

2

Książka ucznia

Bugs Team





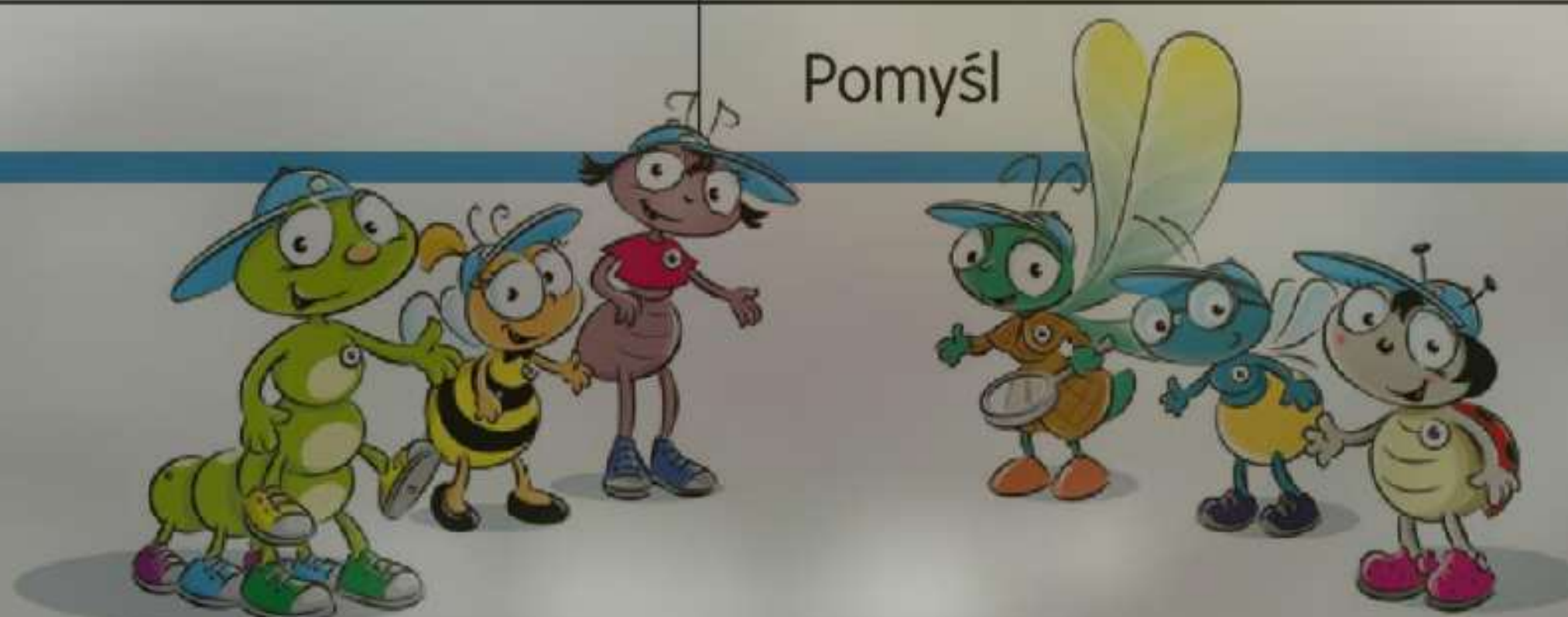
Bugs Team2

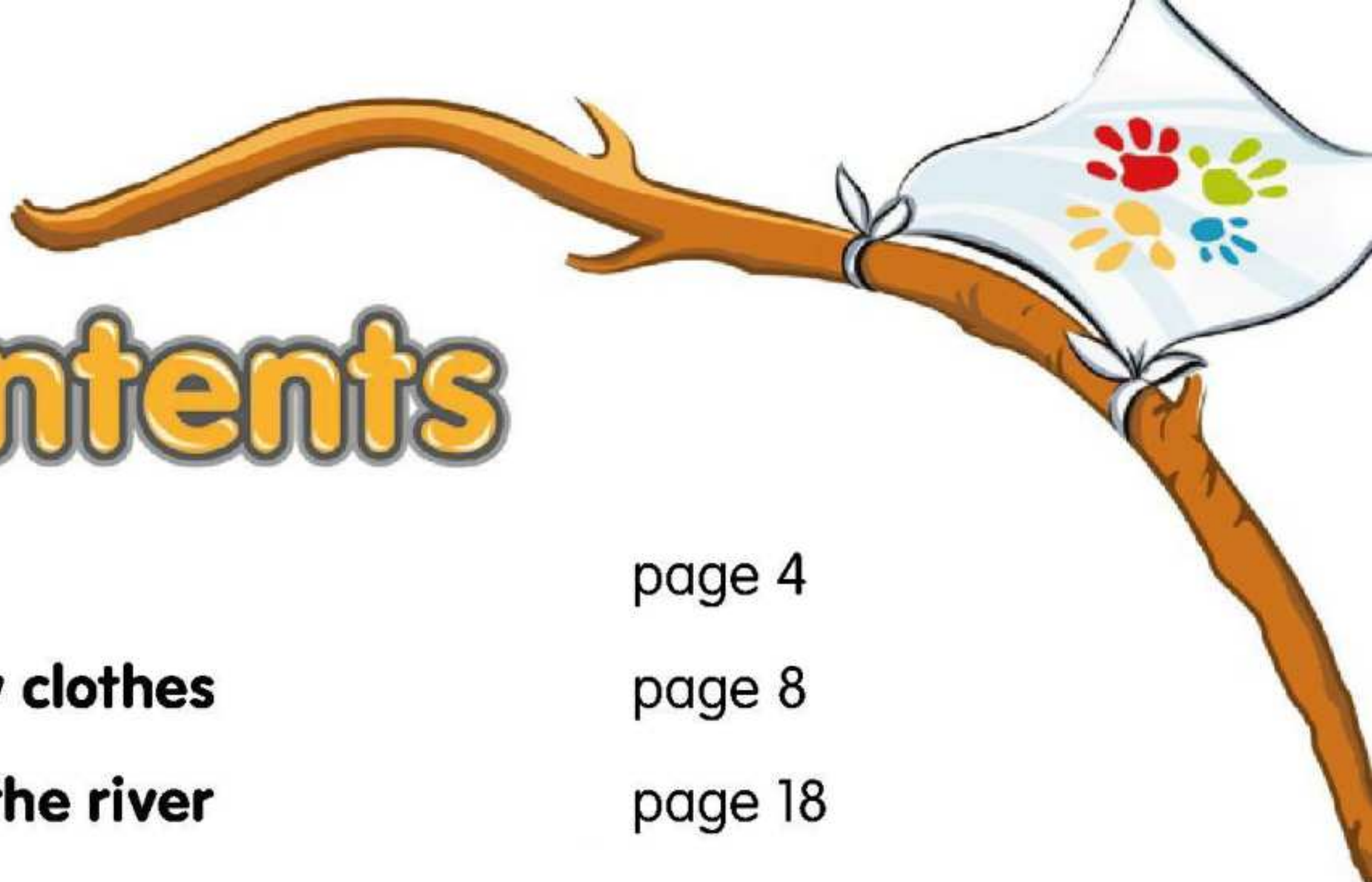
Książka ucznia

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





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Welcome back!

Lesson 1

- 1  1.3 Listen, point and sing the *How are you?* song. Act out the song.
- 2 Do the role-play.



- 3  1.4 Listen, find and repeat.
- 4 Play *Where's the lion?*

Lesson 2

1  1.5 Listen, read and repeat. Say.

Monday

Tuesday

Wednesday

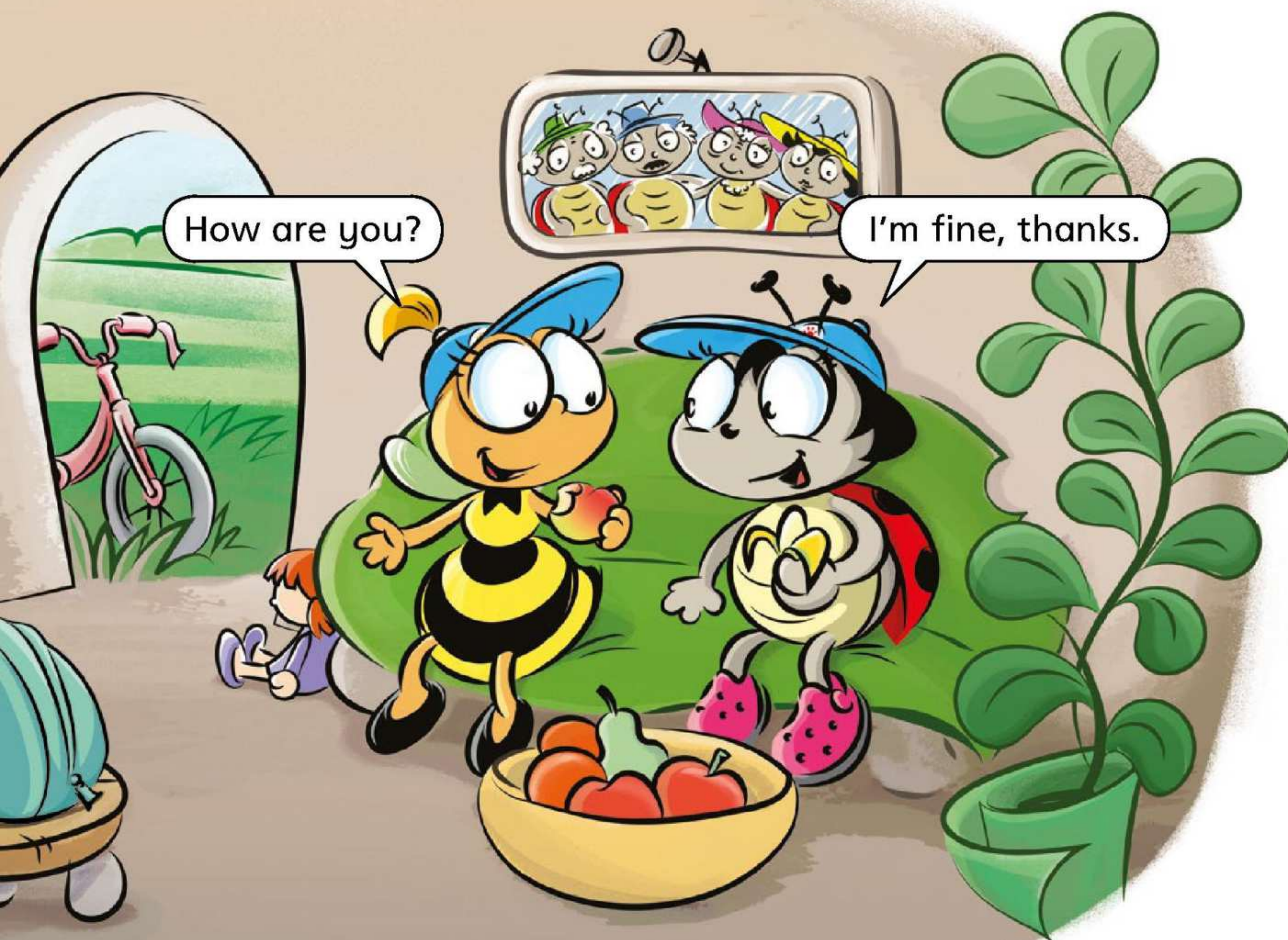
Thursday

Friday

Saturday

Sunday

2  1.6 Listen and play a Clapping game.



3  1.7 Listen and say. Talk about you.



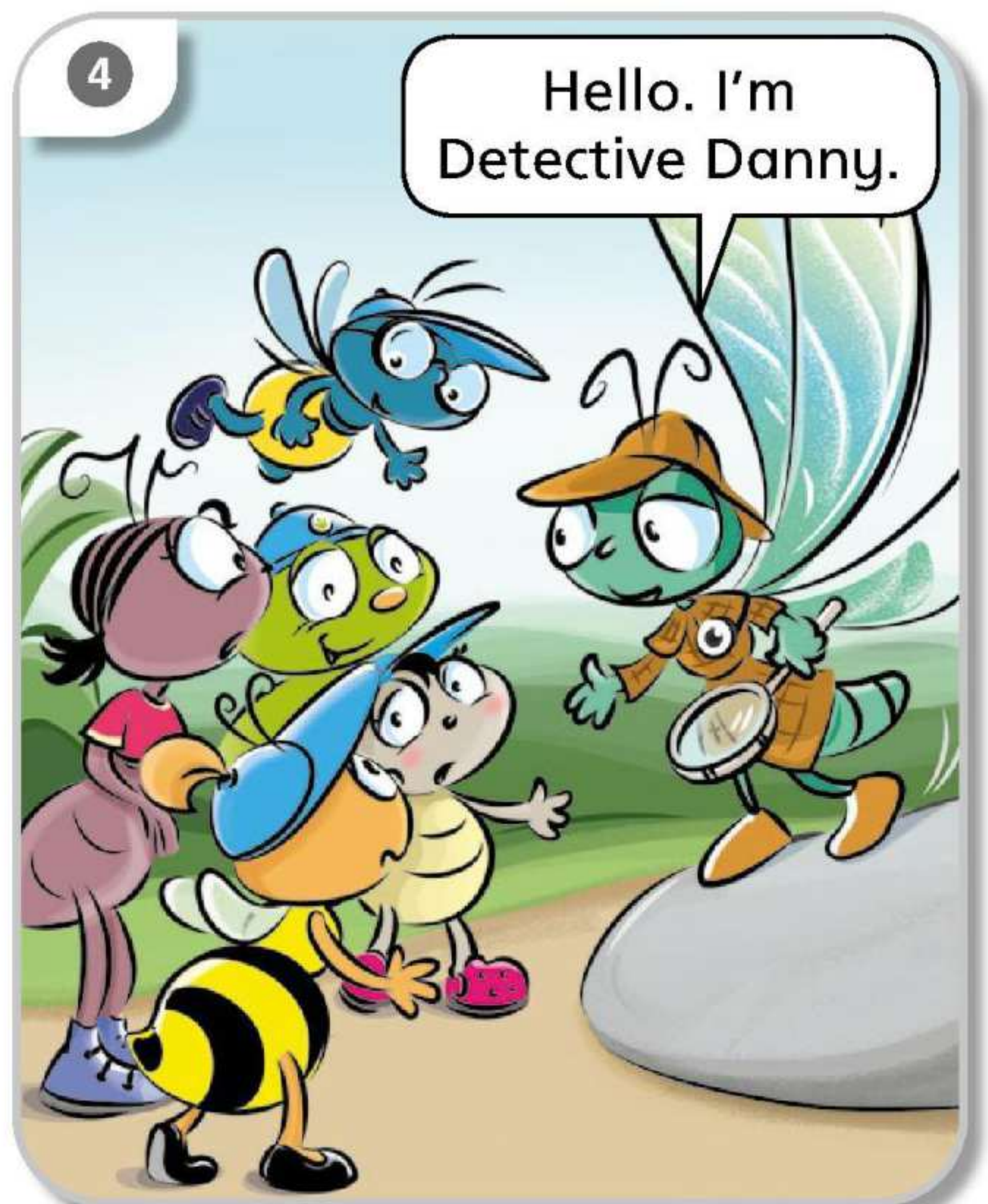
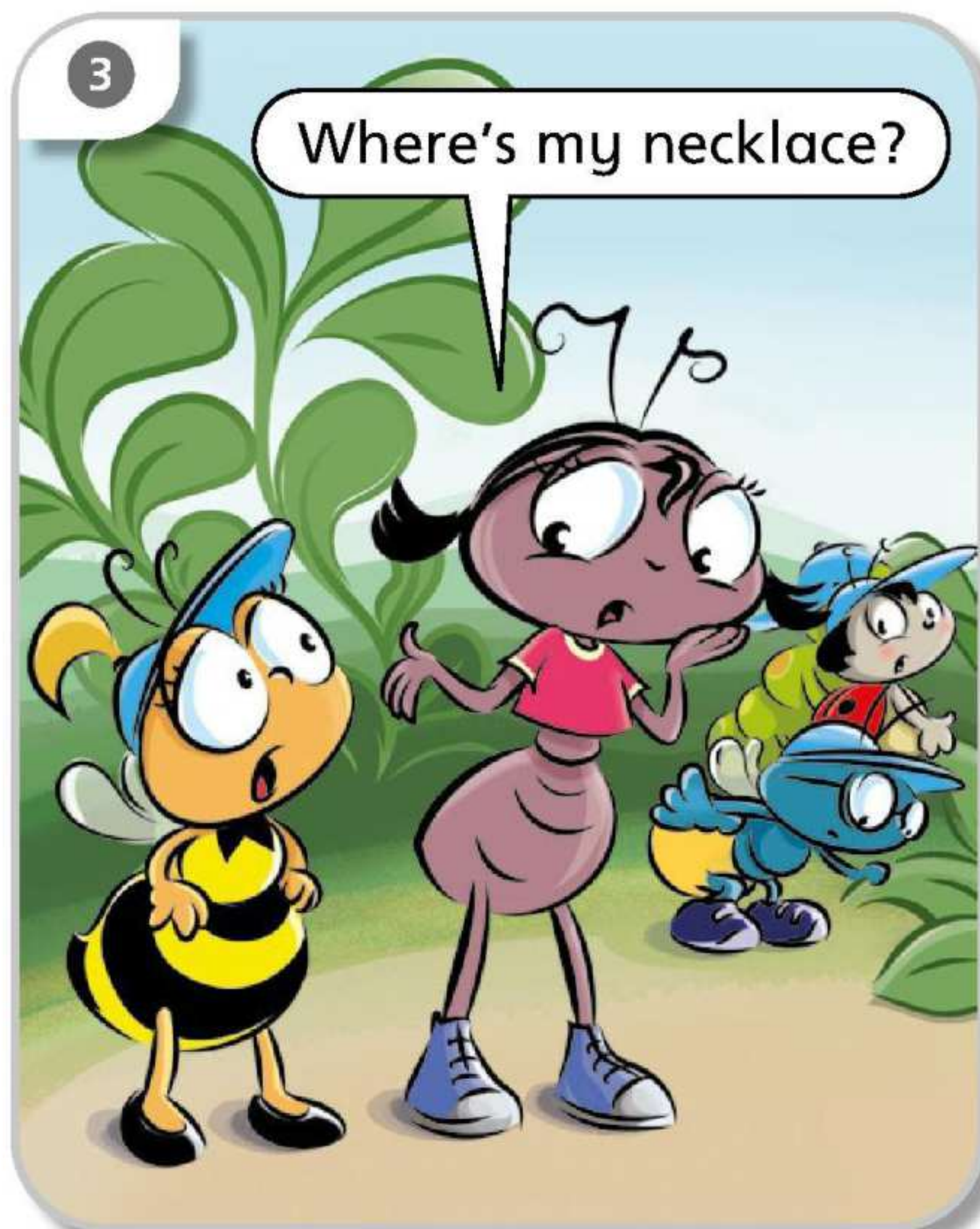
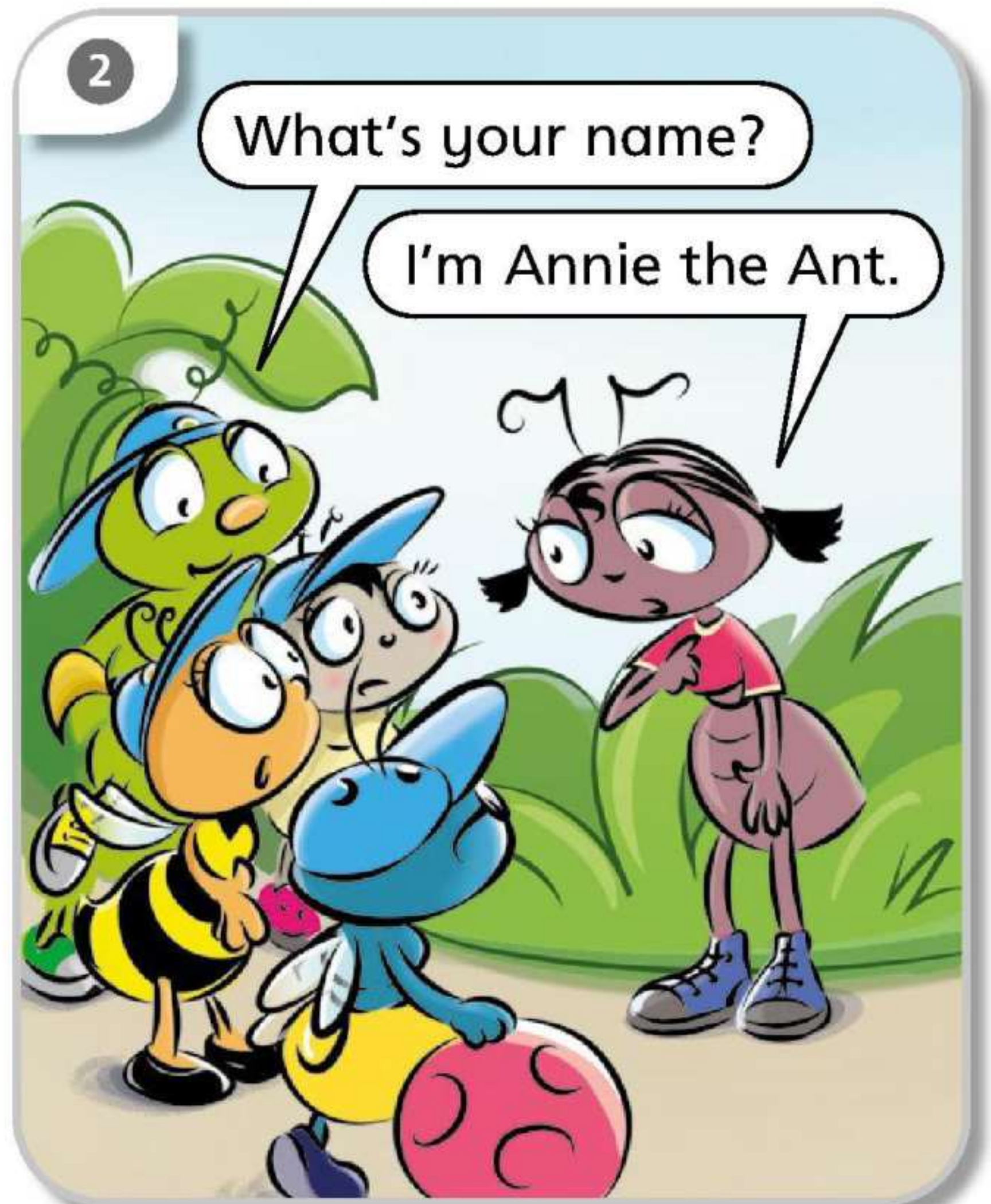
4 Play the Vocabulary chain game.

