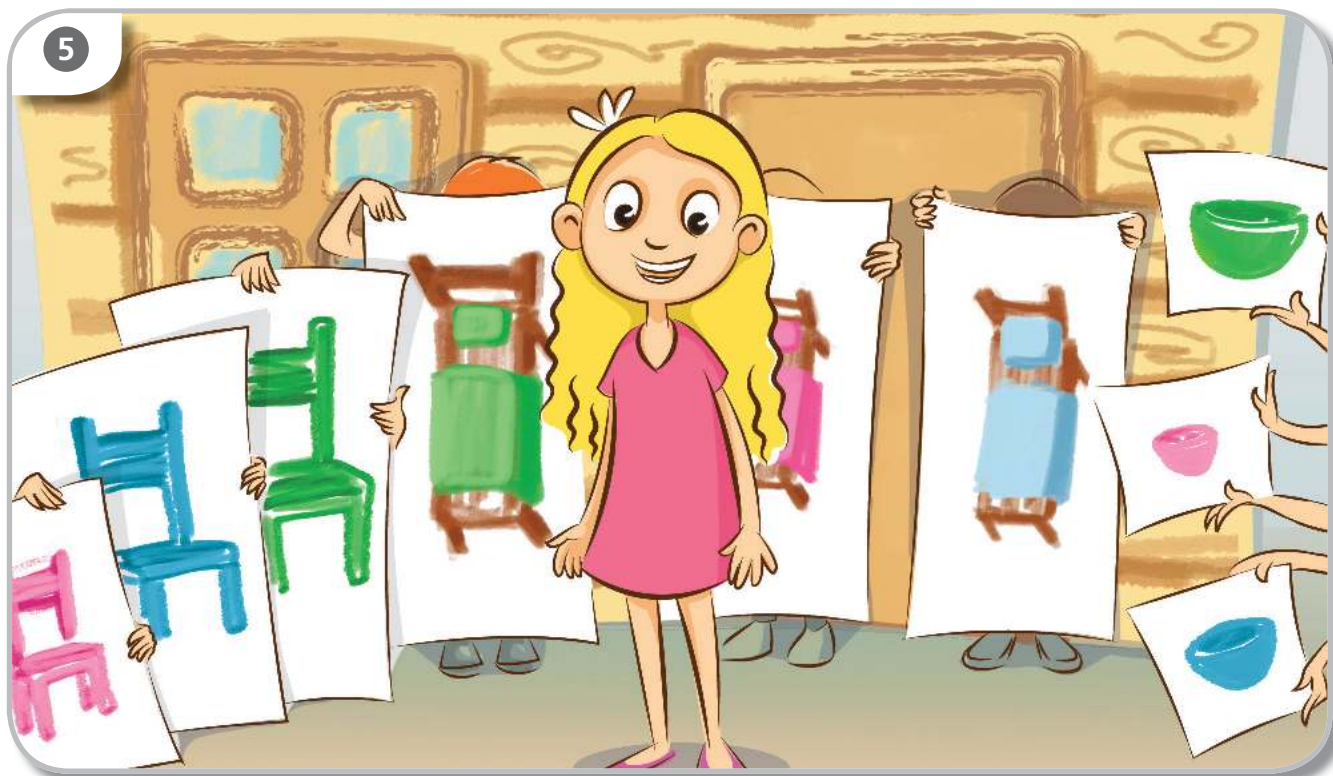
1



2









play



Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A
02-305 Warszawa
A division of Macmillan Publishers Limited

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ISBN 978-83-7621-796-3

Text © Carol Read and Ana Soberón 2016
Design and illustration © Macmillan Polska 2016
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This edition published 2017
First edition entitled *Bugs World 1* published 2009 by Macmillan Publishers Limited