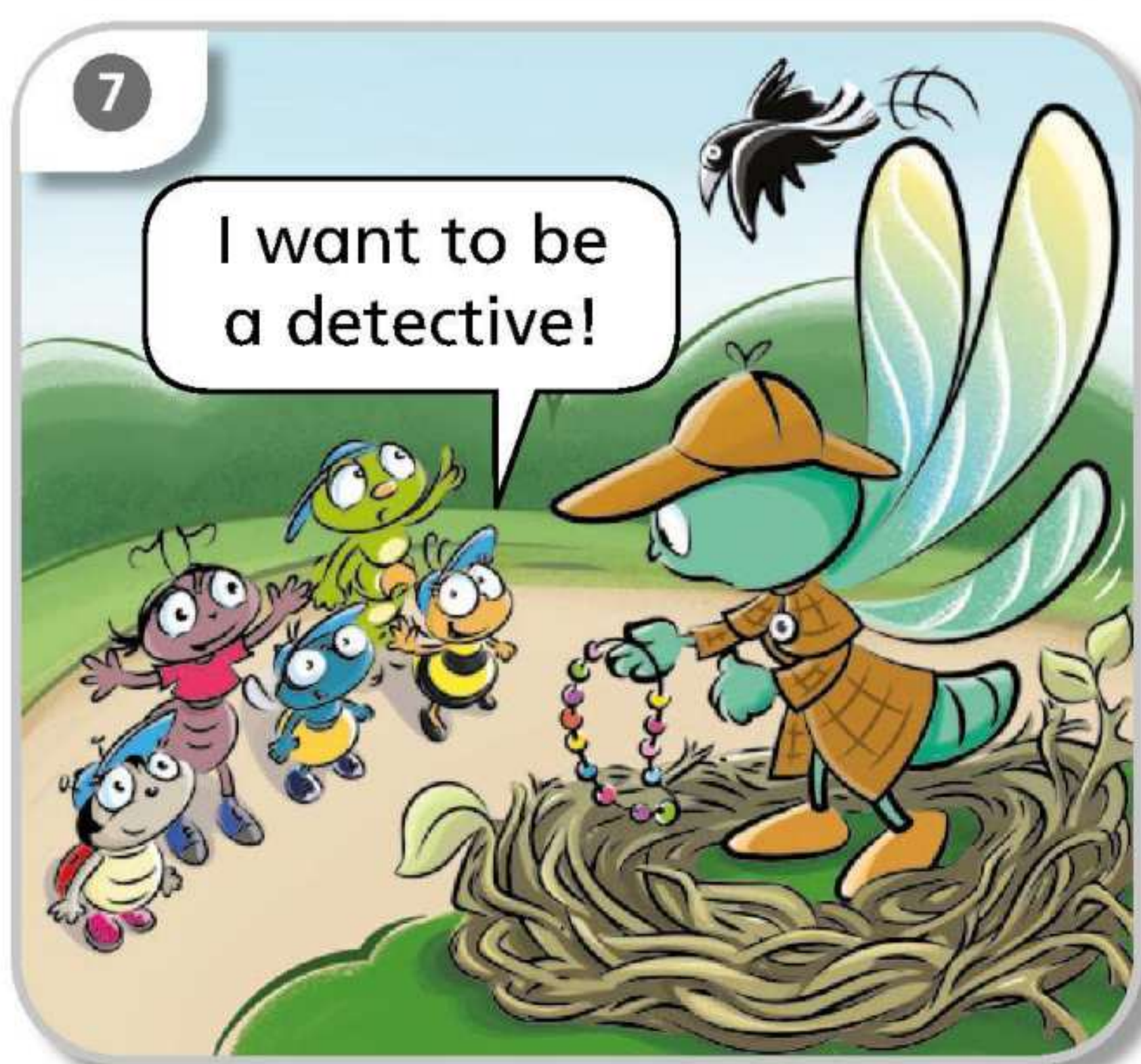
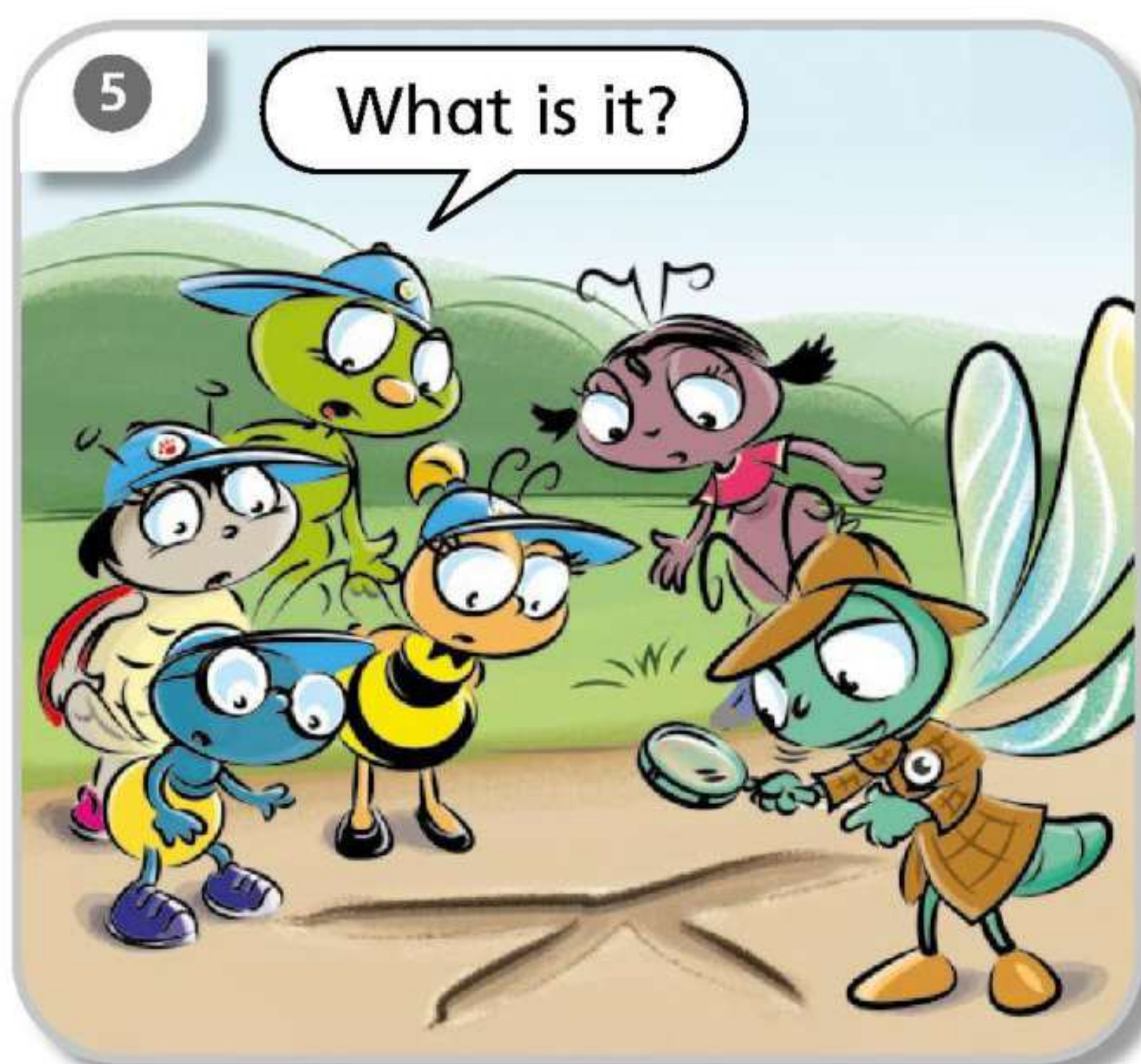
• Language: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; Today is (Monday); I like (Saturday); I can see (a skateboard); vocabulary revision

Lesson 3

1

1.8 Listen to the story. Point.





2 Make the Bugs puppets. Act out the story. 

3  1.9 Listen and sing the *We are the Bug Detectives* song. Act out the song.

4 Do the role-play.

1

Mr Beetle's new clothes

Lesson 1

1  1.10 Listen, look and point. Repeat. Read the words.

2  1.11 Listen and play *Annie's album game*.



coat



trousers



T-shirt



jumper



skirt



shorts



shoes

3  1.12 Listen, point and say *Annie's chant*. Repeat. Act out the chant.



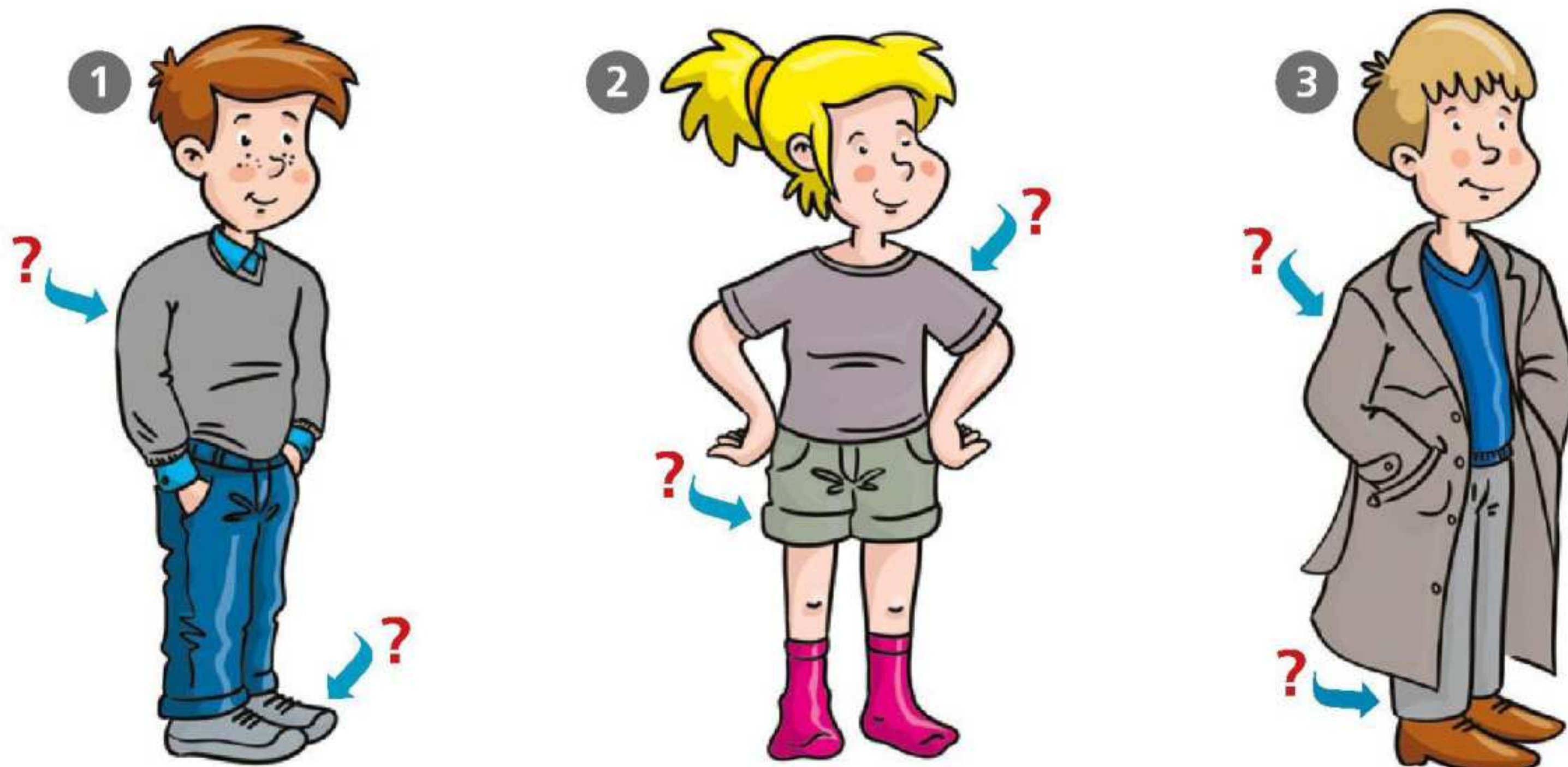
4 Play *Annie says*.

• Language: trousers, coat, T-shirt, jumper, skirt, shorts, shoes; Put on (your coat); colours

Lesson 2

1 Look and guess.

2  1.13 Listen, point and sing *I'm wearing a yellow jumper.* Say.



3  1.16 Listen, read and match with your fingers. Say.

1 I'm wearing a red coat.

2 I'm wearing blue trousers.

3 I'm wearing a yellow jumper.

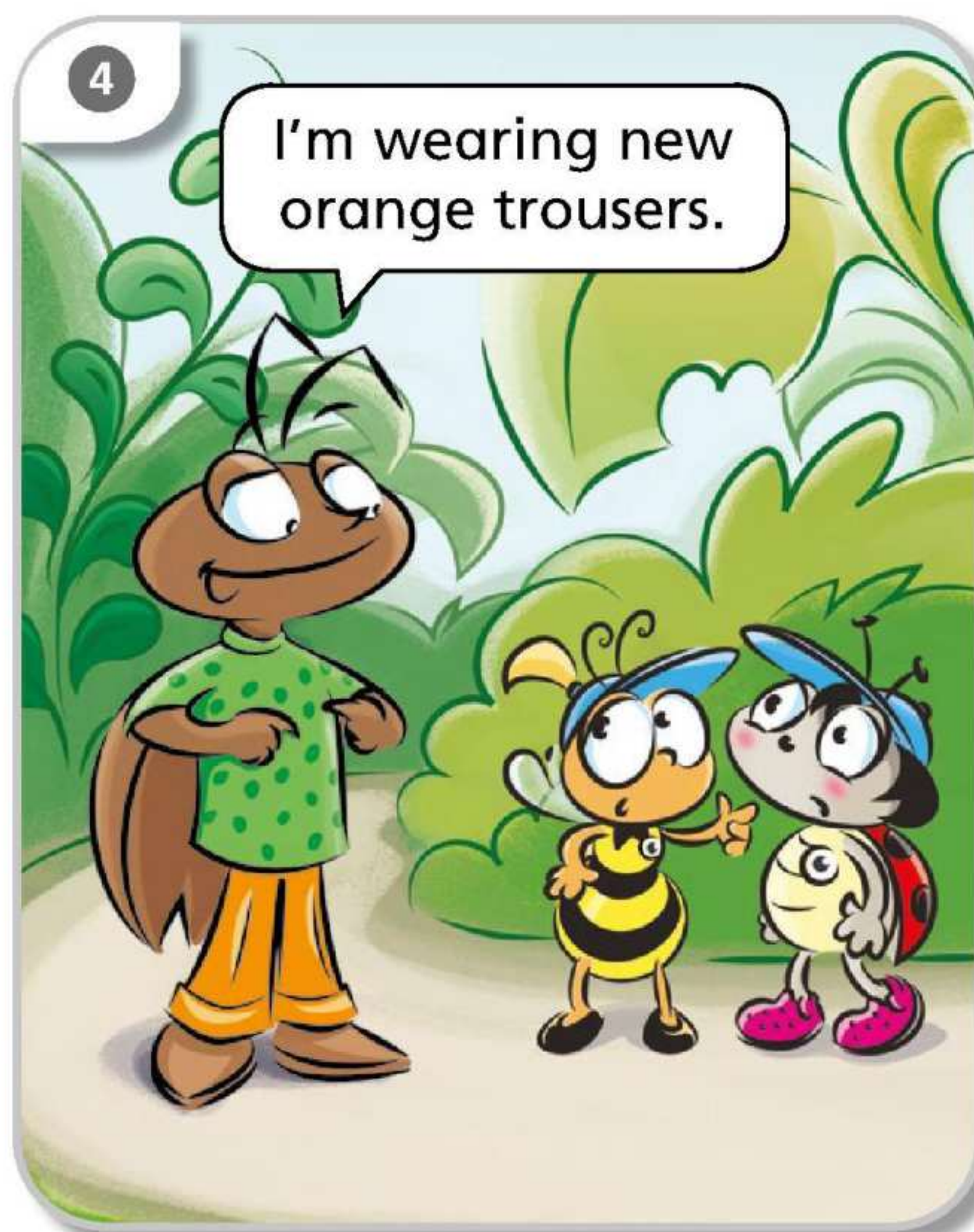
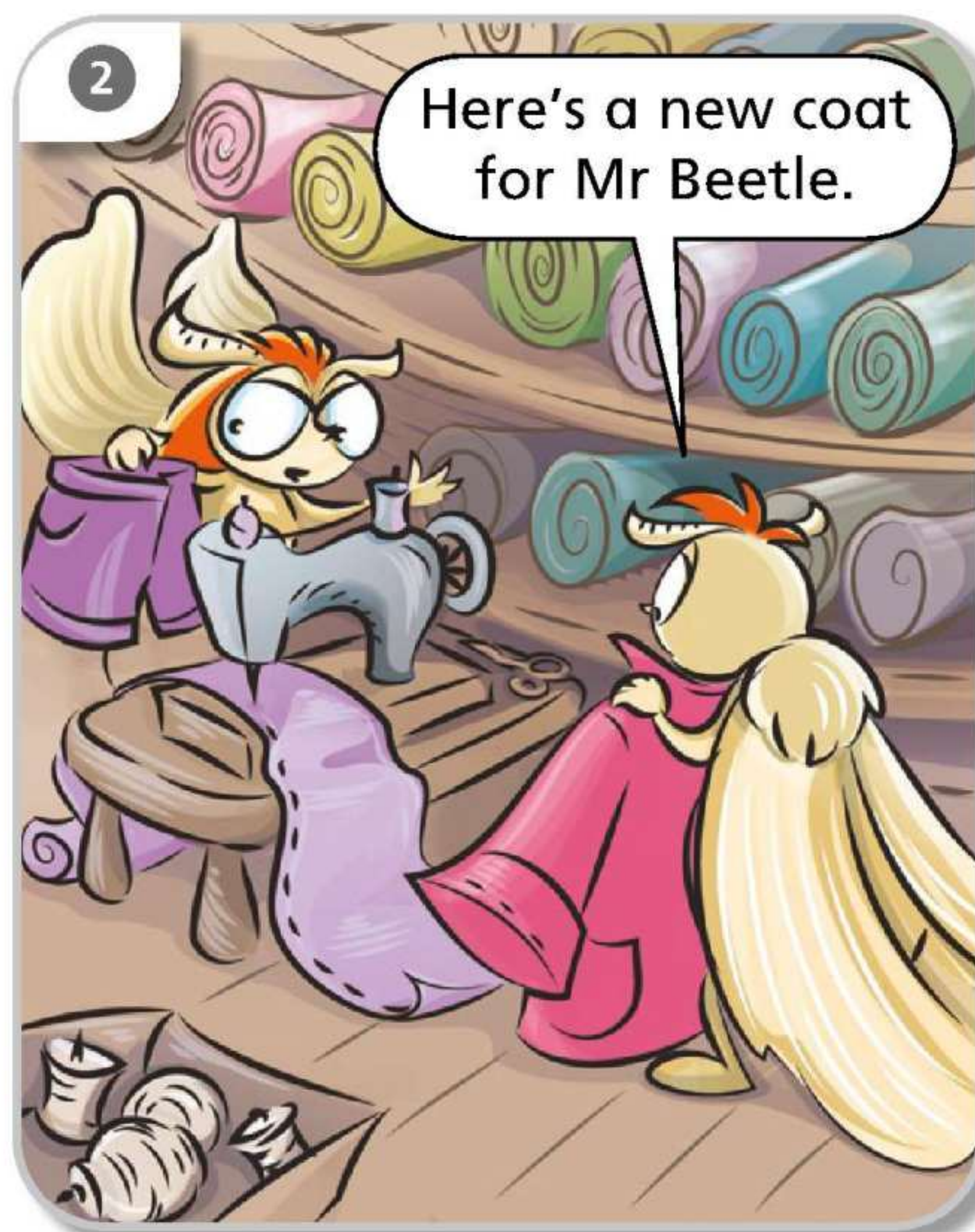


4 Make the mini-flashcards. Play *Clothes snap*.



Lesson 3

1  1.17 Listen to the story. Point.





2 1.18 Listen, read and think. Say.



3 Choose and draw in your notebook. Say.

• Language: trousers, T-shirt, shorts, shoes, coat, jumper; I'm wearing (blue) (trousers) and (a pink) T-shirt.

Lesson 4

1 Listen and say the missing words.

2 Read, match with your fingers and say. Write the words in your notebook.

T-shirt

shoes

coat

shorts

cap

trousers

Example: 1. shorts



3 Listen and point. Sing *Look at me today* song.

4 Look, read and say.

I'm wearing ...

1



I'm wearing ...

2



I'm wearing ...

3



I'm wearing ...

4



5 Listen, read and say the *Bug twister!*

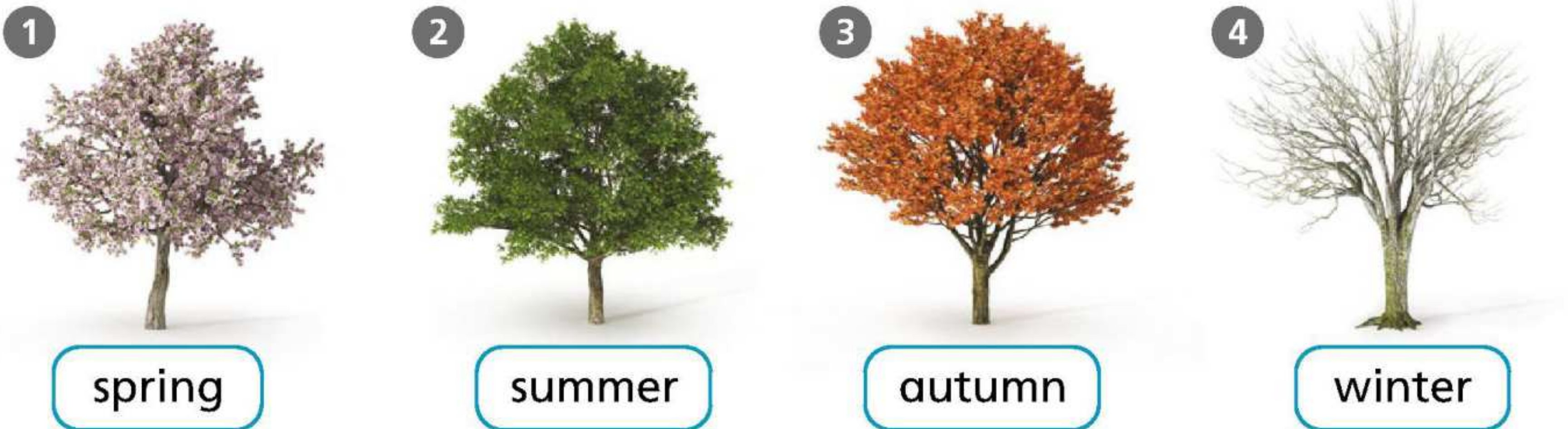
I'm wearing a new T-shirt, shorts and shoes.



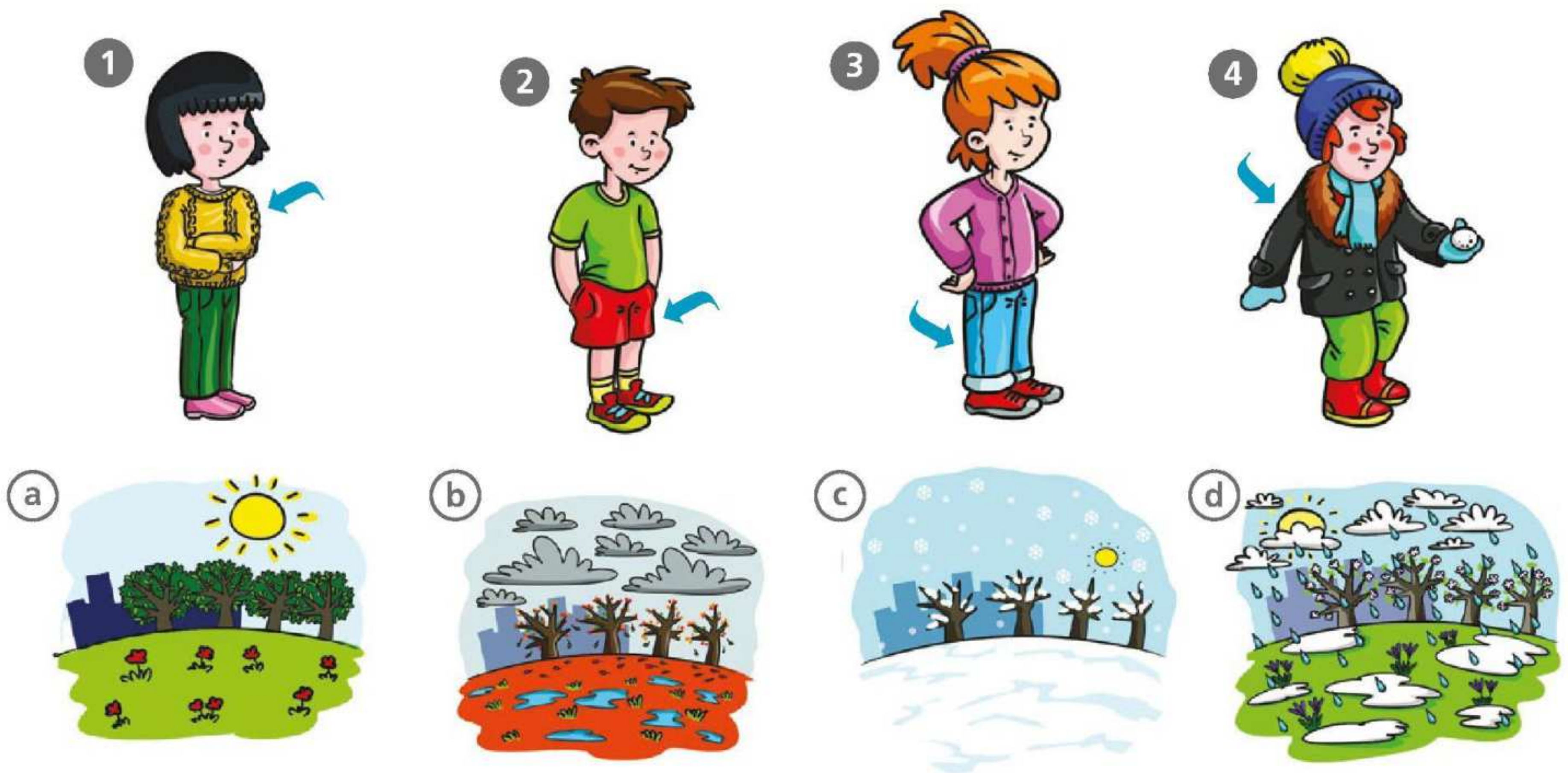
• Language: trousers, T-shirt, shorts, shoes, coat, jumper, T-shirt, cap; I'm wearing (a) new (blue) (coat).

Lesson 5

1  1.24 Listen and point. Read and repeat.



2  1.25 Listen to the *It's spring* chant. Match with your fingers. Repeat.



3 Play *The season game*.

4 Talk about you.



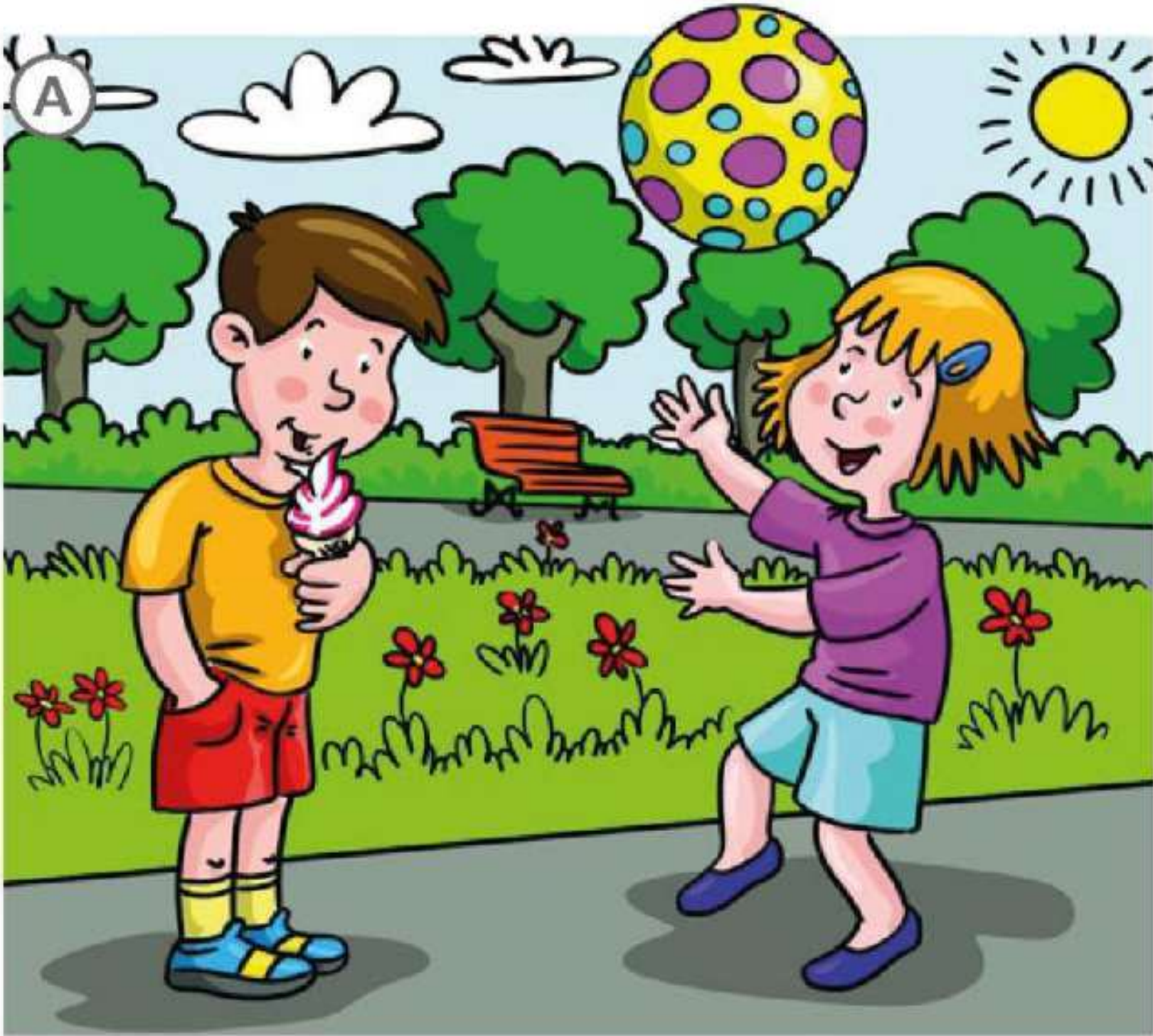
My favourite season is ...

I like ...

I don't like ...

Lesson 6

1  1.26 Listen, think and say.



2 Play *Summer or winter!*

3 Make the summer and winter cards. Say.



4 Play *Contrast memory*.



5 Play *Find the card*.

• **Language:** summer, winter; shorts, jumper, coat, hat; hot, cold, sunny, snowy, house, park, ice cream, soup;
It's (hot); I'm wearing (a coat).



Lesson 7

- 1 1.27 Listen and say the *Diddle, diddle, dumpling* rhyme.



- 2 1.28 Listen to the dialogue. Repeat. Act out.

- 3 1.29 Listen, find and point.



slippers

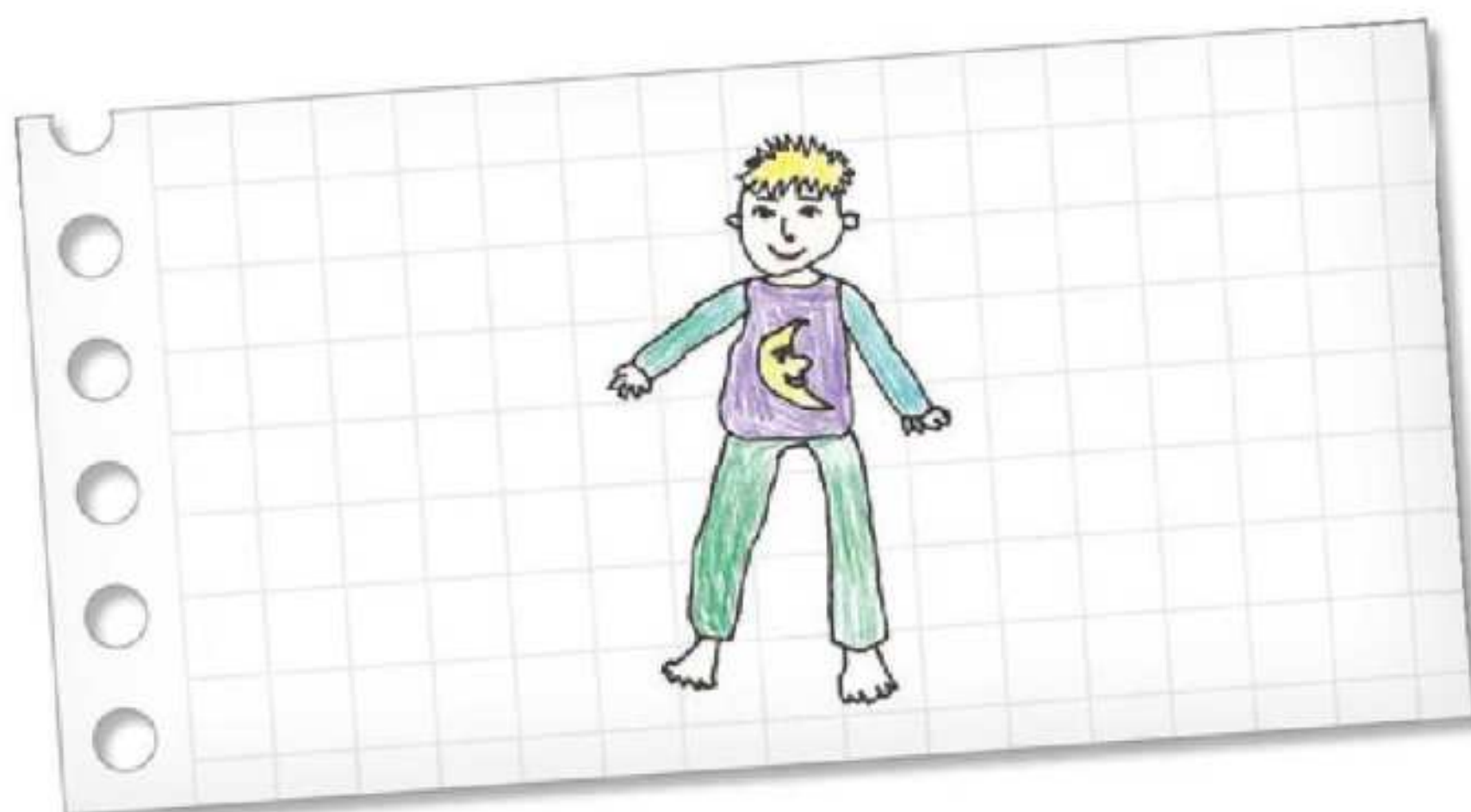


dressing gown



pyjamas

- 4 Draw and write in your notebook. Say.



I'm wearing pyjamas.

Lesson 8

Unit review

1  1.30 Listen, find and point. Say the number. Repeat.

2 Write the words in your notebook.

coat

jumper

shorts

cap

shoes

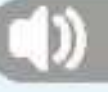
trousers

T-shirt

skirt

Example: 1. jumper



3  1.31 Listen, read and match with your fingers. Say.

1 Here's a new coat for Mr Beetle.

2 I'm wearing new purple shorts.

3 I love my new clothes.



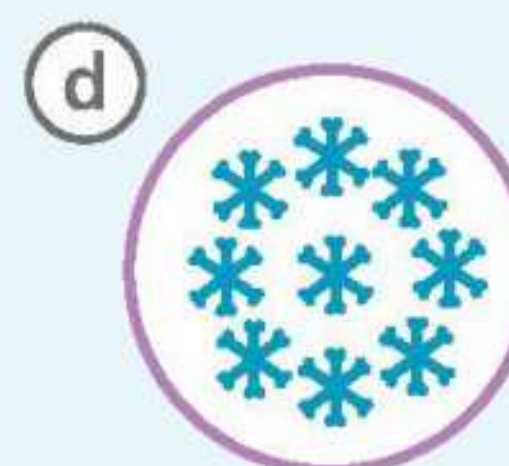
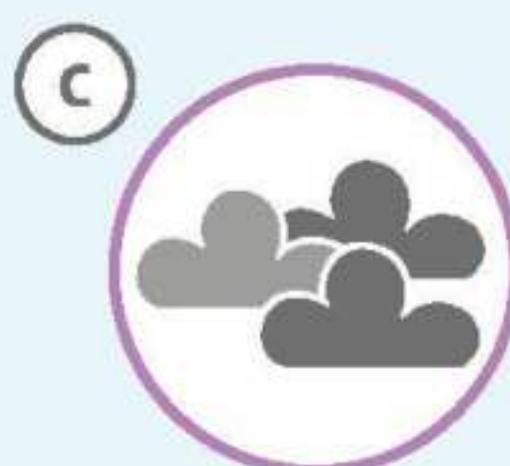
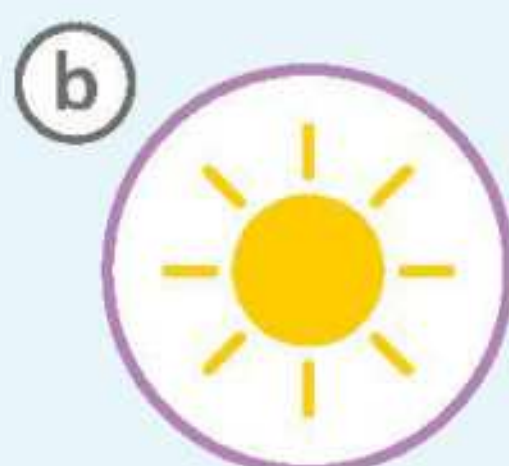
4  1.32 Listen, read and say.

winter

autumn

summer

spring



It's rainy. It's ...

It's sunny. It's ...

It's cloudy. It's ...

It's snowy. It's ...

Go to Gary's picture dictionary on page 80.





Cumulative review

1 1.33 Listen, find and point.

2 Play *I spy with Bugs eye*.



3 Read, look and find. Say what's missing.

jumper

ball

cap

pen

banana

bike

4 1.34 Listen and read. Think and say your opinion of your work.

My work is OK!

My work is good!

My work is excellent!



2

The moon is in the river

Lesson 1

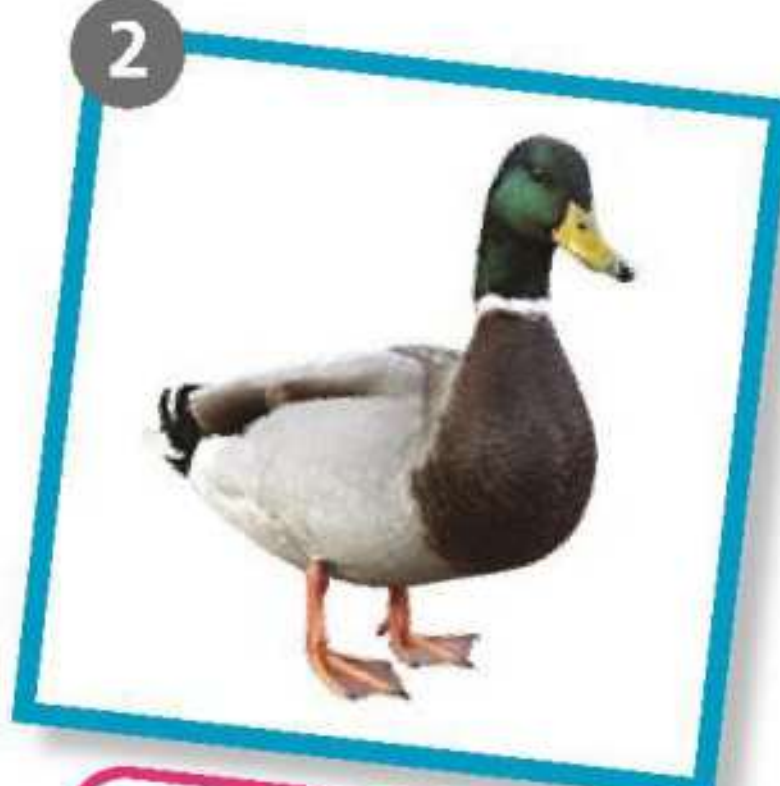
1  1.35 Listen, look and point. Repeat. Read the words.



2  1.36 Listen and play Annie's album game.



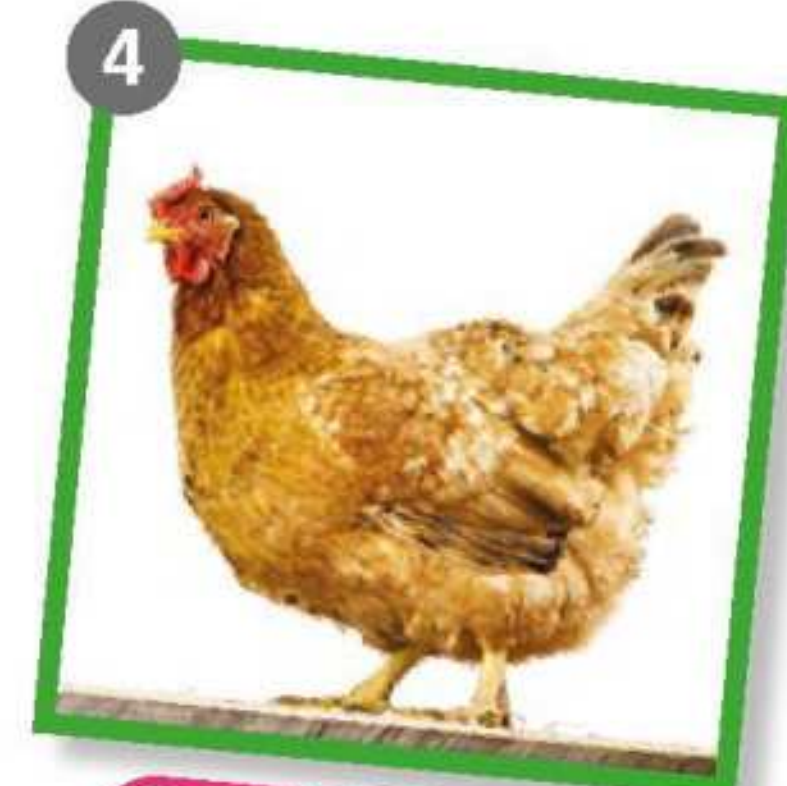
sheep



duck



cow



hen



horse

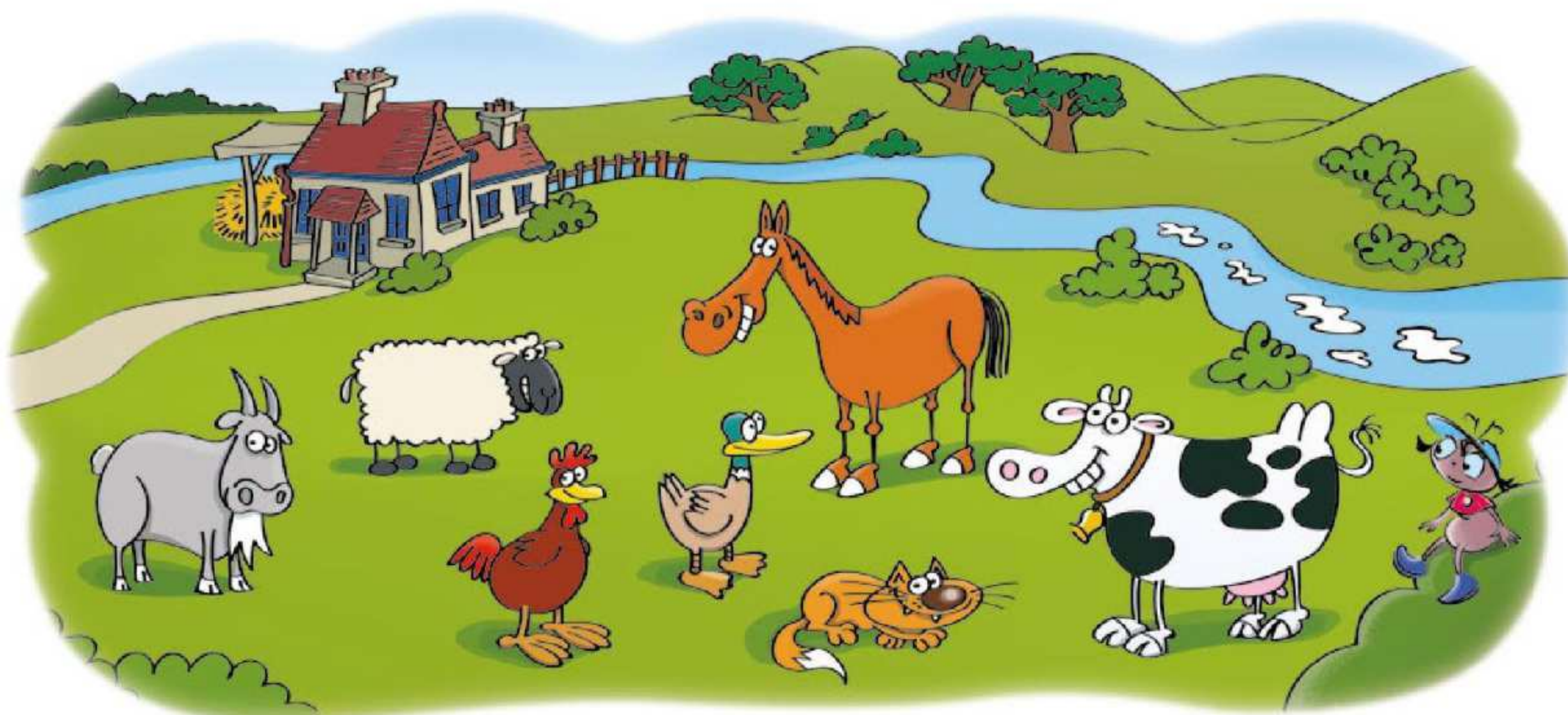


cat



goat

3  1.37 Listen, point and say Annie's chant. Repeat. Say.



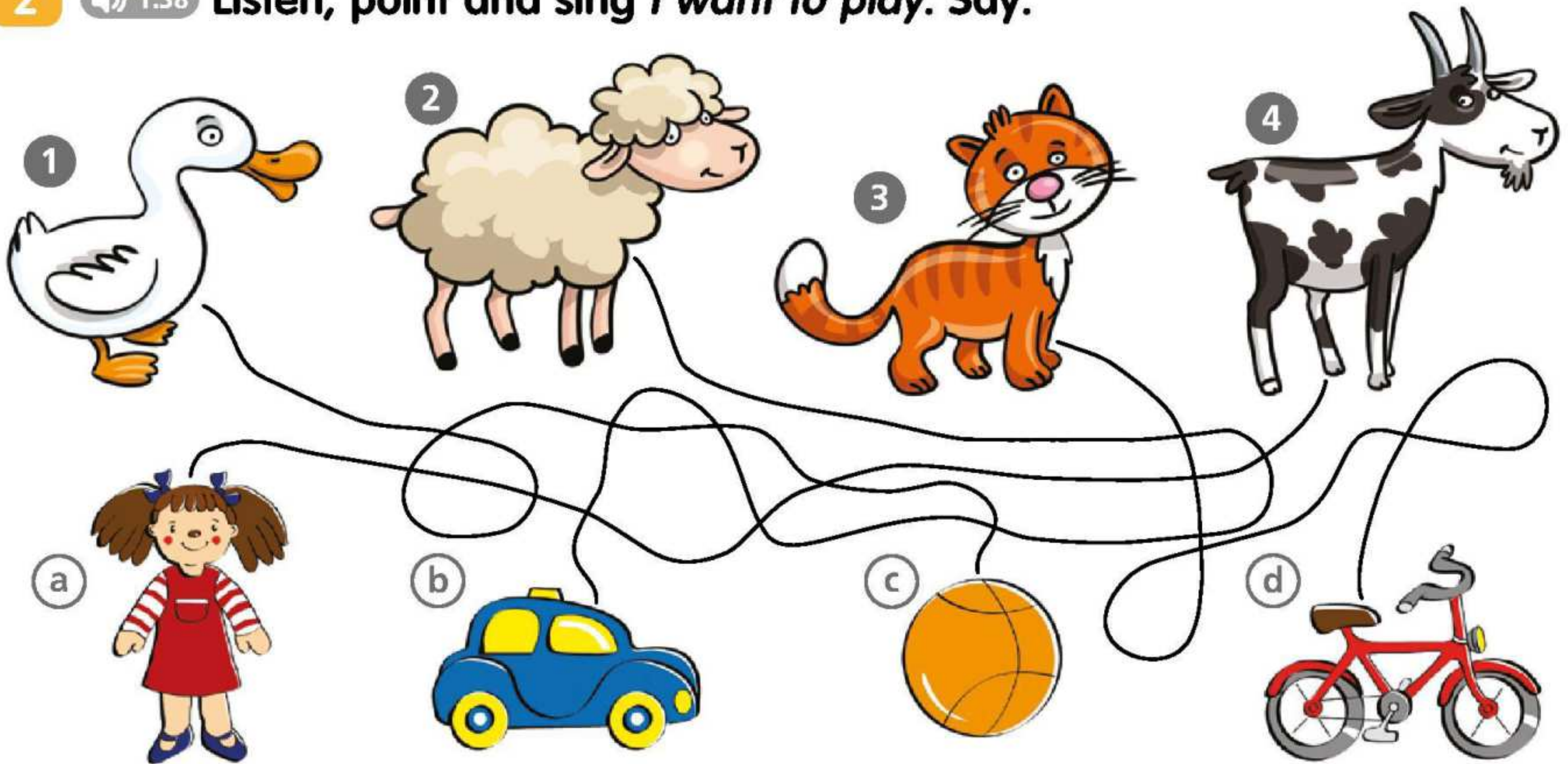
4 Play Farm chain.

• Language: sheep, duck, cow, hen, horse, cat, goat; farm, river; There's (a cat).

Lesson 2

1 Look and follow with your finger. Say.

2  1.38 Listen, point and sing *I want to play*. Say.

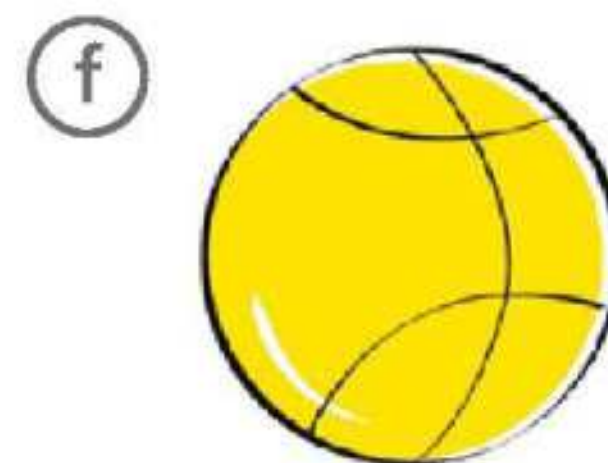
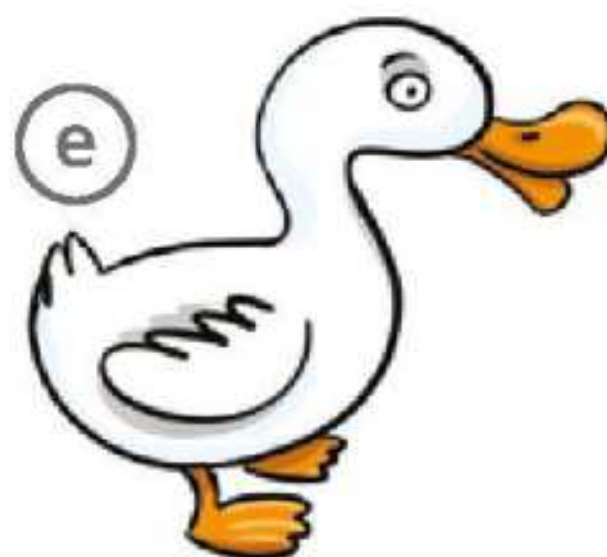
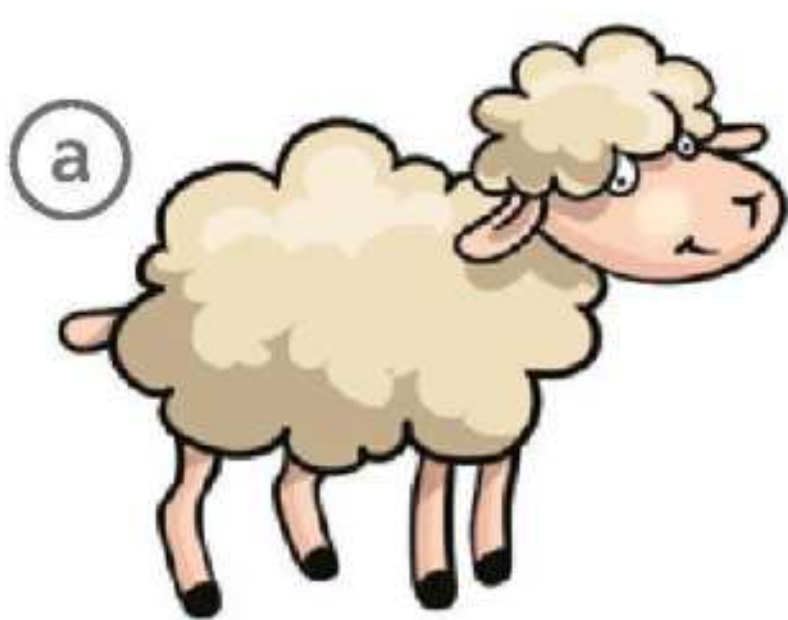


3  1.41 Listen, read and match with your fingers. Say.

1 I'm a duck.
I'm going to get a ...

2 I'm a sheep.
I'm going to get a ...

3 I'm a dog. I'm going to get a ...



4 Make the mini-flashcards. Play *I'm going to get a ball*.



Lesson 3

Let's read a story!



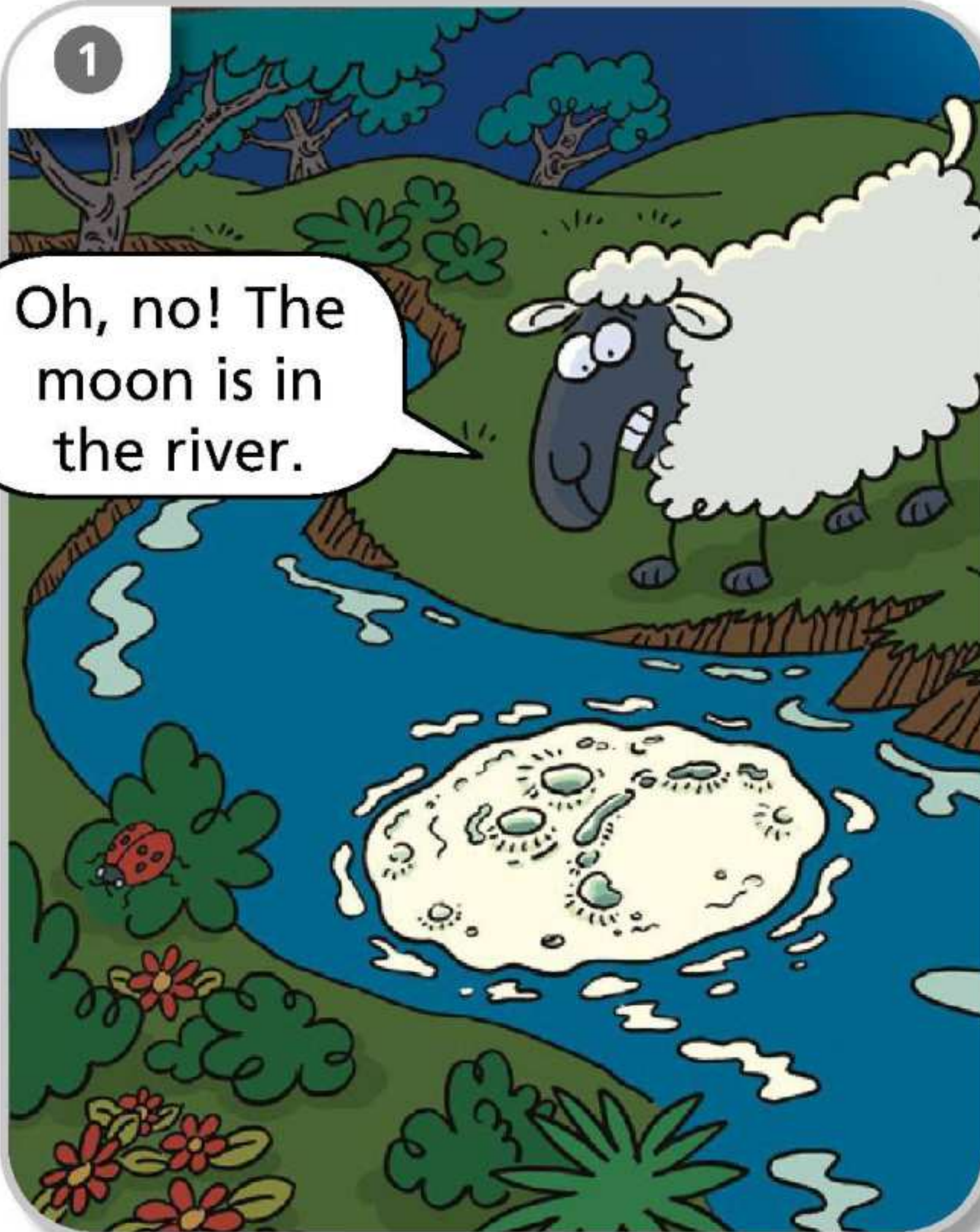
1

1.42

Listen to the story. Point.