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Illustrated by Gloria Celma, Estrella Fages, José Ignacio Gomez, Anna Mongay, Angeles Peinador, Rafael Carralón pp 20-21 (The Magic Elf story, magic elf), 22 (magic wand, stars and numbers 1-3 on a green cloud), 26 (boy, magic elf), 42-43 (Run, run, run story), 44 (maze, lion, running animals, parrot, elephant, zebra, mouse, giraffe), 75 (magic elf, giraffe), 76 (Ex. 3); Daria Brzezińska pp 4 (flowers), 5 (ball, dog, apple, book, mouse), 9 (pens, ruler, rubber, notebook, schoolbag, crayon, pencil, book), 12 (rabbit), 13 (pen, pencil, book), 14 (book, crayon, pencil, notebook), 16 (pen, pencil, crayon, rubber, ruler, notebook, schoolbag, book, girl writing, boy reading, girl colouring, boy drawing), 21 (ball, teddy bear, bicycle, car, robot, scooter, doll, skateboard), 22 (girl, ball, bike, car, robot, squirrel), 23 (bikes, skateboards, teddy bears), 24 (tables and objects around them), 26 (cars, dolls, robots, scooters, bikes, teddy bear, skateboards, ball), 28 (robot, pencil, doll, car, ruler, crayon, book, mouse, scooter, rubber, bike, schoolbag, dog, notebook, teddy bear, skateboard, apple, ball, pen), 92 (notebook, ruler, scooter, ball, robot, schoolbag, teddy bear, pencil, book, pen, car, rubber, doll, crayon, skateboard, bike); Wojciech Górski pp 13 (boy reading, girl writing, boy drawing, girl colouring), 30 (a-h), 34 (bugs on a bus), 35 (1-5, a-e), 36 (children on a beach, concert, people at a restaurant, children watching TV, eye, nose, mouth, ear, hand, 1-5), 38 (head, body, arms, legs, ears, nose, mouth, eyes, classroom), 41 (animals and zoo-keeper), 43 (animal puppets), 45 (1a-6b), 46 (1-6, a-c), 48 (animals 1-8, animals 1-6), 53 (Ex. 3), 55 (Ex. 3, 1-6), 56 (monkey with cheese and chicken), 57 (1-4), 58 (1-4, a-d), 60 (Ex. 1: 1-8, Ex. 3: 1-4), 63 (Ex. 2: girl, family, Ex. 4: 1-4, a-d), 66 (bees, frog), 67 (Ex. 2: 1-5, Ex. 4: 1-5), 68 (1-5), 70 (1-8, Ex. 3), 73 (1-4), 75 (a-d), 76 (1-5), 77 (1-5), 78 (1-5), 79 (1-5, a-c, mother with children, father with children), 86, 87, 88, 89, 90, 91, 92 (head, giraffe, ham, mouth, mouse, tomato, family, ears, blond woman, baby, yoghurt, elephant, boy, apple, zebra, legs, banana, man with glasses, body, blond girl, parrot, chicken, eyes, lion, redhead woman, carrot, nose, monkey, boy with glasses, cheese, arms, hippo); Magdalena Majewska pp 15 (boy at a desk), 25 (boy skateboarding), 37 (girl washing hands), 47 (boar), 59 (cake), 69 (Ex 4: family) and Dorota Zduniewicz-Dąbrowska pp cover, list of rubrics, content page, 4-5 (Bugs Team), 6, 7, 8, 9 (Bugs, Colin icon), 10, 11, 12 (except rabbit), 14 (Thinking Skills bubble, Lucy icon, children), 15 (classroom, Culture Club badge), 16 (Ms Beetle, Colin, Gary's icon), 17, 18, 19, 20 (Bugs reading a book), 21 (Bugs story scale), 22 (Bella icon), 24 (Thinking Skills bubble, Lucy icon, children), 25 (children playing Queenie, Culture Club badge), 27, 28 (board, bugs), 29, 30 (Colin's icon, Colin), 31, 32, 33, 34 (except bugs on a bus), 36 (Thinking Skills bubble, children playing domino cards), 37 (boy washing face, girl brushing teeth, Culture Club badge), 38 (a-e, Gary's icon), 39, 40, 41 (Colin's icon), 42 (Bugs reading a book), 43 (Bugs story scale), 44 (Bella icon), 46 (Thinking Skills bubble, Lucy icon, children), 47 (children, Culture Club badge), 48 (Gary icon), 49, 50, 51 (except blue centipede), 52, 53 (1, 2, a-c, Colin icon), 54, 55 (except Ex. 3), 56 (except monkey with cheese and chicken), 58 (thinking skills bubble,

Lucy icon, children), 59 (except cake), 60 (1a-5b, Gary icon), 61, 62, 63 (Colin icon), 64, 65, 66 (except bees and frog), 68 (except 1-5), 69 (except family), 70 (1a-4b, Gary icon), 71, 72, 73 (Bugs in garden, Lucy's Lab icon), 74, 75 (Colin, Lucy, Bella, Gary, Ms Beetle, butterfly, teddy bear, dog), 76 (pumpkin pushing, Lucy icon), 77 (Santa Clause in sleighs, girl at Christmas trees, Lucy icon), 78 (rabbits, egg hunt, Lucy icon), 79 (Lucy icon), 80-85 (Gary), 92-93 (Bugs), Mini-Play

Cover design by Dorota Zduniewicz-Dąbrowska
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Author's acknowledgements

We would like to thank all the teachers and children who have inspired this new edition of Bugs. Warmest thanks are due to everyone in the Macmillan team for their help and support. As ever, special thanks also go to our families.