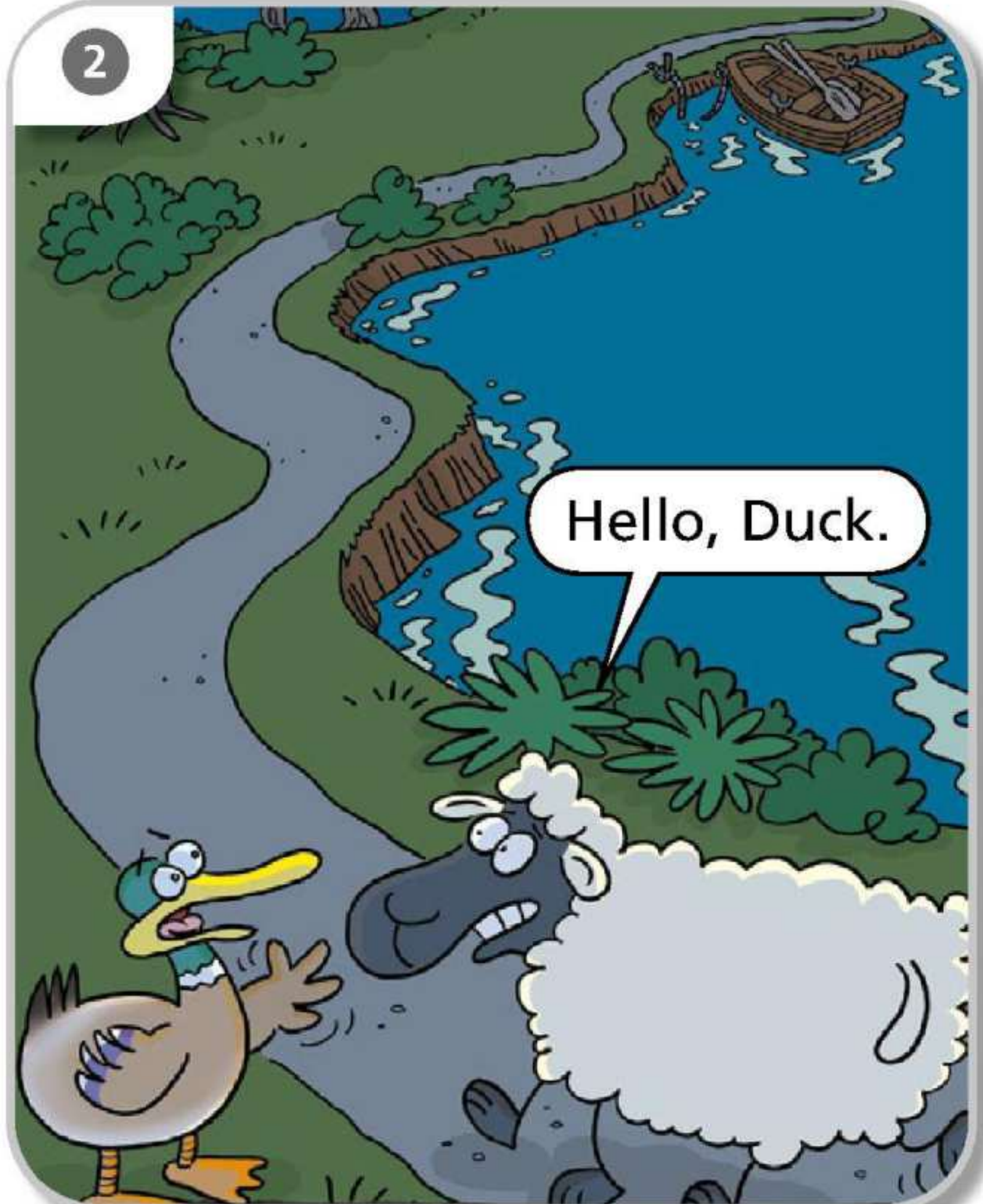
1

Oh, no! The moon is in the river.



2

Hello, Duck.



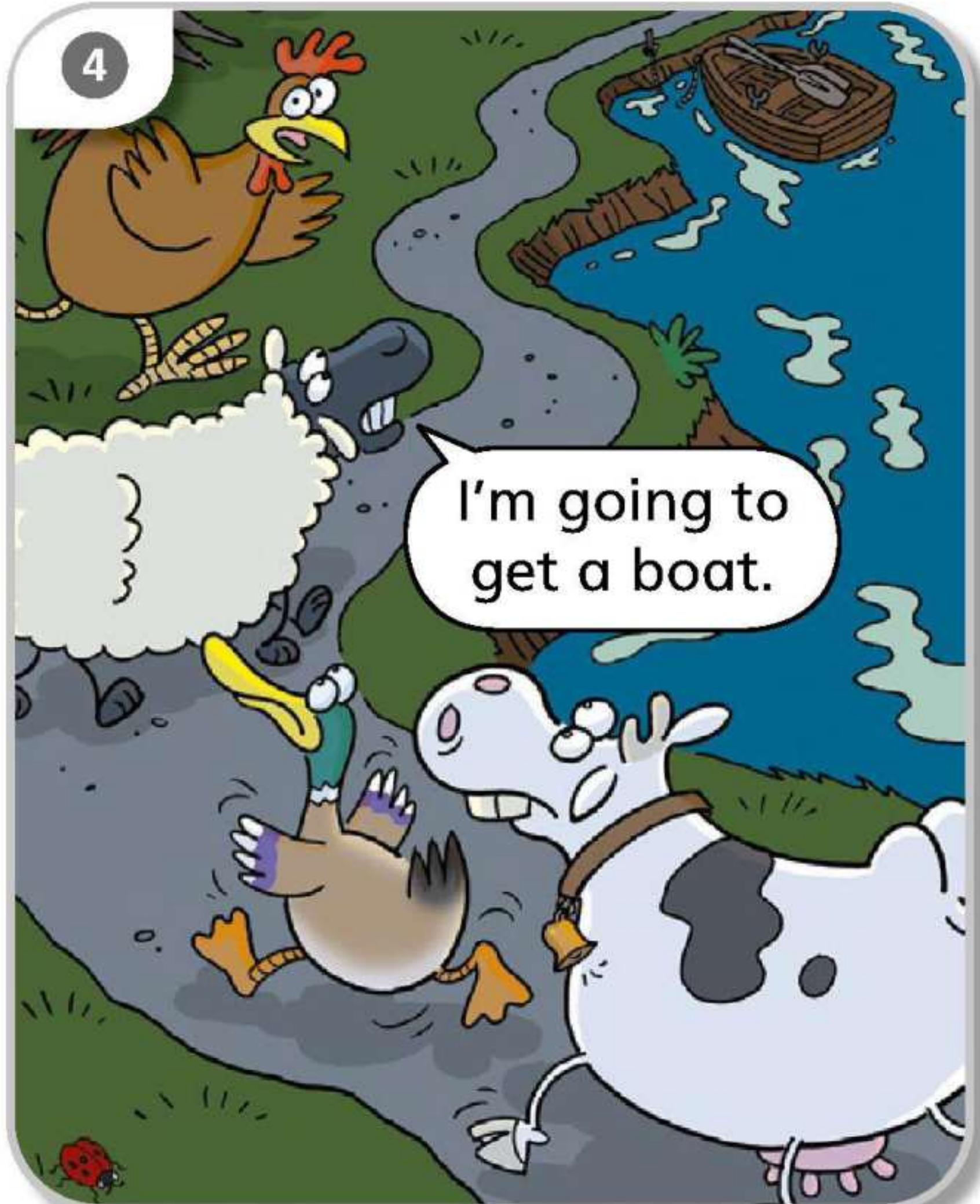
3

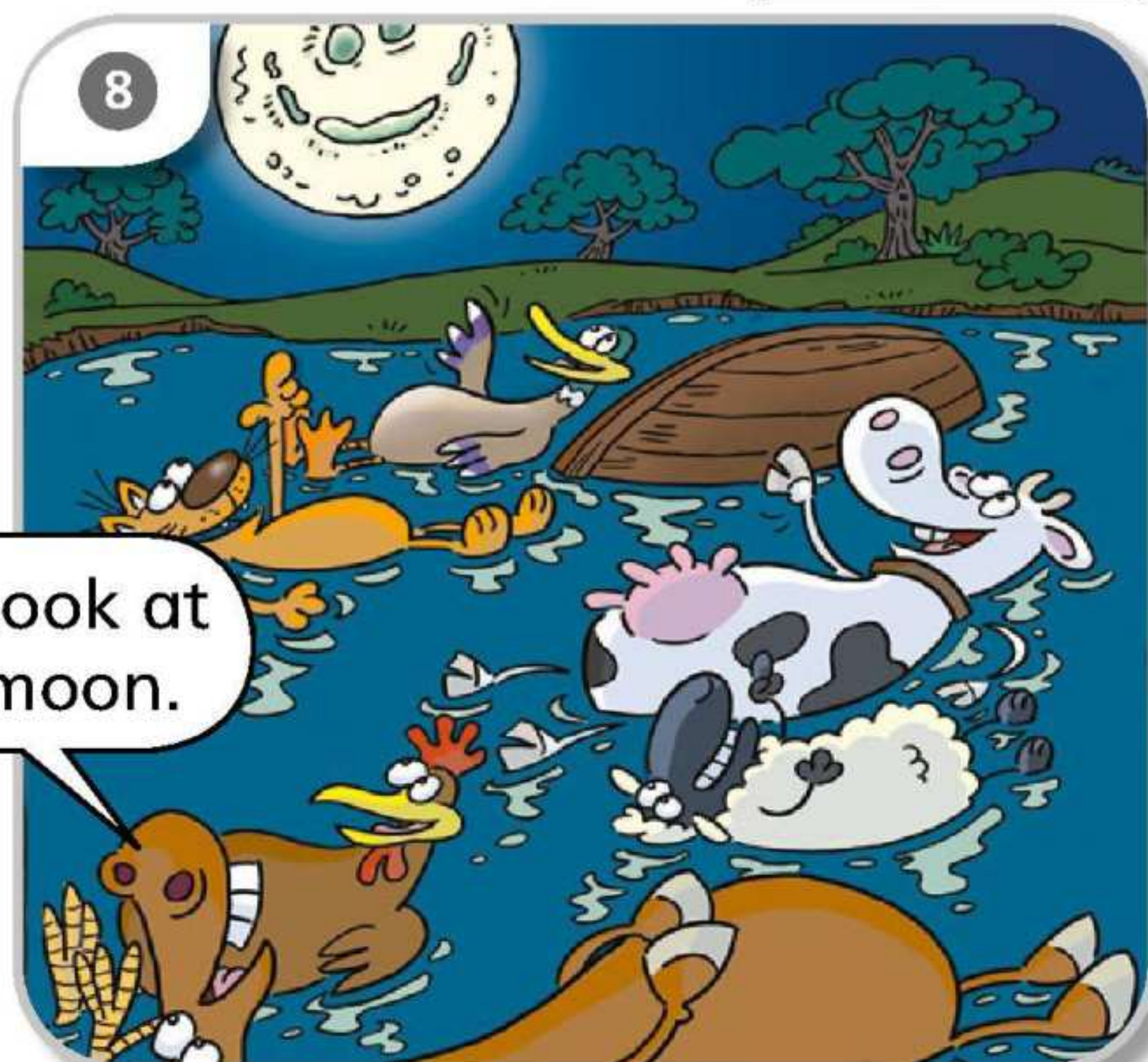
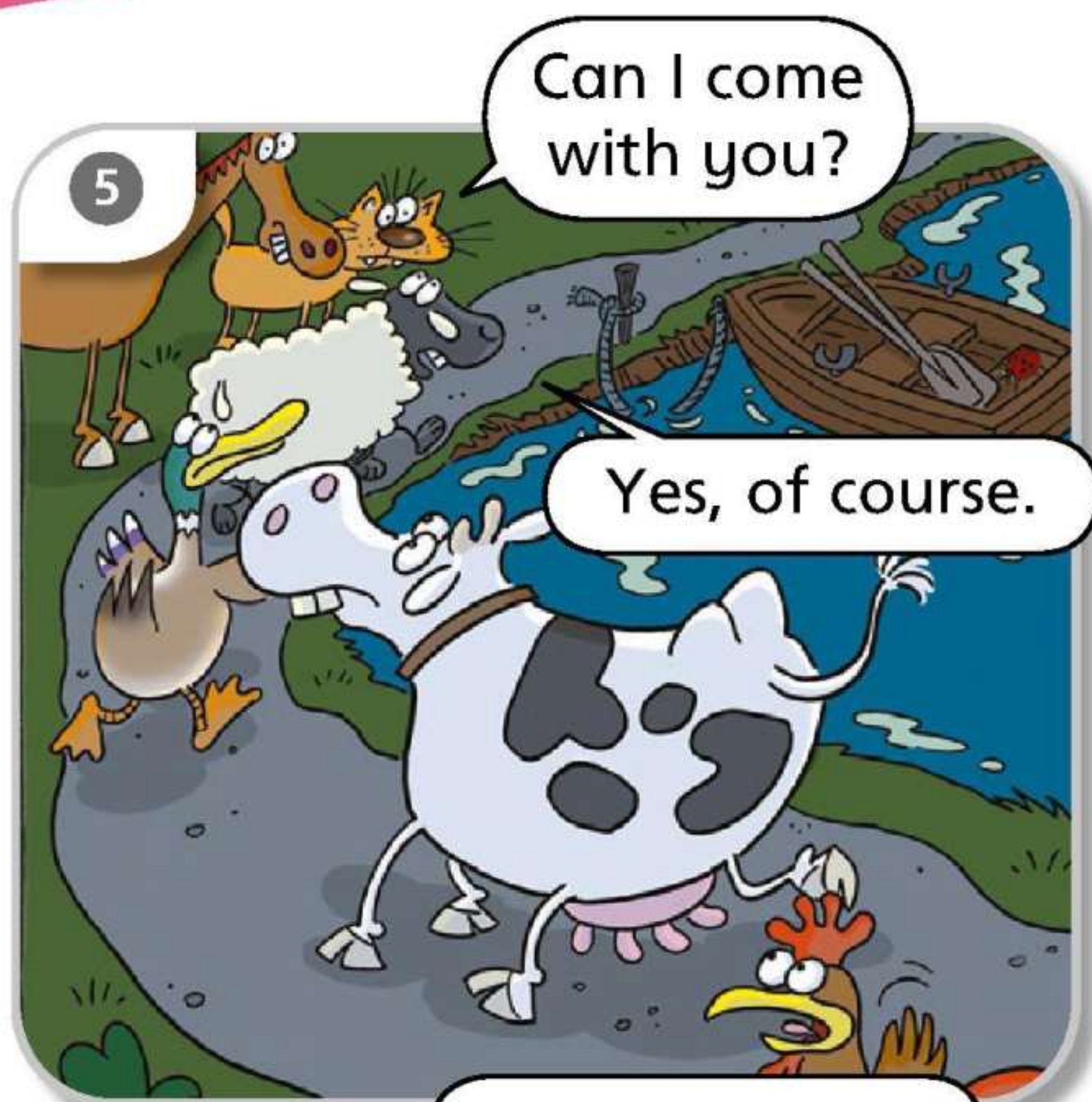
Where are you going?



4

I'm going to get a boat.





2 1.43 Listen, read and think. Say.



3 Choose and draw in your notebook. Say.

• **Language:** sheep, duck, hen, cow, horse, cat; river, moon; Where are you going? I'm going to get a boat; Can I come with you?; Yes, of course.

Lesson 4

1  1.44 Listen and say the missing words.

2 Read, match with your fingers and say. Write the words in your notebook.

sheep

cow

horse

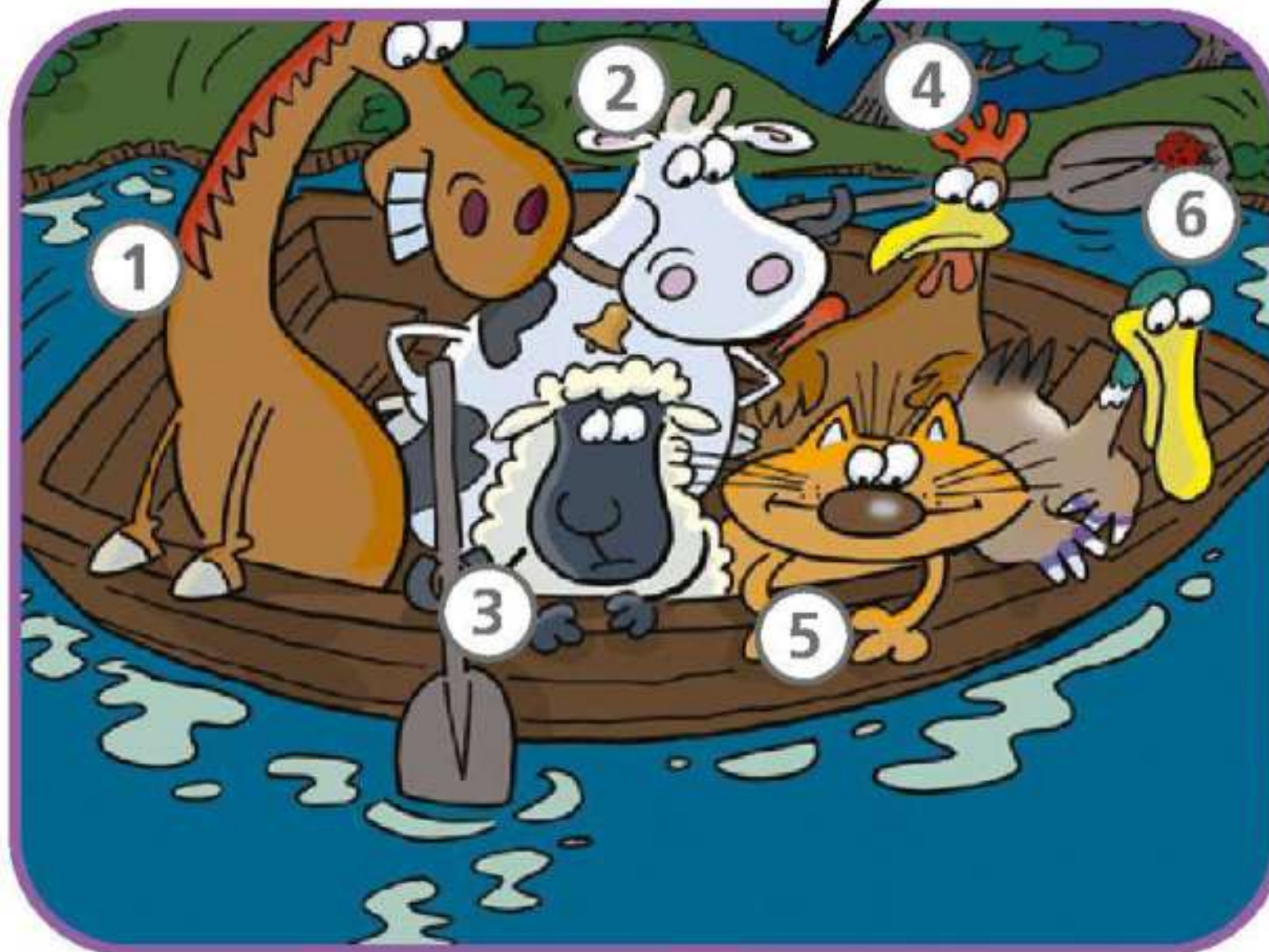
cat

duck

hen

Example: 1. horse

Are you ready?



3  1.45 Listen and point. Sing *Where are you going?* Act out the song.

4 Look and read. Point and say.

Can I come with you?

b



a



Yes, of course ...

d



c



e



5  1.48 Listen, read and say the *Bug twister!*

Hello, Cat and Cow. Can I come with you?



Yes, of course, Colin the Caterpillar!

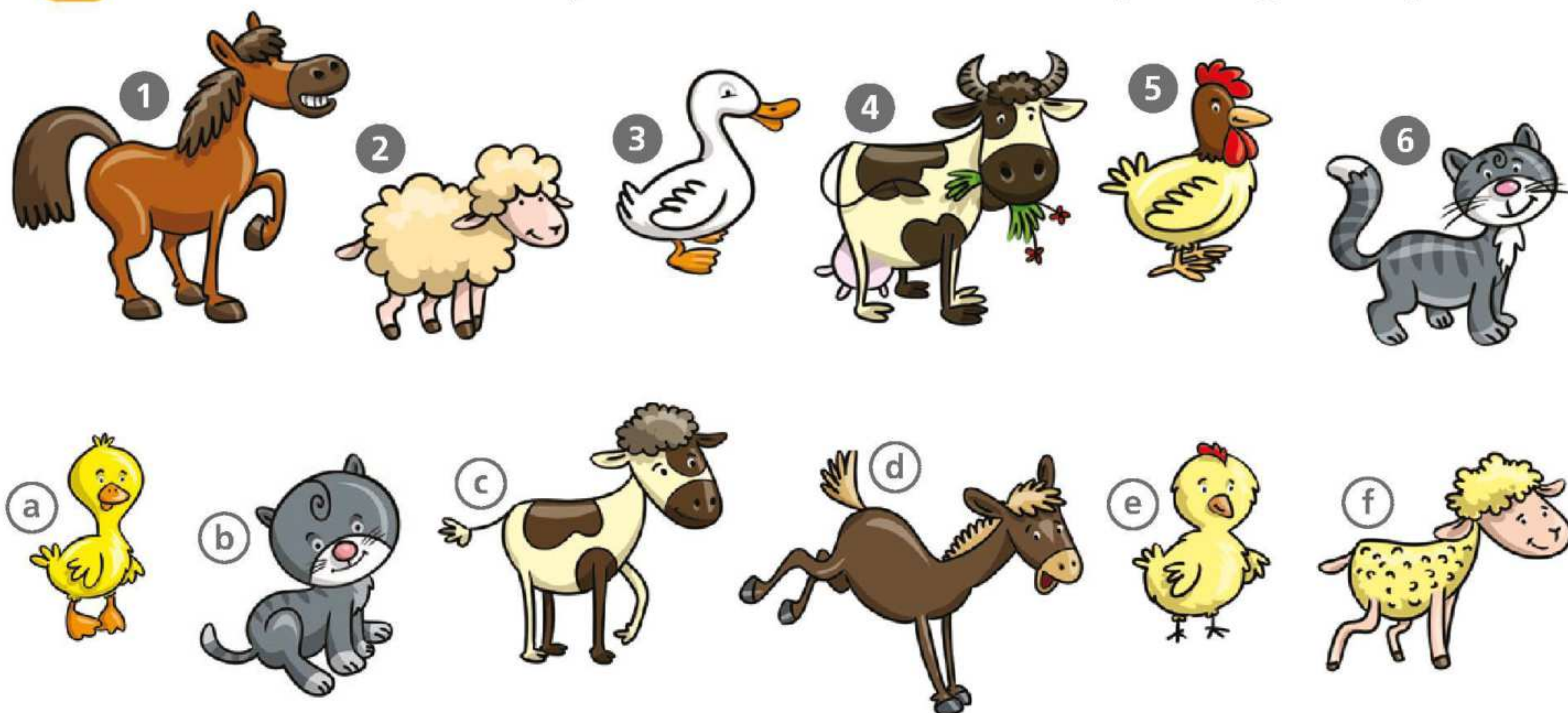
• **Language:** sheep, duck, hen, cow, horse, cat; *Where are you going?; I'm going to get a boat; Can I come with you?; Yes, of course (duck).*

Lesson 5

1  1.49 Listen and point. Read and repeat.

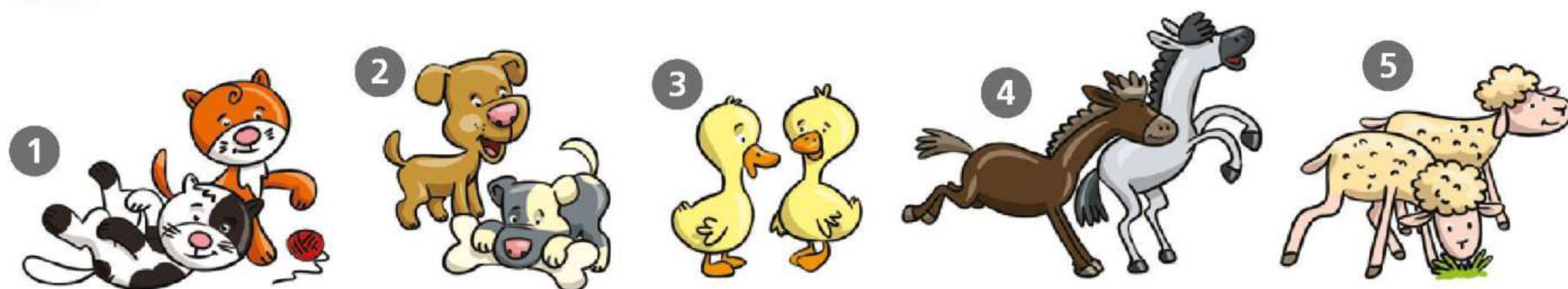


2  1.50 Listen to the *Baby animals* chant. Match with your fingers. Repeat.



3 Play *The animal sound game*.

4 Look, ask and say.



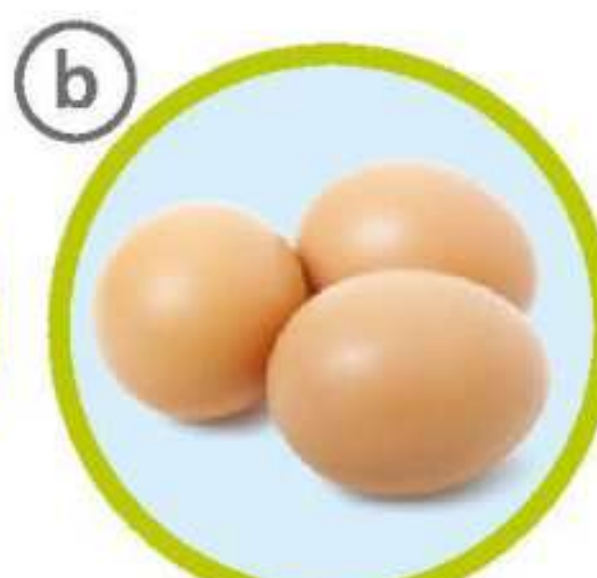
Do you like kittens?

Yes, I do.

• **Language:** kitten, puppy, duckling, foal, lamb, calf, chick; *The cat has got (a kitten); Do you like (puppies)?; Yes, I do/No, I don't.*

Lesson 6

1  1.51 Do the *Farm animal quiz*. Listen, think and say.



2 Play *Name the animals*.

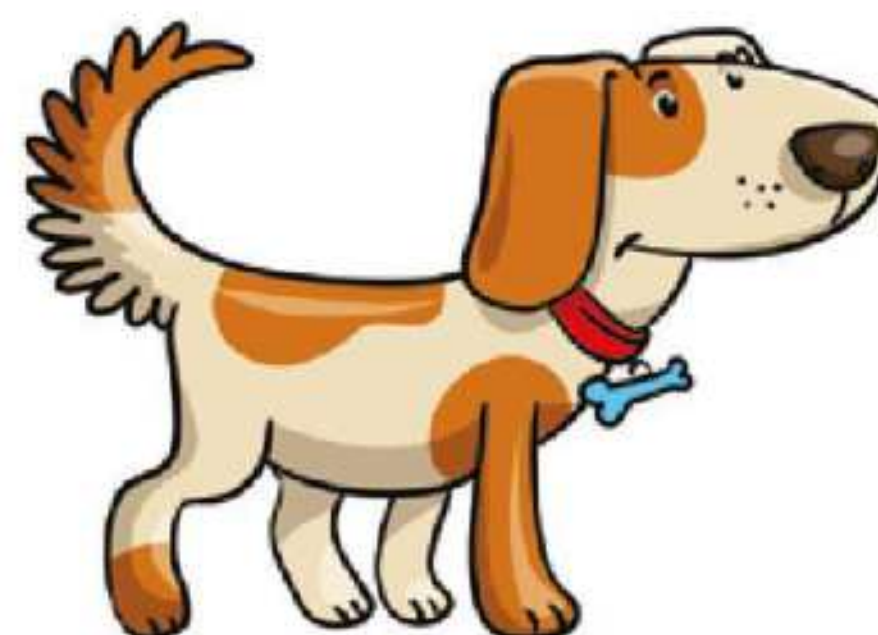
3 Make the farm animal dominoes. Say.



4 Play *Farm animal dominoes*.



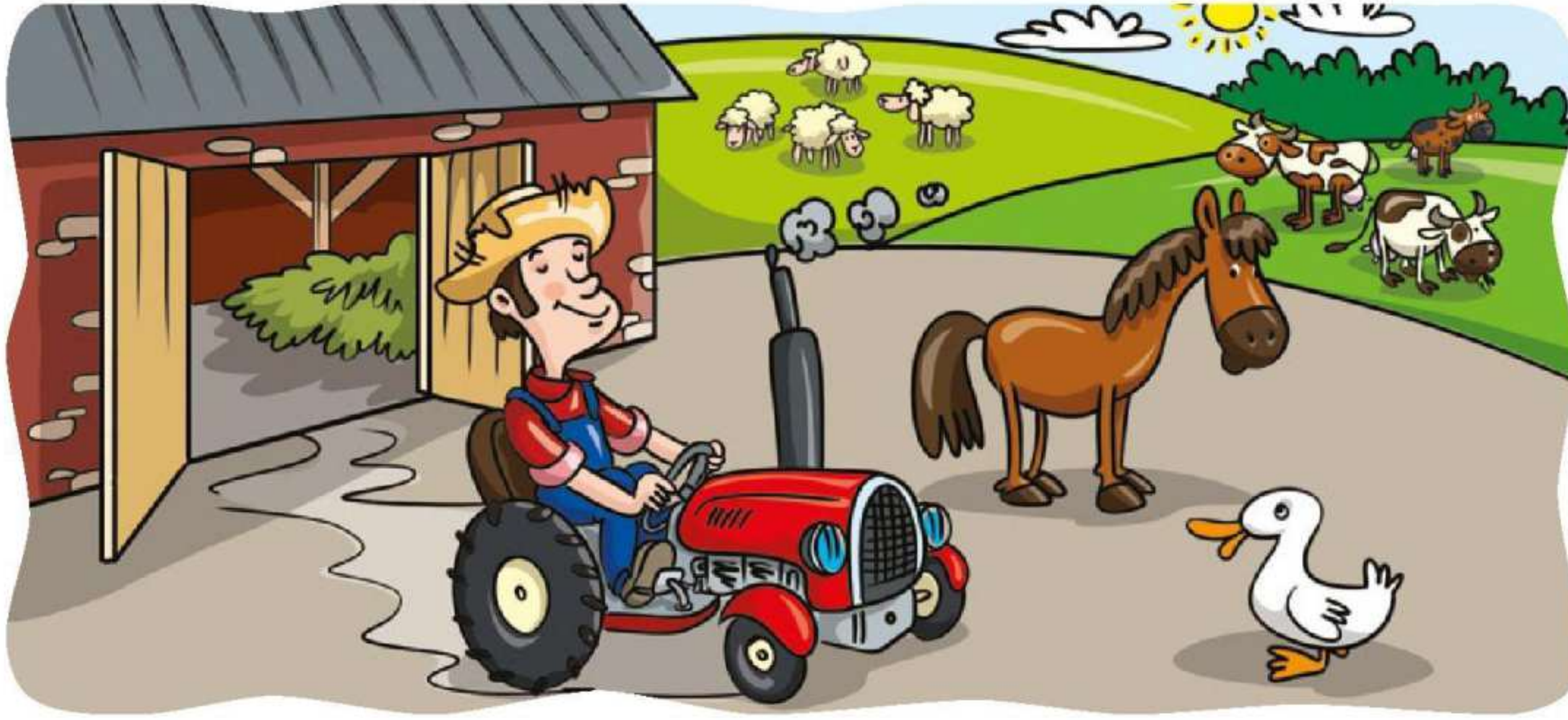
5 Look and say.



• **Language:** cow, goat, duck, hen, sheep; milk, eggs, wool; calf, chick, duckling, lamb; We get (eggs) from (hens);
The (cow)'s got (a calf).

Lesson 7

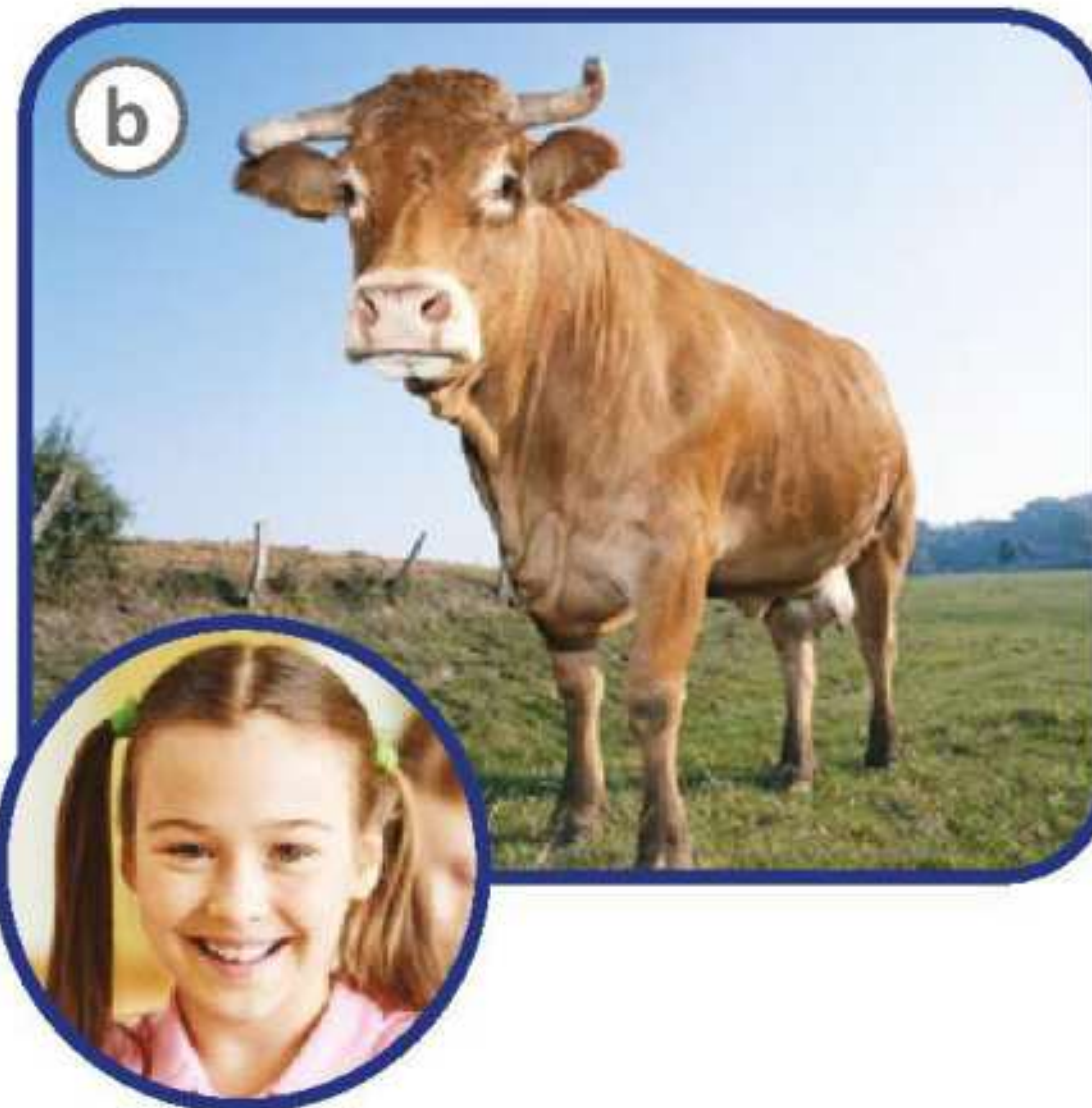
- 1  1.52 Listen, and sing the song *Old Macdonald's got a farm*.



- 2  1.53 Listen to the dialogue. Repeat. Act out.
- 3  1.54 Listen, find and point.



Shetland pony

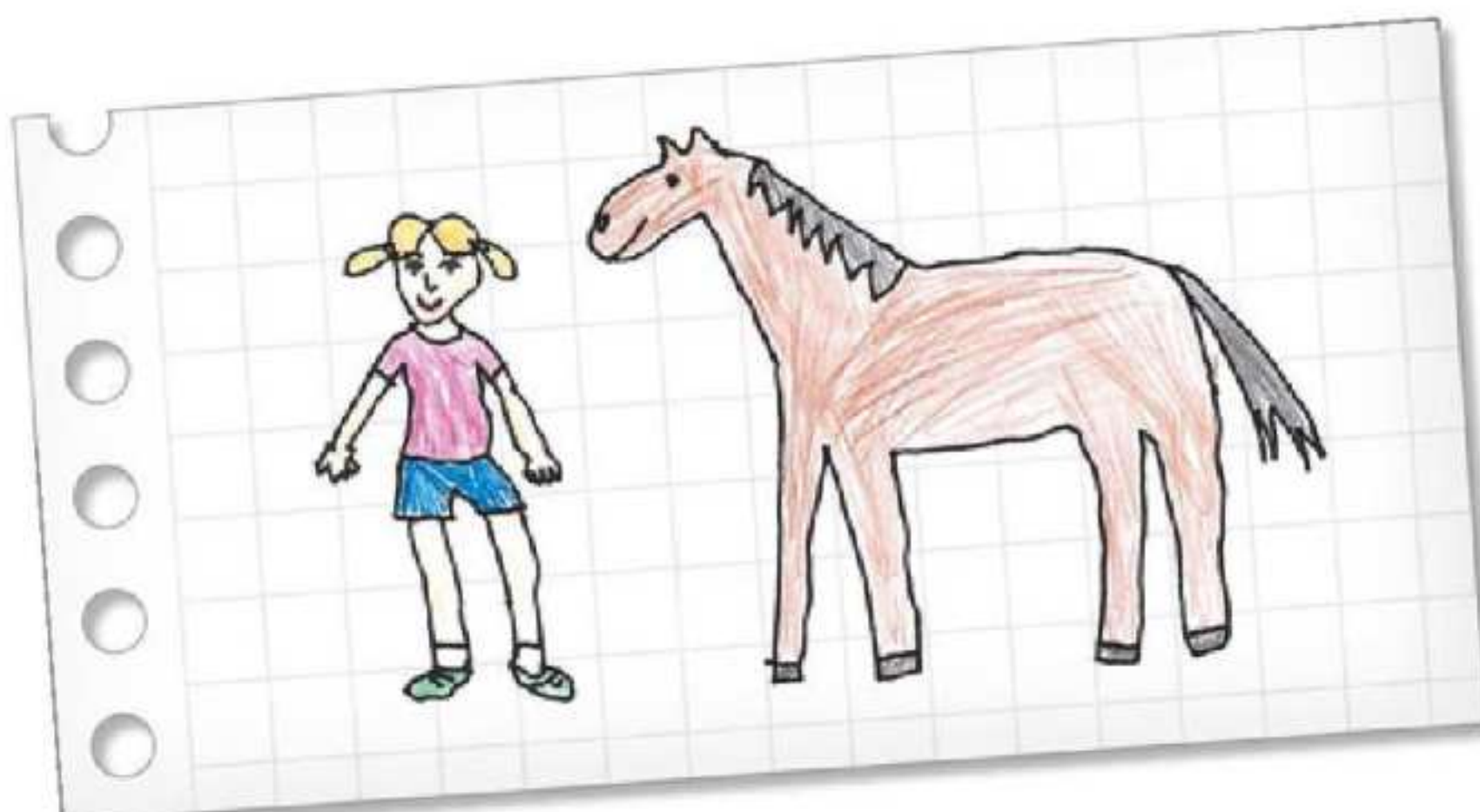


Jersey cow



British goat

- 4 Draw and write in your notebook. Say.



This is a Mucul pony.

Lesson 8

Unit review

1  1.55 Listen, find and point. Say the number. Repeat.

2 Write the words in your notebook.

sheep

duck

cow

dog

horse

hen

cat

goat

Example: 1. goat



3  1.56 Listen, read and match with your fingers. Say.

1 Yes, of course, Cat.

2 I'm going to get a boat.

3 Where are you going?



4  1.57 Listen, read and say.

chick

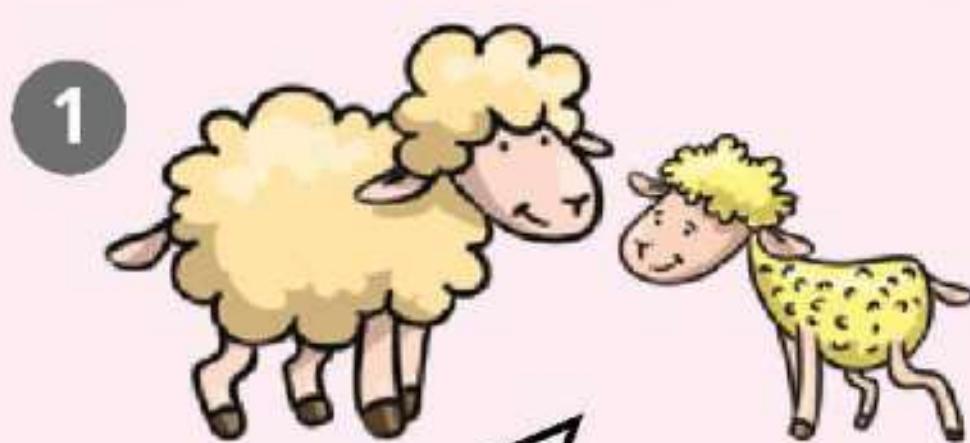
calf

foal

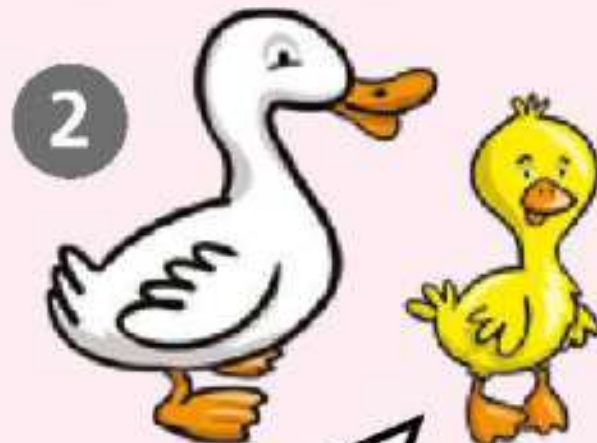
lamb

duckling

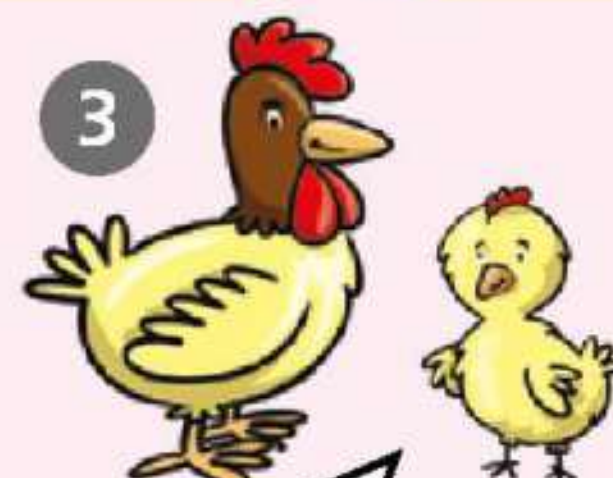
kitten



A sheep has got a ...



A duck has got a ...



A hen has got a ...



A cow has got a ...



A horse has got a ...



A cat has got a ...



Cumulative review

1 1.58 Listen, find and point.

2 Play *I spy* with *Bugs eye*.



3 Read, look and find. Say what's missing.

trousers

cat

shorts

calf

sheep

chick

4 1.59 Listen and read. Think and say your opinion of your work.

My work is OK!

My work is good!

My work is excellent!



Units
1 and 2
Review

Bugs board game



Unit 1

trousers

coat

T-shirt

shoes

shorts

skirt

jumper

Unit 2

sheep

cat

duck

cow

hen

goat

horse

A world of sounds

CLIL:
Our
world



1 2.1 Listen, point and repeat.

2 2.2 Listen, look and say.



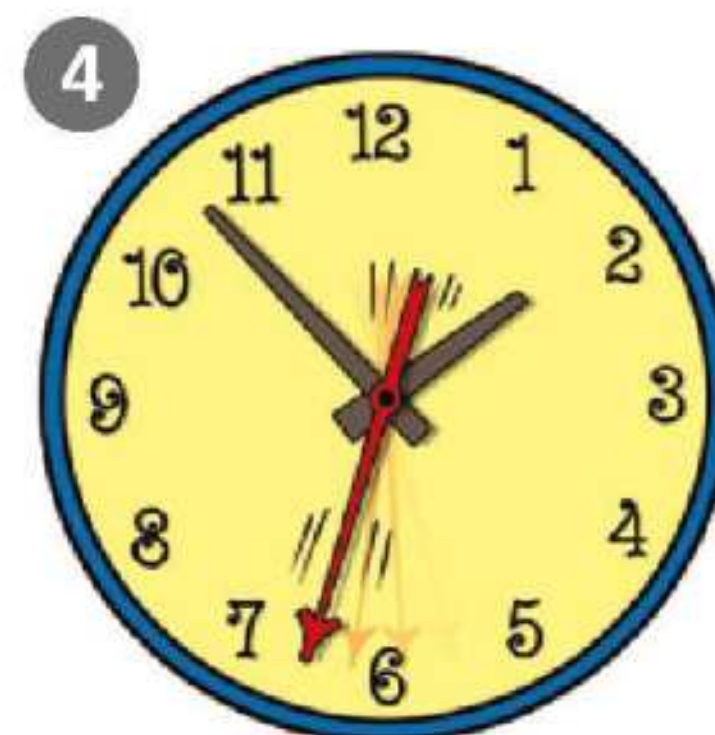
drum



guitar



bell



clock

Lucy's Lab – Find out about sound



3 Find out how to make a duck sound.



• Language: sound, guitar, drum, clock, bell; What's this sound?; It's (a bell).

3

Ant and Grasshopper

Lesson 1

1  2.5 Listen, look and point. Repeat. Read the words.



2  2.6 Listen and play Annie's album game.



kitchen



living room



bedroom



bathroom



toilet



dining room



hall

3  2.7 Listen, point and say Annie's chant. Repeat. Say.

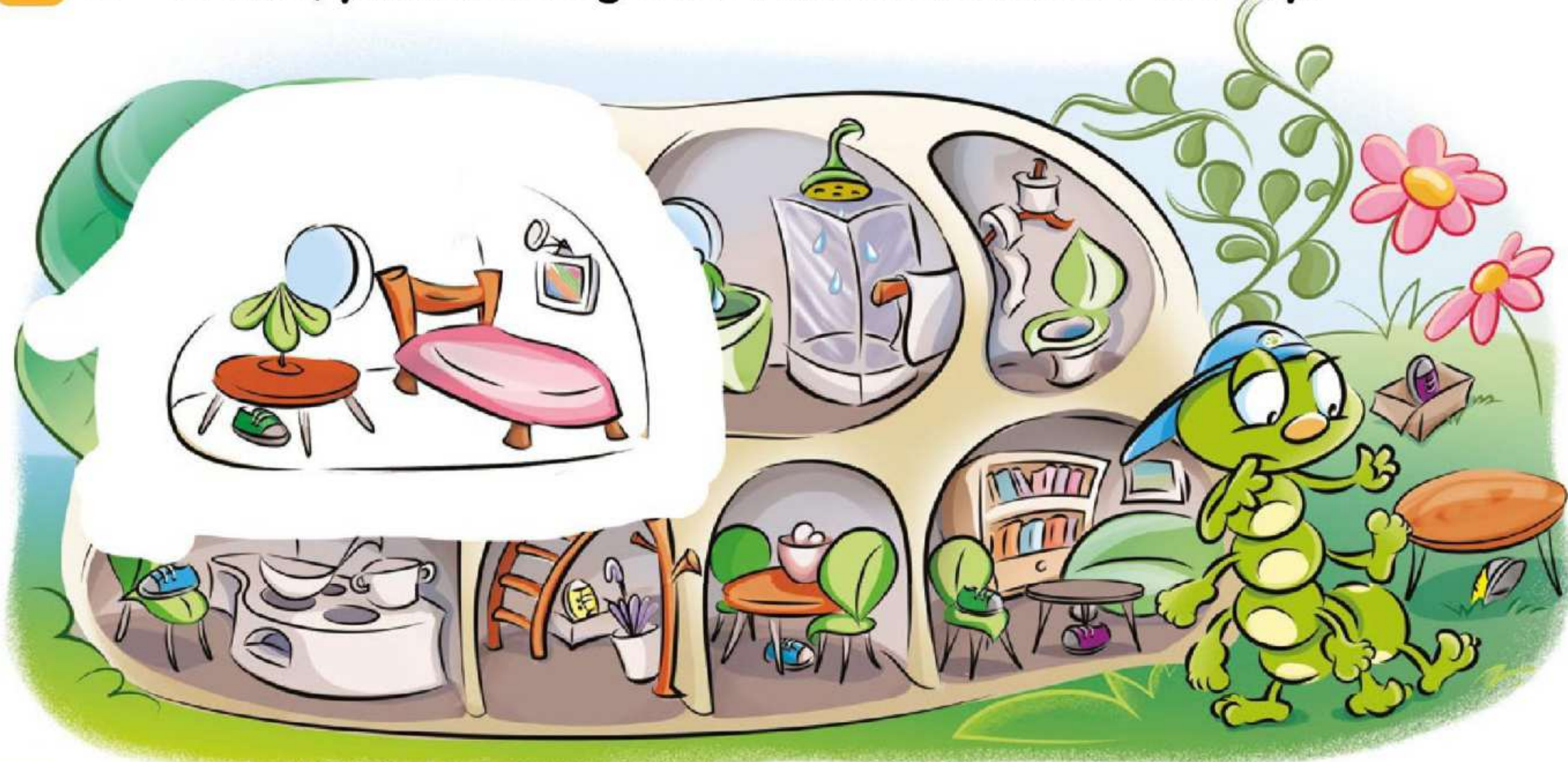
4 Play *Hide and seek*.