The publishers would like to thank the following teachers who reviewed the material and provided us with invaluable feedback for the development of Bugs Team: Magdalena Bigos, Warszawa; Marta Chabracka, Warszawa; Marta Czajka, Józefów; Ewa Dunagin, Piaseczno; Dorota Jabłońska, Warszawa; Justyna Kaźmierczak, Warszawa; Małgorzata Kowalewska, Rumia; Magdalena Kurylak, Gdańsk; Justyna Lange, Warszawa; Joanna Lao-Blok, Gdańsk; Emilia Mirkowska-Moch, Gdańsk; Monika Pawelec, Gdańsk; Magdalena Popławska, Zielonka; Paulina Pyrzanowska, Józefów; Ewelina Serafin, Warszawa; Katarzyna Sitek-Juszczak, Gdańsk; Ewelina Wołyniec, Żąbki; Ewa Wódkowska, Warszawa; Renata Zaczek, Warszawa; Joanna Ziemia, Warszawa; Carmen Táboas, C. E. I. P. Juan de la Cierva, Madrid; Denise Cornyn, Colegio San Miguel Adoratrices, Sevilla; Isabel Muñoz García, Colegio Dulce Nombre de Jesús, Oviedo, Asturias; José Darío García Jiménez, Colegio Lux Mundi, Cádiz; María Liste Romera, Colegio Maristas El Pilar, Vigo, Pontevedra; María Sánchez García, C. E. I. P. Arcipreste de Hita, El Espinar, Segovia; Manuela Barroso Aranda, Colegio María Auxiliadora, Jerez, Cádiz; María Liste Romera, Colegio Maristas El Pilar, Vigo, Pontevedra; María Sánchez García, C. E. I. P. Arcipreste de Hita, El Espinar, Segovia; M^a Trinidad Rubio Ajámil y Verónica Nájera Pascual, Colegio Nuestra Señora del Buen Consejo, Logroño, La Rioja; Paula Pérez Granda, C. P. Buenaventura González, Berzana, Cantabria; Pilar Concepción Trigo Domínguez, C. P. Calixto Ariño-Hilario Val, Zaragoza; Susana Rey Águeda, Colegio Corazón de María, Madrid; Concha Cáceres Sánchez, C. P. Germán Cid, Zafra, Badajoz; Gema Cillero García, C. E. I. P. Vista Alegre, Burela, Lugo; Amparo Navarro Alemán, C. P. Cañadica, Mazarrón, Murcia; Murcè Bonachi Banus, Col. Legi Claret, Valls, Tarragona; Ana Quintana Luque, C. E. I. P. Reyes Católicos, Santa Fe, Granada; Julia Hernández Serranos, C. P. Escuelas Aguirre, Madrid; Consuelo Beltrán Tamayo, C. P. Obispo Blanco Najera, Logroño, La Rioja; Isabel Escrig Salcedo, C. P. Eduardo Sanchiz, Tarazona de la Mancha, Albacete; Matilde Lupiáñez, C. P. Pedro de Mena, Adra, Almería; Juan Gutiérrez Martínez-Conde, C. P. Manuel Llano, Santander; Maribel Jove Espasadin, C. E. I. P. Sagrada Familia, A Coruña; Concha Domínguez Estrada, C. P. Salvador Minguijón, Calatayud, Zaragoza; Pilar Taboada, Colexio San José de Cluny, Santiago de Compostela; Inês Espada, C. P. Santo Domingo, Madrid; Magda Herrero, Col. legi Sant Francesc D'Assis, Barcelona; Lucrecia Navarro Fernández, C. P. Juan Zaragüeta, Madrid; Lourdes Magallón Sicilia, C. P. Miraflores, Zaragoza; Milós García, C. E. I. P. Emili Carles i Tolrà, Castellar del Vallès, Barcelona; Joaquina Gallardo Lajas, C. P. José Espronceda, Almendralejo, Badajoz; Inés Marqu岸ez Ortíz, C. P. Fray Junípero Serro, Madrid; María José Eguskiza, C. P. Maestro García Rivero, Bilbao; Sonia Barnicoat; Amparo Paricio García.

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1

Bugs Team

Bugs Team to nowy, czteropoziomowy kurs języka angielskiego dla dzieci, który nawiązuje do bestsellerowej serii *Bugs World*. Części 1–3 przeznaczone są dla uczniów klas I–III szkoły podstawowej, a *Bugs Team Starter* przygotowano z myślą o dzieciach w zerówkach.

Kurs jest w pełni zgodny z wymaganiami nowej podstawy programowej i spójny z treściami nauczania z zakresu innych obszarów edukacyjnych opisanych w podstawie.

Bugs Team to:

- bohaterowie, których dzieci pokochają
- mądre historyjki, uczące postaw prospołecznych i właściwych zachowań
- rytmiczne, żywe piosenki (wprowadzane metodą *guided singing*)
- ciekawostki z życia brytyjskich dzieci (sekcje *Culture Club*)
- zadania plastyczne i ruchowe uwzględniające możliwości i potrzeby dzieci
- cykliczne podejście do nauczania słownictwa (sekcje *Cumulative review*)
- stopniowy rozwój umiejętności językowych i pozajęzykowych (sekcje *Thinking Skills*)
- lekcje integrujące naukę języka z innymi obszarami edukacji (*CLIL*)
- dodatkowe słownictwo i proste scenki (sekcje *Extra words and life skills*)
- scenariusz przedstawienia i gry planszowe: atrakcyjne utrwalenie słownictwa i struktur.