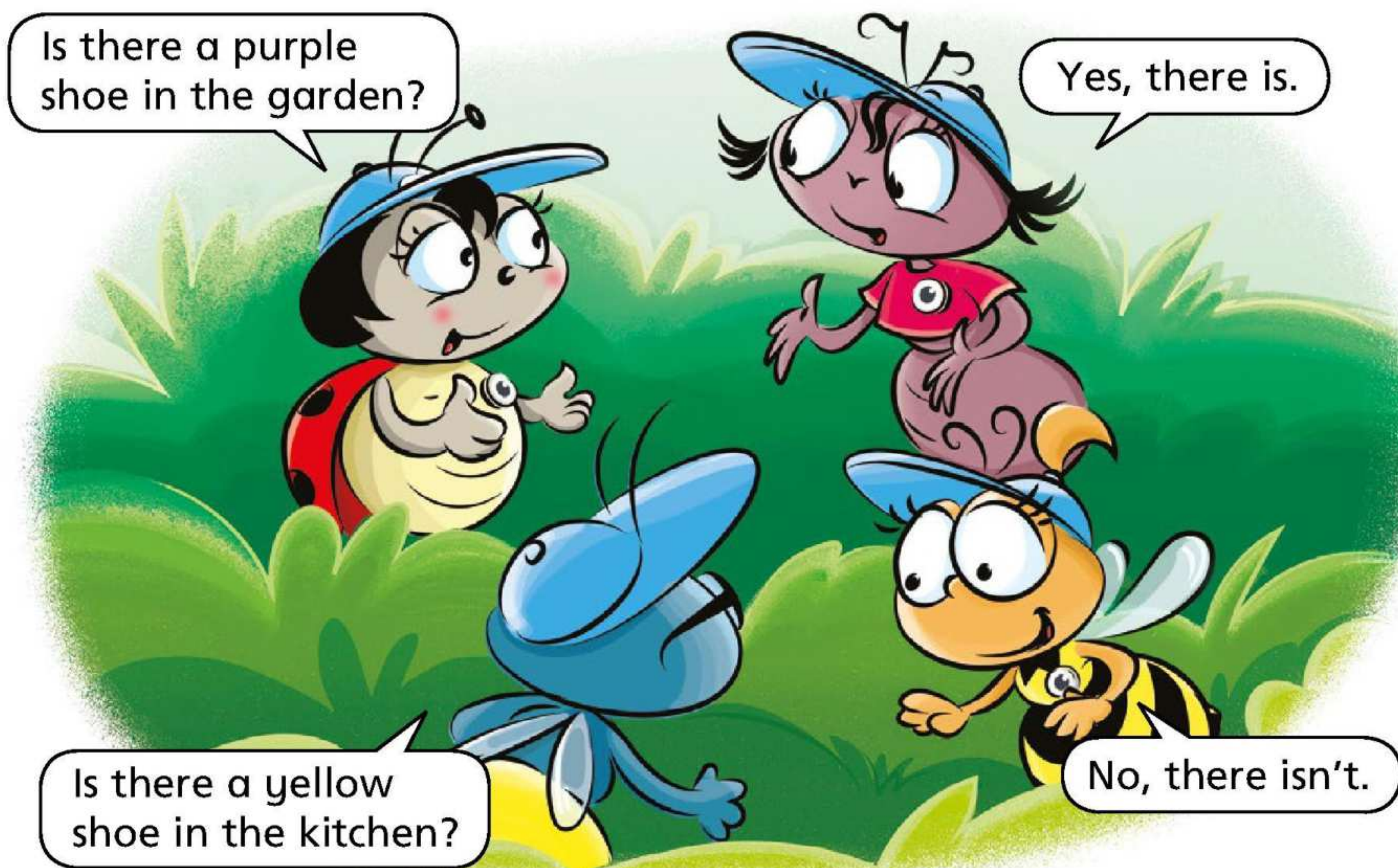
• **Language:** kitchen, bedroom, bathroom, dining room, living room, toilet, hall; Where's the (mouse)?
It's in the (kitchen).

Lesson 2

- 1 Look, find and count. Say.
- 2  2.8 Listen, point and sing *Colin's lost his shoes*. Ask and say.



- 3  2.11 Listen, read and find. Ask and say.



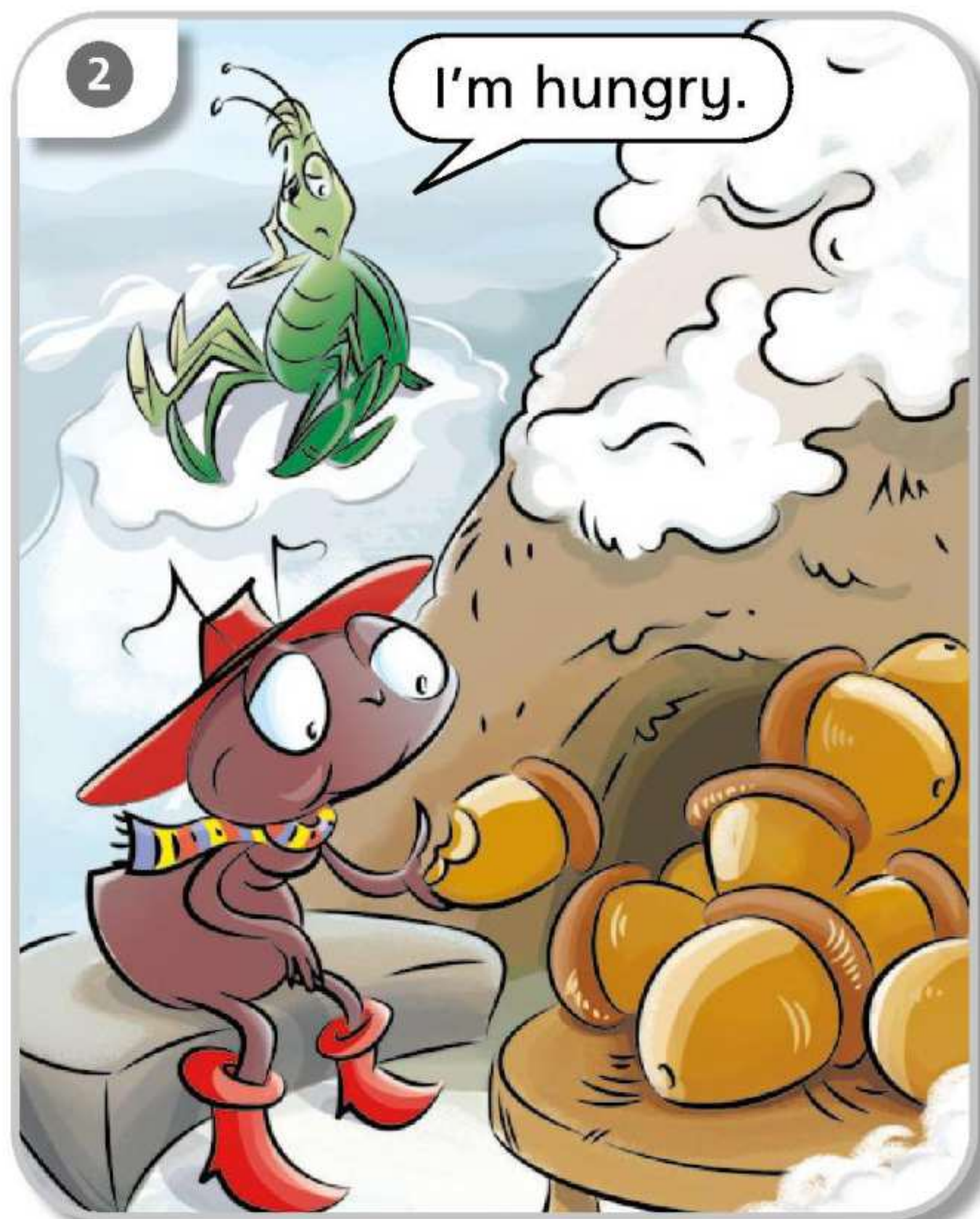
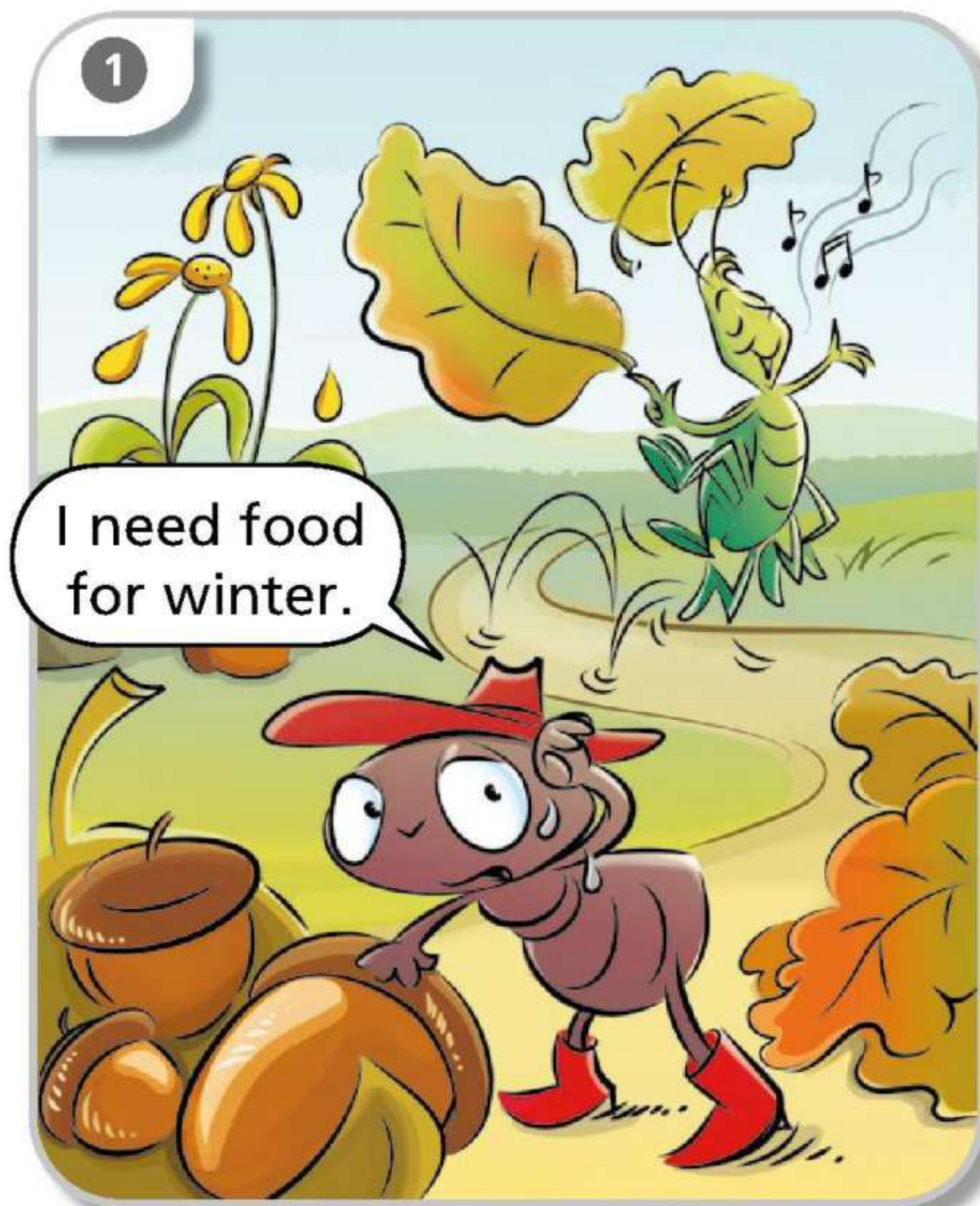
- 4 Make the mini-flashcards. Play *Colin's shoes*.



• **Language:** kitchen, dining room, living room, bedroom, bathroom, toilet, hall, garden; Is there (a shoe) in the (dining room)?; Yes, there is/No, there isn't; It's (in, on, under) the box.

Lesson 3

1  2.12 Listen to the story. Point.





2 2.13 Listen, read and think. Say.



3 Choose and draw in your notebook. Say.

• **Language:** living room, bedroom, kitchen, dining room, bathroom, hall; Is there an acorn in the (kitchen)?; Yes, there is; It's (in, on, under) the (fridge).

Lesson 4

1 Listen and respond to the words.

2 Read, match with your fingers and say. Write the words in your notebook.

bathroom kitchen bedroom dining room living room hall

Example: 1. bedroom



3 Listen, point and sing *Find the acorns*. Act out the song.

4 Read and match with your fingers. Ask and say.

5 Listen, read and say the *Bug twister!*

Is there an acorn in the kitchen?

Is there an acorn in the bedroom?

Is there an acorn in the living room?

a

b

c



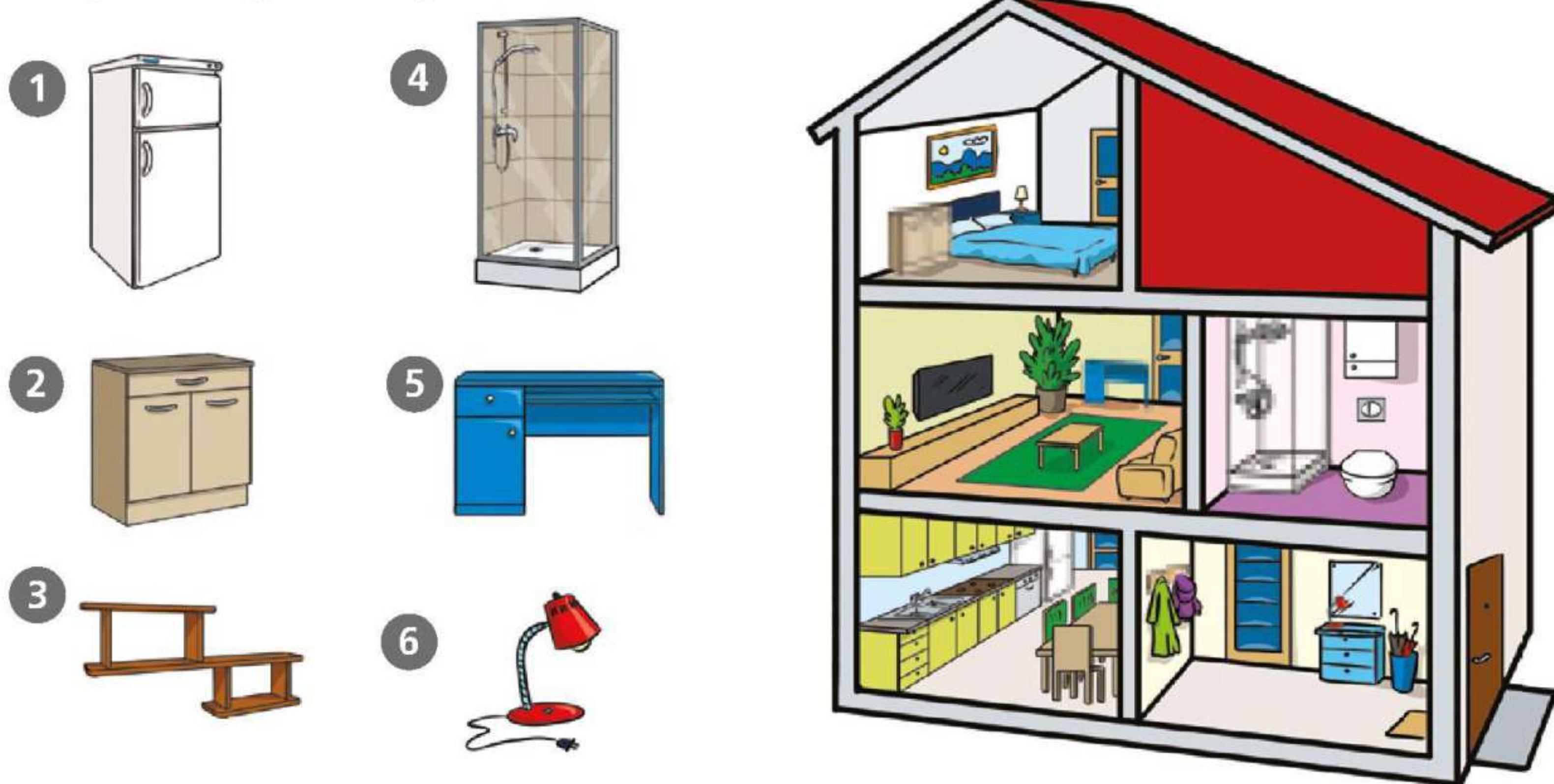
• **Language:** bedroom, kitchen, bathroom, dining room, living room, hall; Is there an acorn in the (dining room)?; Yes, there is. It's (in, on, under) the (bed).

Lesson 5

1  2.19 Listen and point. Read and repeat.

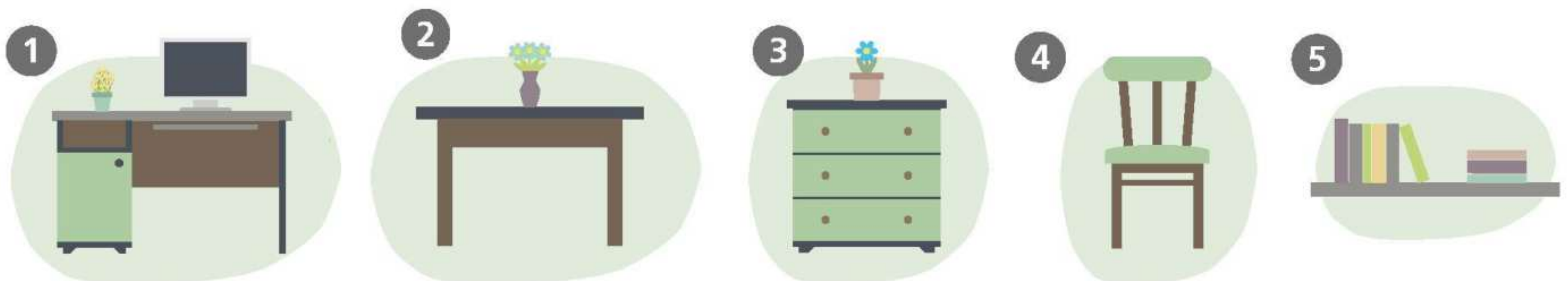


2  2.20 Listen to the chant *There's a fridge in the kitchen.* Match with your fingers. Repeat.



3 Play *The house memory game*.

4 Look, ask and say.



Is there a desk in your bedroom?

No, there isn't.

Lesson 6

1  2.21 Listen, find and point. Say.



2 Think and say.



In my treehouse, there's a ...

3 Make the plan of a castle. Say.



4 Create your ideal home in the castle. Talk about your plan.



5 Look and say.

- **Language:** castle, treehouse, houseboat; fridge, cupboard, shelf, shower, desk, lamp; In my (castle) there's (a bedroom); There's (a cupboard) in the (living room).

Lesson 7

- 1  2.22 Listen and say the chant *In a dark, dark wood.*



- 2  2.23 Listen to the dialogue. Repeat. Act out.

- 3  2.24 Listen, find and point.



cottage



flat



house

- 4 Draw and write in your notebook. Say.



I live in a flat.

Lesson 8

Unit review

1  2.25 Listen, find and point. Say the number. Repeat.

2 Write the words in your notebook. Ask and say.

bedroom bathroom living room garden dining room hall toilet kitchen

Example: 1. dining room



3  2.26 Listen, read and match with your fingers. Ask and say.

- 1 Is there an acorn in the kitchen?
- 2 Is there an acorn in the bedroom?
- 3 Is there an acorn in the living room?



4  2.27 Listen, read and say.

fridge cupboard shelf shower desk lamp

There's a ...



Go to Gary's picture dictionary on page 82.





Cumulative review

1 2.28 Listen, find and point.

2 Play *I spy* with *Bugs eye*.



3 Read, look and find. Say what's missing.

bedroom

coat

fridge

desk

duck

hall

4 2.29 Listen and read. Think and say your opinion of your work.

My work is OK!

My work is good!

My work is excellent!



4 Crocodile tears

Lesson 1

1  2.30 Listen, look and point. Repeat. Read the words.



2  2.31 Listen and play Annie's album game.



ear



tummy



tooth



neck



back



finger



toe

3  2.32 Listen, point and sing Annie's song. Act out.



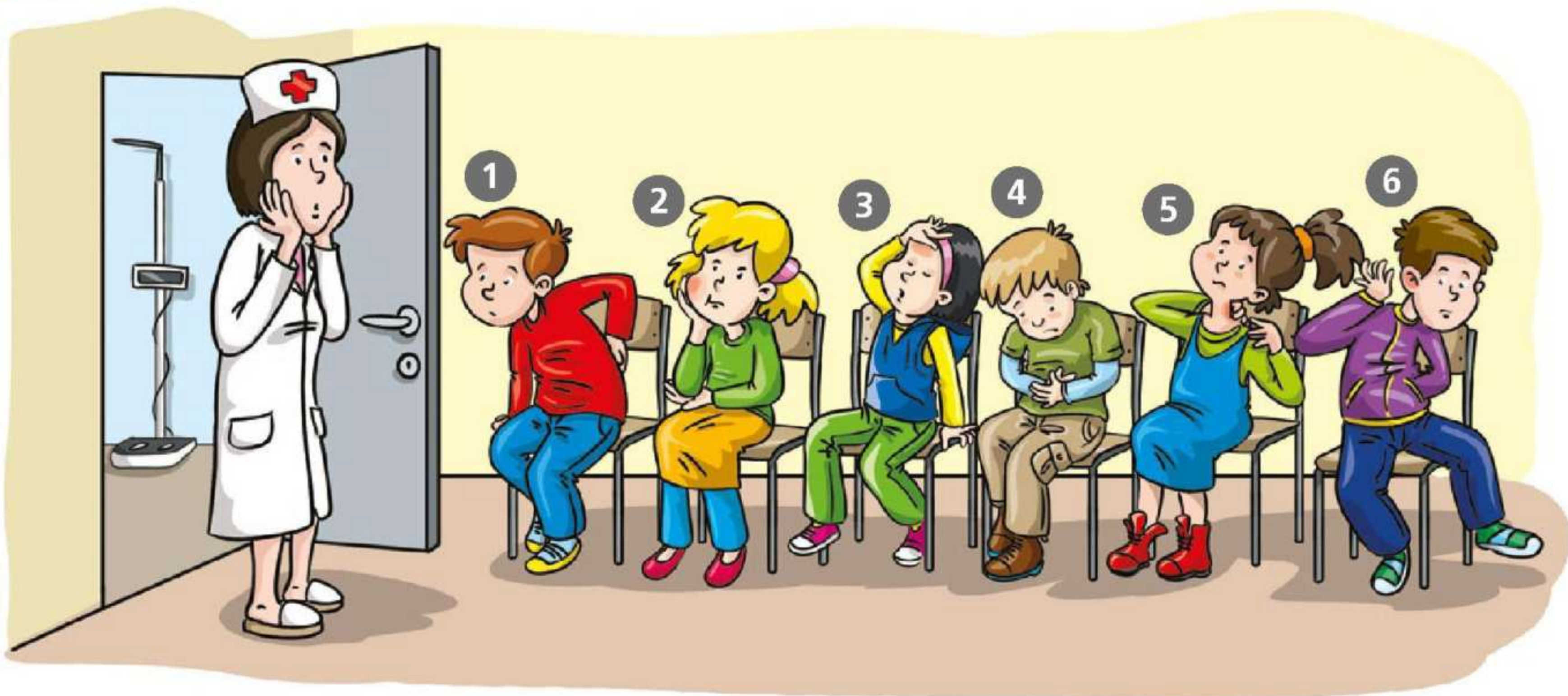
4 Play Annie says.

• Language: ears, tummy, tooth, neck, back, fingers, toes; nose, eyes, mouth, arms, legs; Keep moving; Touch your (tummy).

Lesson 2

1 Look, find and say.

2  2.33 Listen, point and sing *What's the matter?* Say.



3  2.36 Read, ask and say. Listen and check.



4 Make the mini-flashcards. Play *What's the matter?*



• Language: head, neck, back, tooth, ear, tummy, fingers, toes; *What's the matter?*; *I've got (a back) ache.*

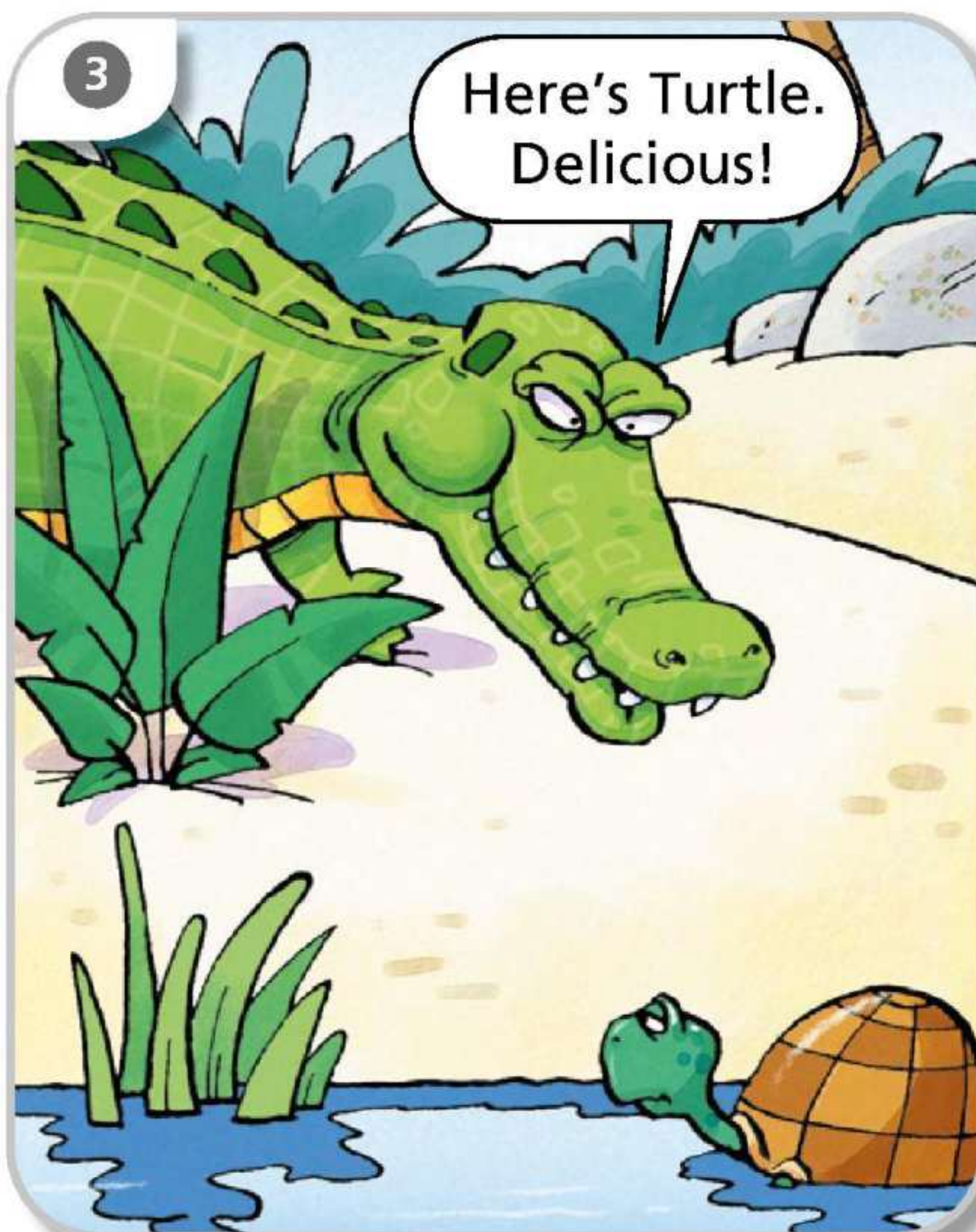
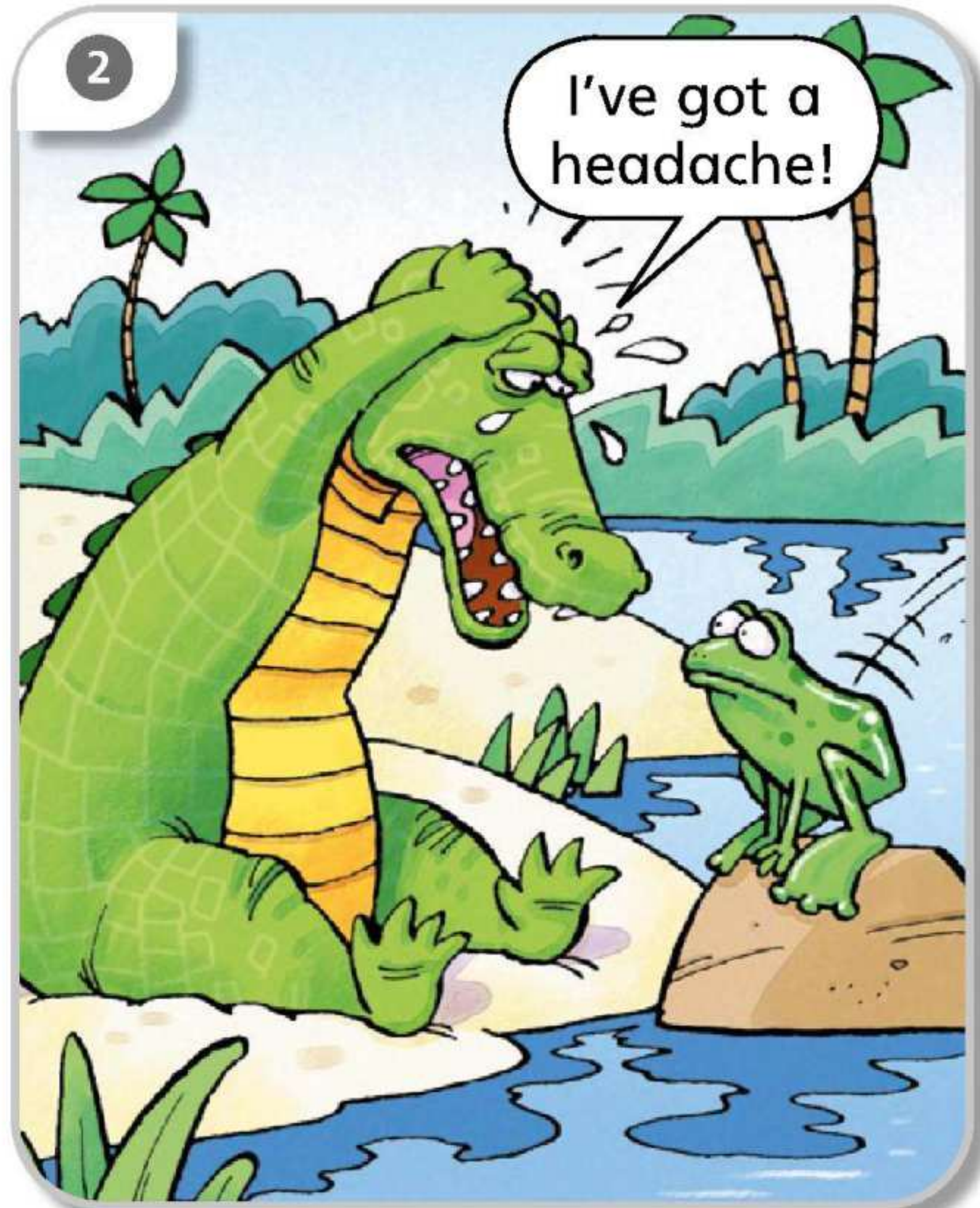
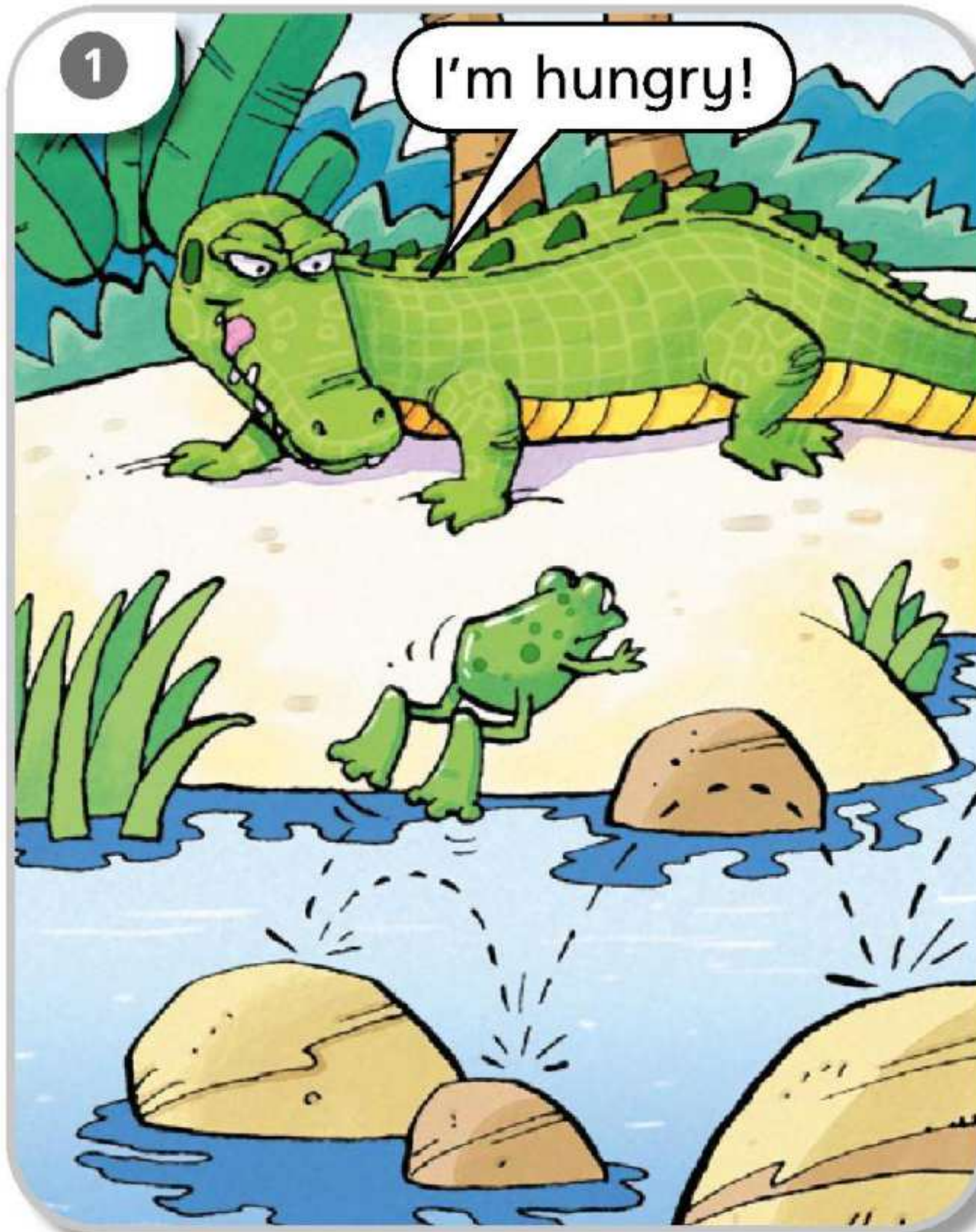
Lesson 3

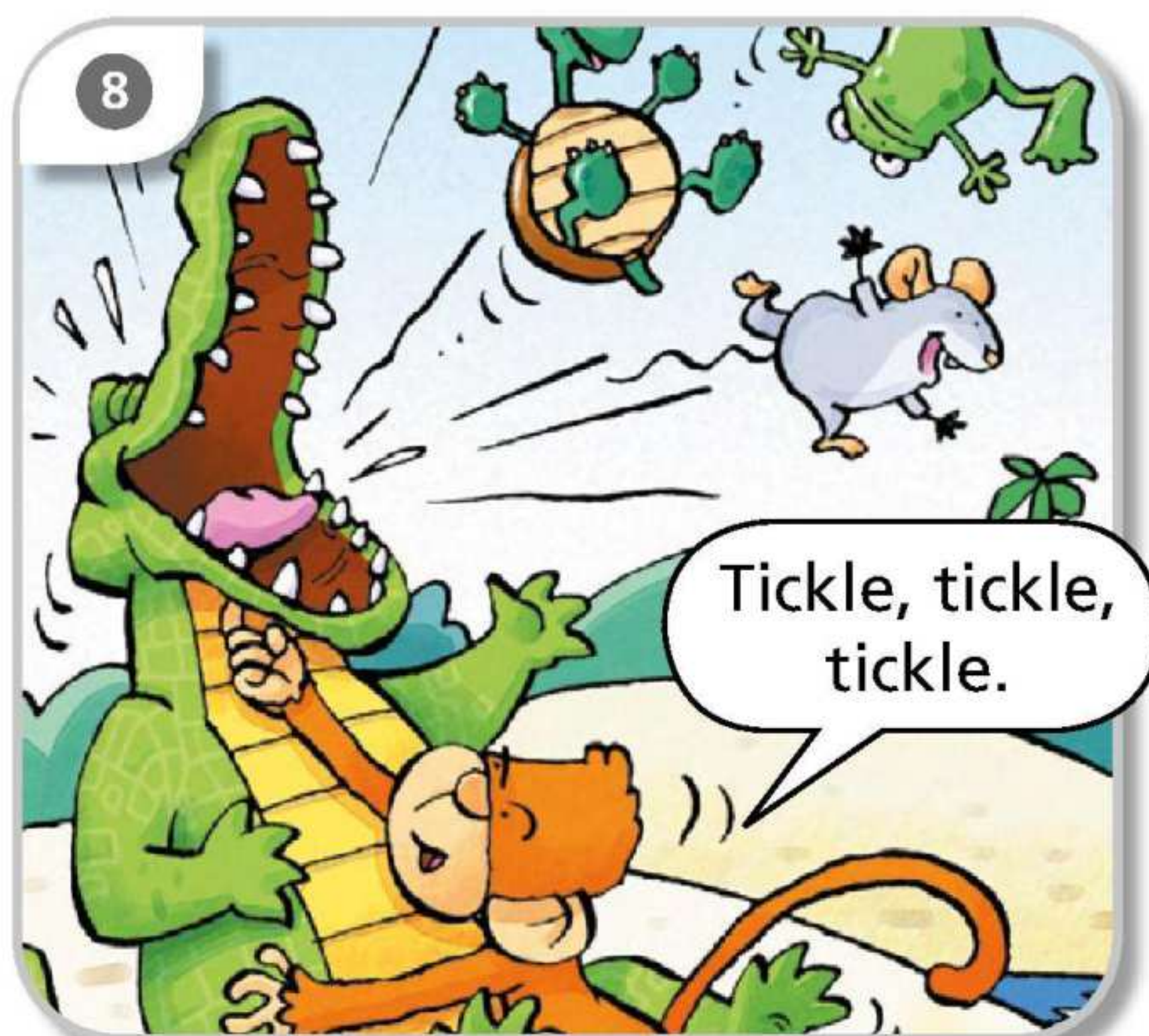
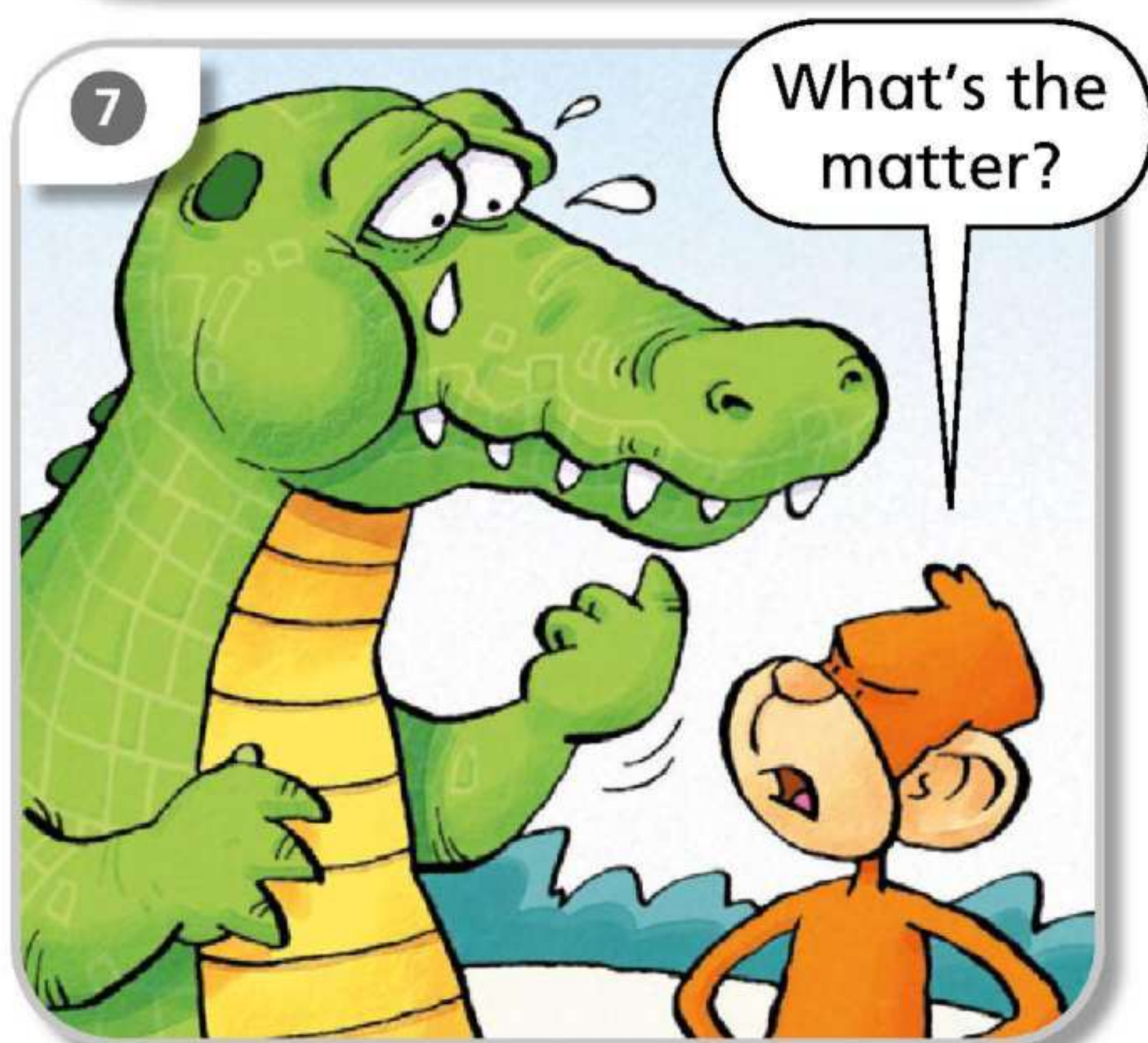
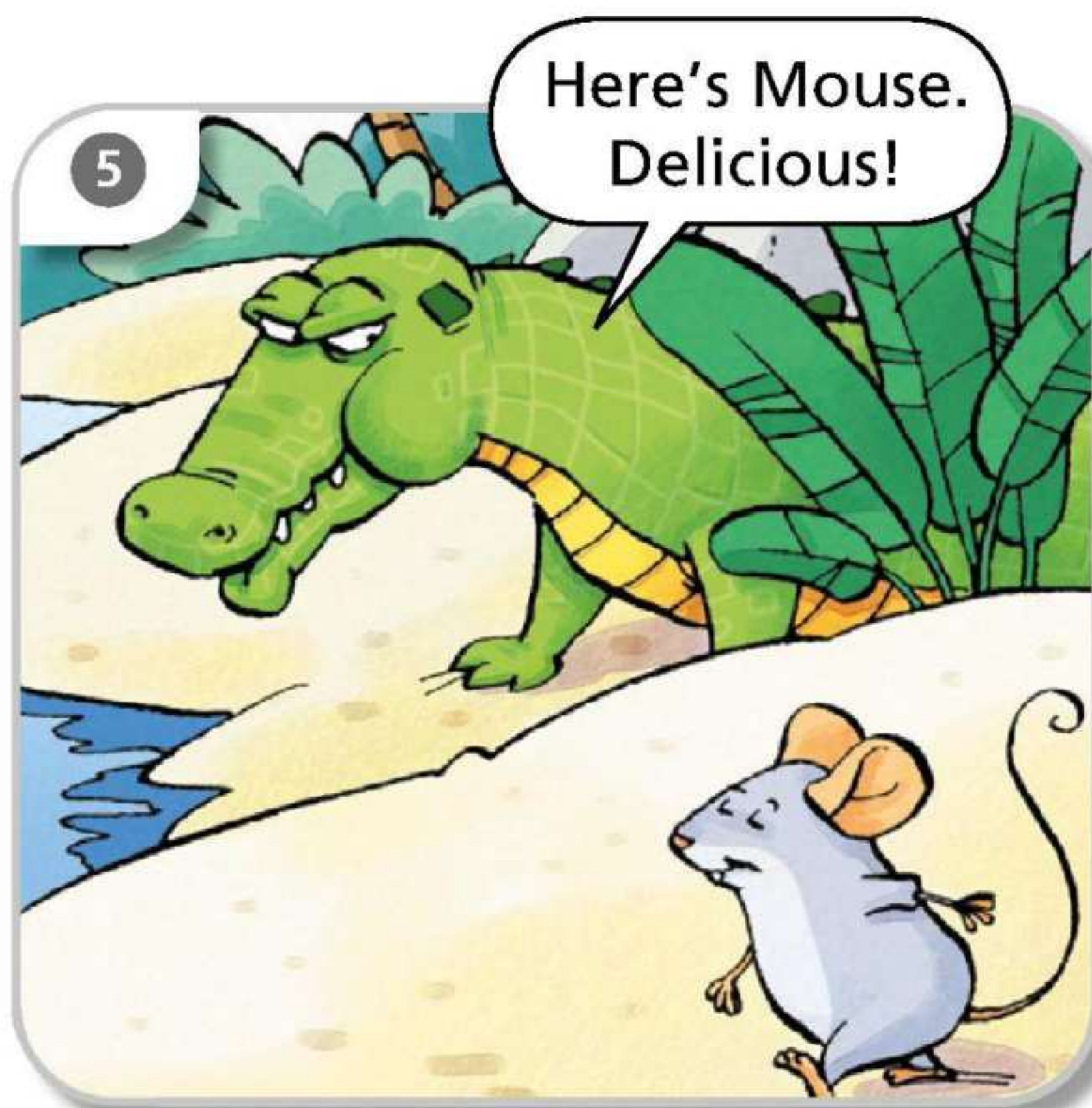
Let's read a story!



1

2.37 Listen to the story. Point.





2 2.38 Listen and count. Read, think and say.



3 Choose and draw in your notebook. Say.

• **Language:** headache, tummy ache, earache, toothache; crocodile, turtle, mouse, frog, monkey; What's the matter?; I've got (a toothache).

Lesson 4

1  2.39 Listen and respond to the words.

2 Read, match with your fingers and say. Write the words in your notebook.

back

neck

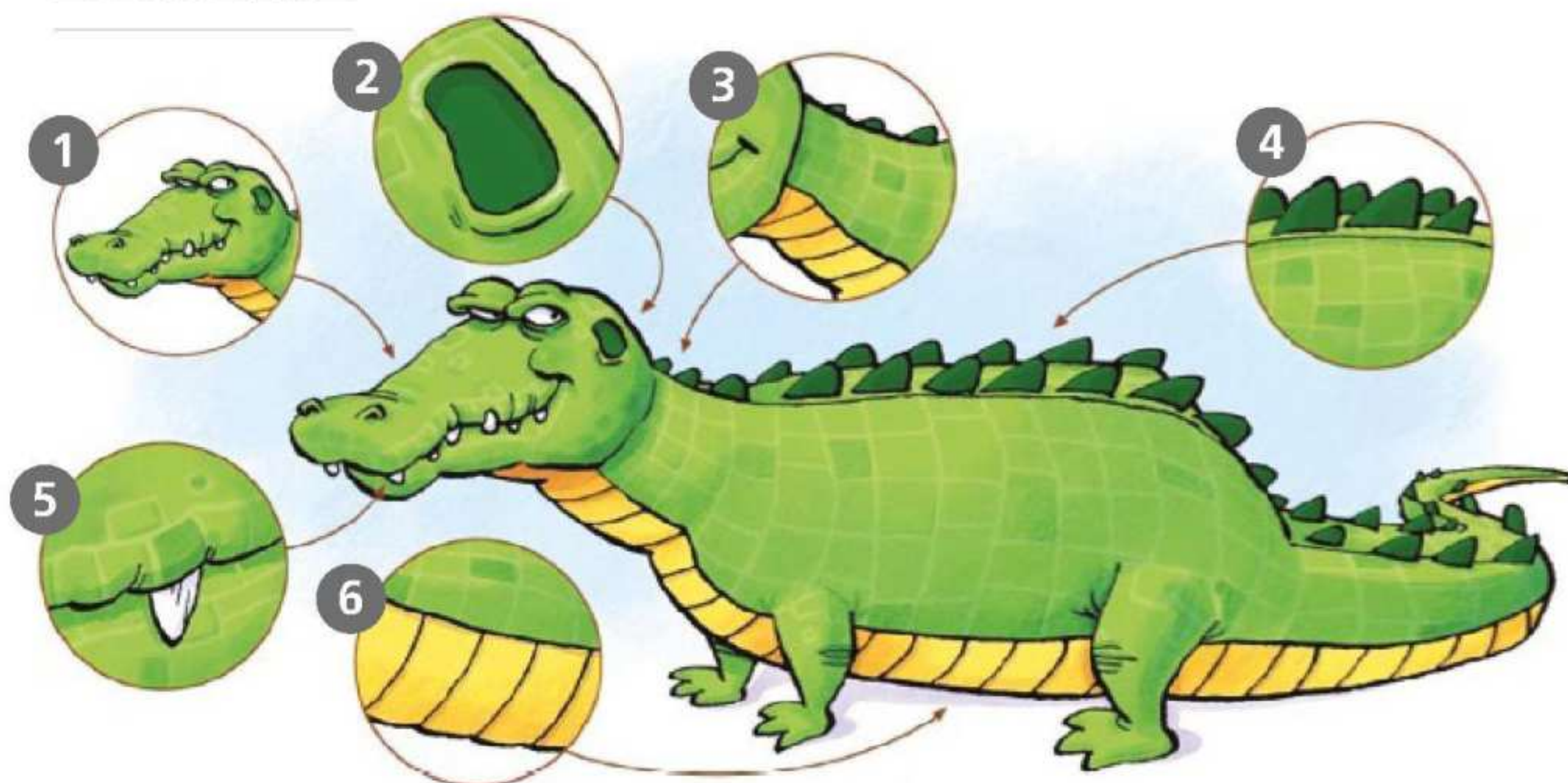
head

tooth

tummy

ear

Example: 1. head



3  2.40 Listen, point and sing *Snap, snap, snap!* Act out the song.

4 Look and read. Match with your fingers and say.

5  2.43 Listen, read and say the *Bug twister!*

What's the matter?

What's the matter?

What's the matter?



I've got a ...

I've got an ...

I've got a ...



I've got a terrible toothache and a terrible tummy ache.



• Language: head, neck, tummy, ear, tooth, back; What's the matter?; I've got (a tummy) ache.

Lesson 5

1 Listen and point. Read and repeat.



tired



hot



cold



hungry



thirsty



bored

2 Listen to the *Oh, dear. Look at you!* chant and point. Repeat. Act out.



3 Play A drama game.

4 Ask, say and guess.



What's the matter?

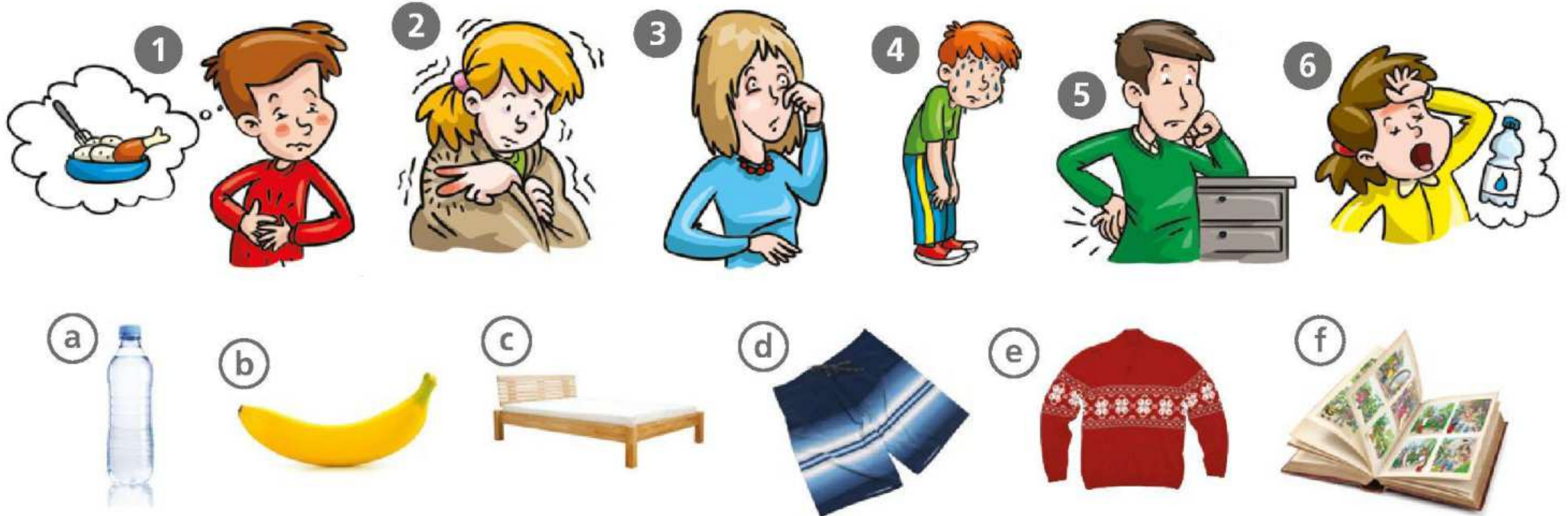
I'm hungry.

• **Language:** tired, hot, cold, hungry, thirsty, bored; head, back, tummy, legs, fingers; What's the matter?; I'm (tired).; My (head) hurts.

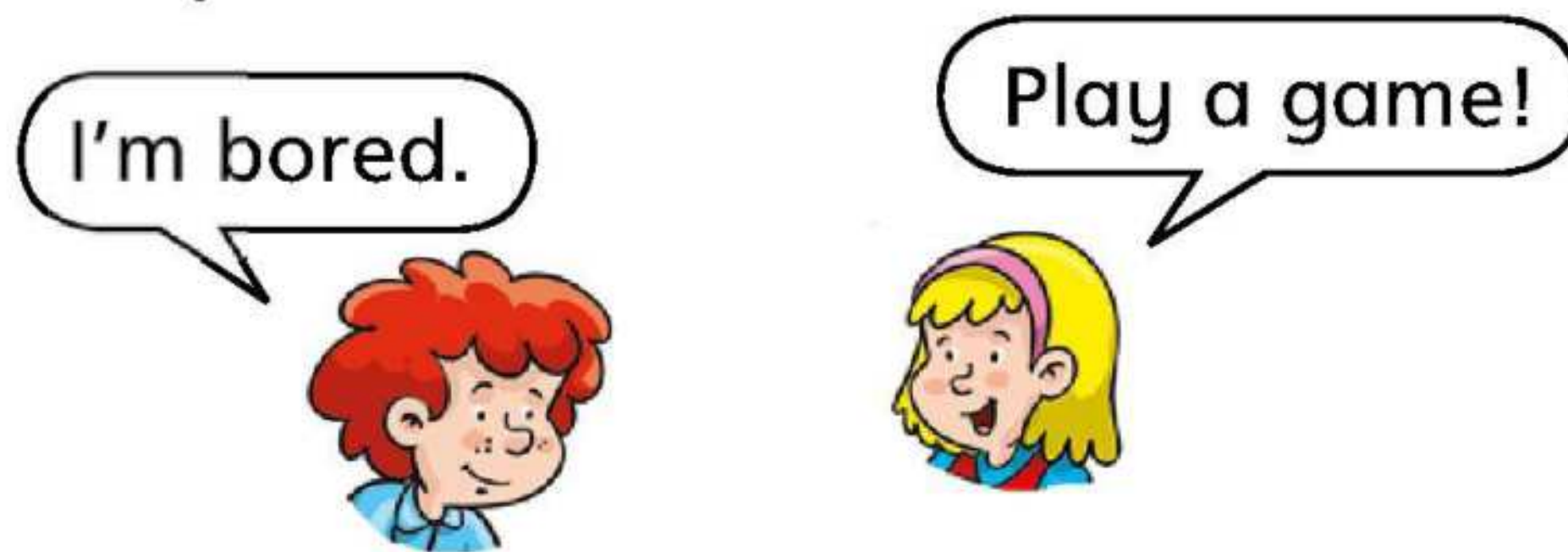
Lesson 6

Thinking skills
**RESPONDING
APPROPRIATELY**

1 Listen, look and match with your fingers.



2 Think and say.



3 Make the feelings cards. Say.



4 Play the *Feelings* game.

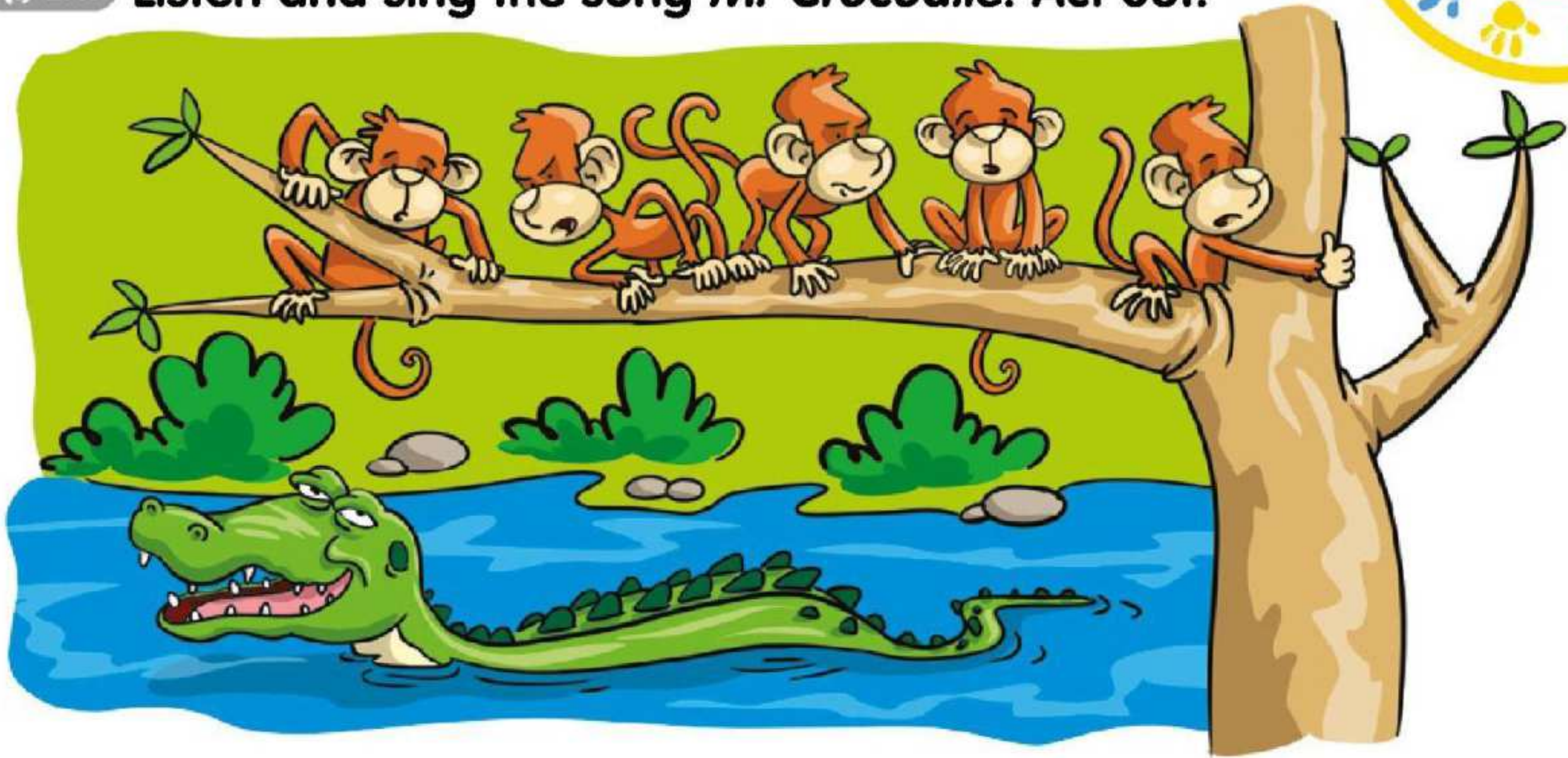


5 Talk about you.

• Language: hungry, cold, hot, tired, thirsty, bored; What's the matter?; I'm (hungry); Have (a banana).

Lesson 7

1 Listen and sing the song *Mr Crocodile*. Act out.



2 Listen to the dialogue. Repeat. Play *Can we cross the river, Mr Crocodile?*

3 Listen, find and point.



hide and seek



hopscotch



tag

4 Draw and write in your notebook. Say.



My favourite game
is zbijak.

Lesson 8

Unit review

1 2.50 Listen, find and point. Say the number. Repeat.

2 Write the sentences in your notebook.

back

neck

tummy

ear

tooth

head

Example: 1. I've got an earache.

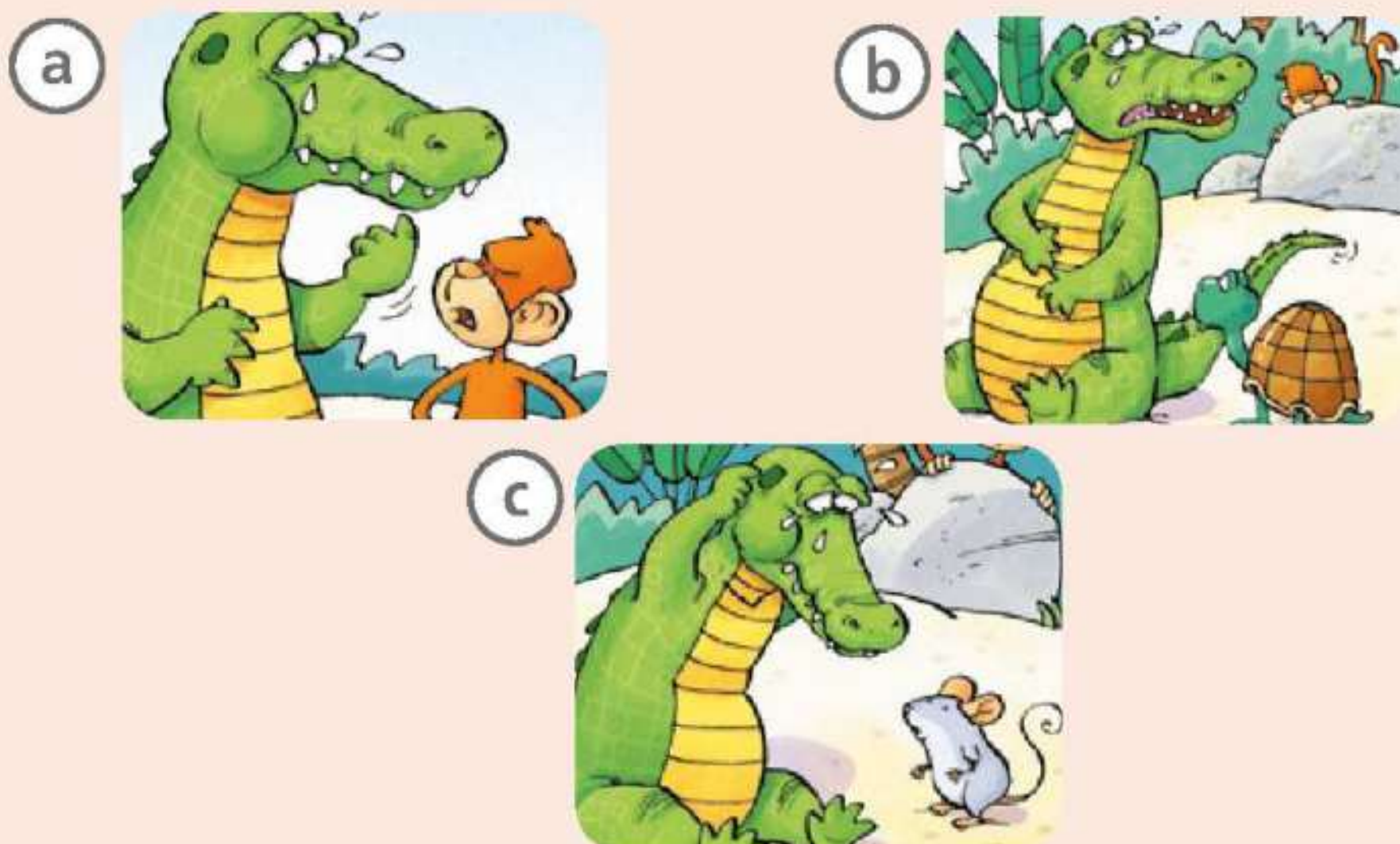


3 2.51 Listen, read and match with your fingers. Ask and say.

1 I've got a tummy ache.

2 I've got an earache.

3 I've got a toothache.



4 2.52 Listen, read and say.

tired

hot

hungry

cold

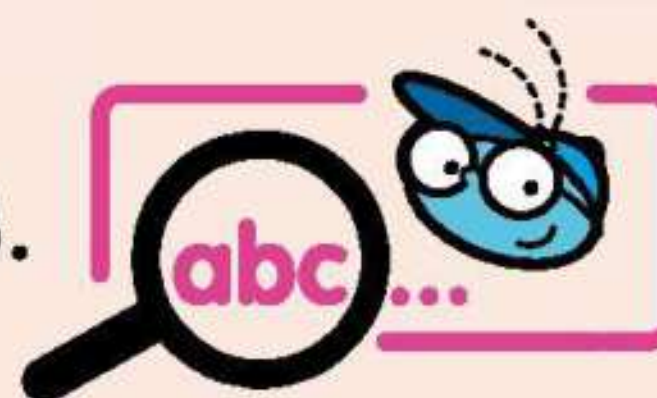
thirsty

bored

I'm ...



Go to Gary's picture dictionary on page 83.



- 2** Play *I spy* with Bugs eye.



coat

- 4**  2.54 **Listen and count. Read, think and say.**

Units
3 and 4
Review

Bugs board game

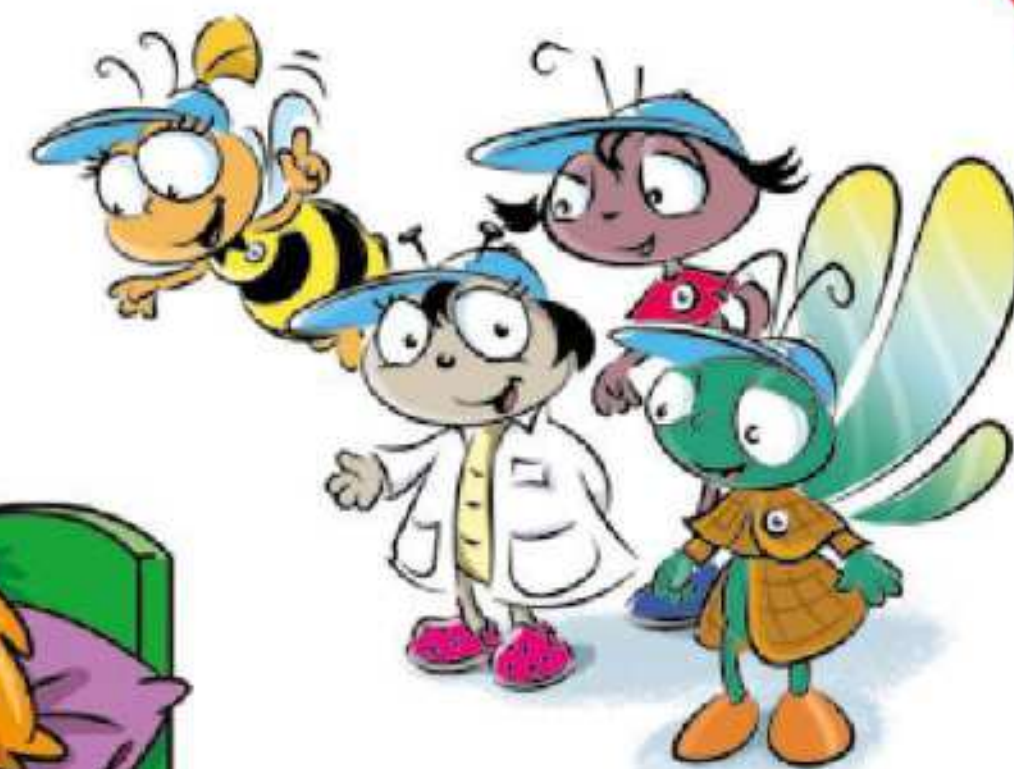


A world of healthy living

CLIL:
Our
world

1  3.1 Listen, point and repeat.

2  3.2 Listen, look and say.



eat well



sleep well



do exercise



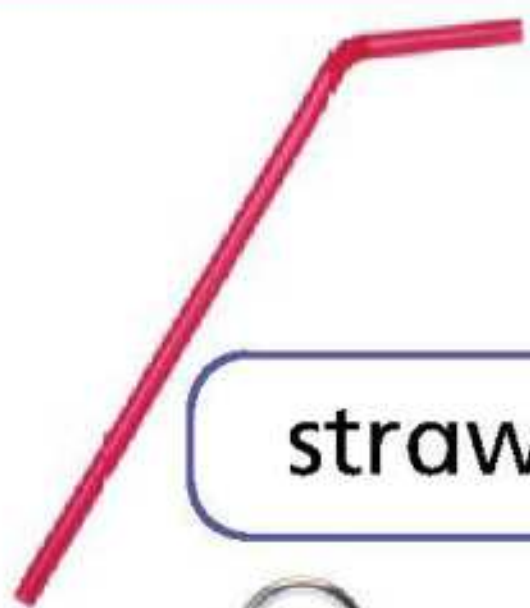
drink water

Lucy's Lab – Find out about health

3 Find out about your heart.



plasticine



straw



tape



timer



5 The Wild Wasps

Lesson 1

1  3.5 Listen, look and point. Repeat. Read the words.



2  3.6 Listen and play Annie's album game.



soup



salad



pizza



cabbage



chips

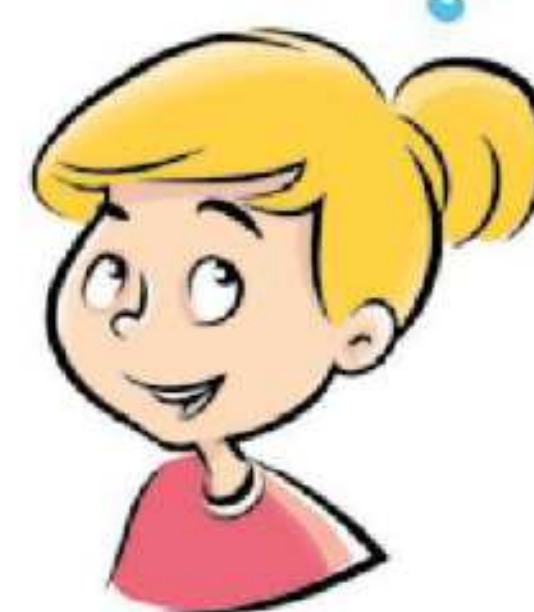


meatballs



pasta

3  3.7 Listen, point and say Annie's chant. Do this  or this . Repeat.



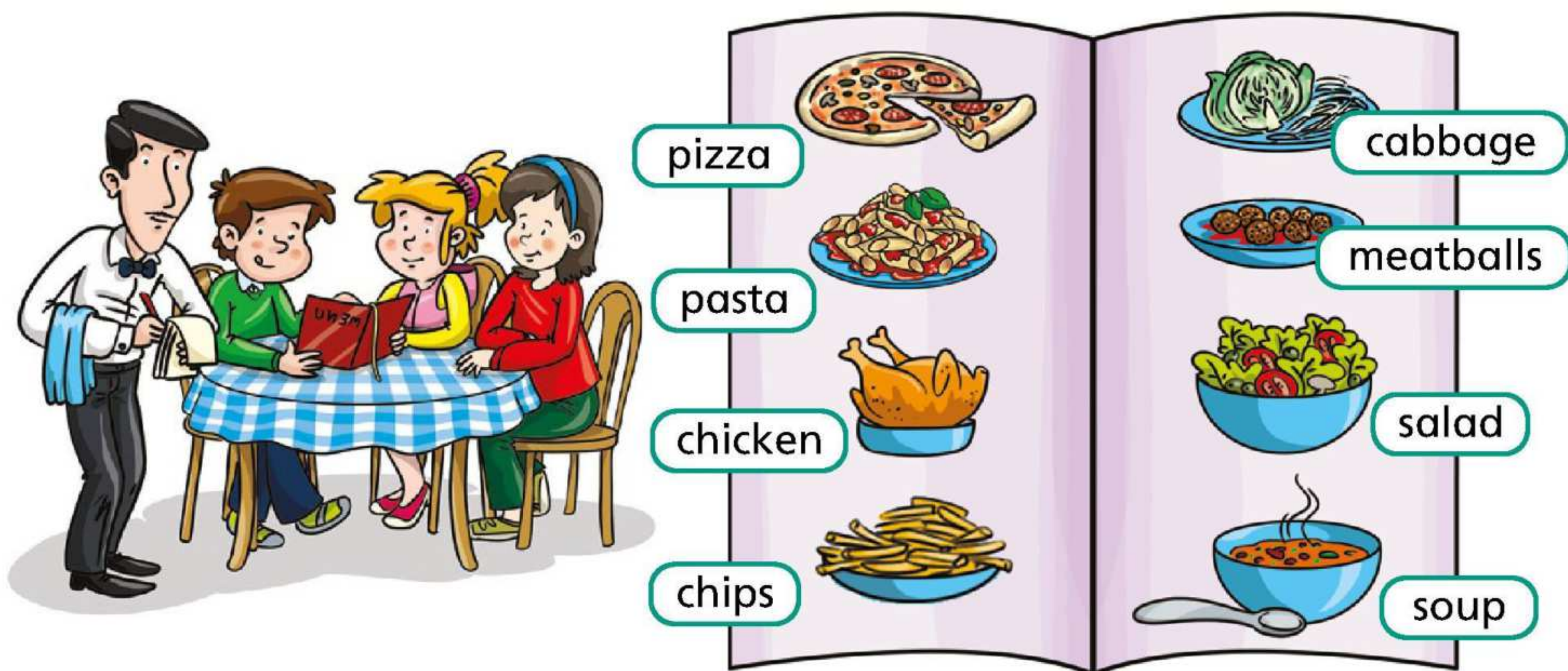
4 Play Repeat if it's true.

• Language: soup, salad, pizza, cabbage, chips, pasta, meatballs; Do you like (soup)?; Yes, I do/No, I don't; I like (salad); I don't like (meatballs).

Lesson 2

1 Look, find and say.

2  3.8 Listen, point and sing *What's on the menu today?* Ask and say.



3  3.11 Listen, read and match with your fingers. Ask and say.

1 Can I have some soup, please?

2 Can I have some pasta, please?

3 Can I have some chicken, please?



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



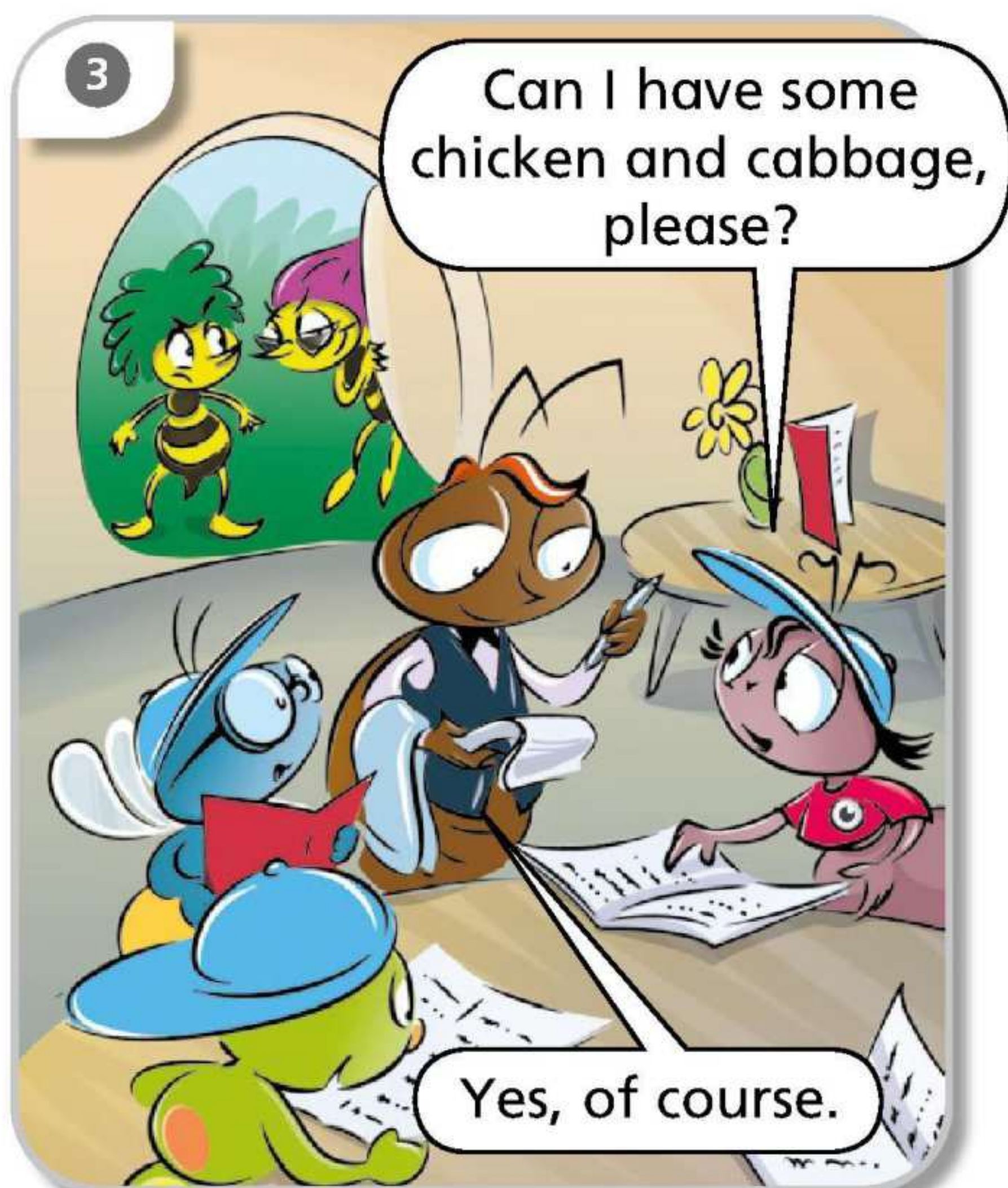
• **Language:** soup, salad, pizza, cabbage, chips, pasta, meatballs, chicken; *What's on the menu?; There's (soup and salad); Can I have some (chicken), please? Yes, of course.*

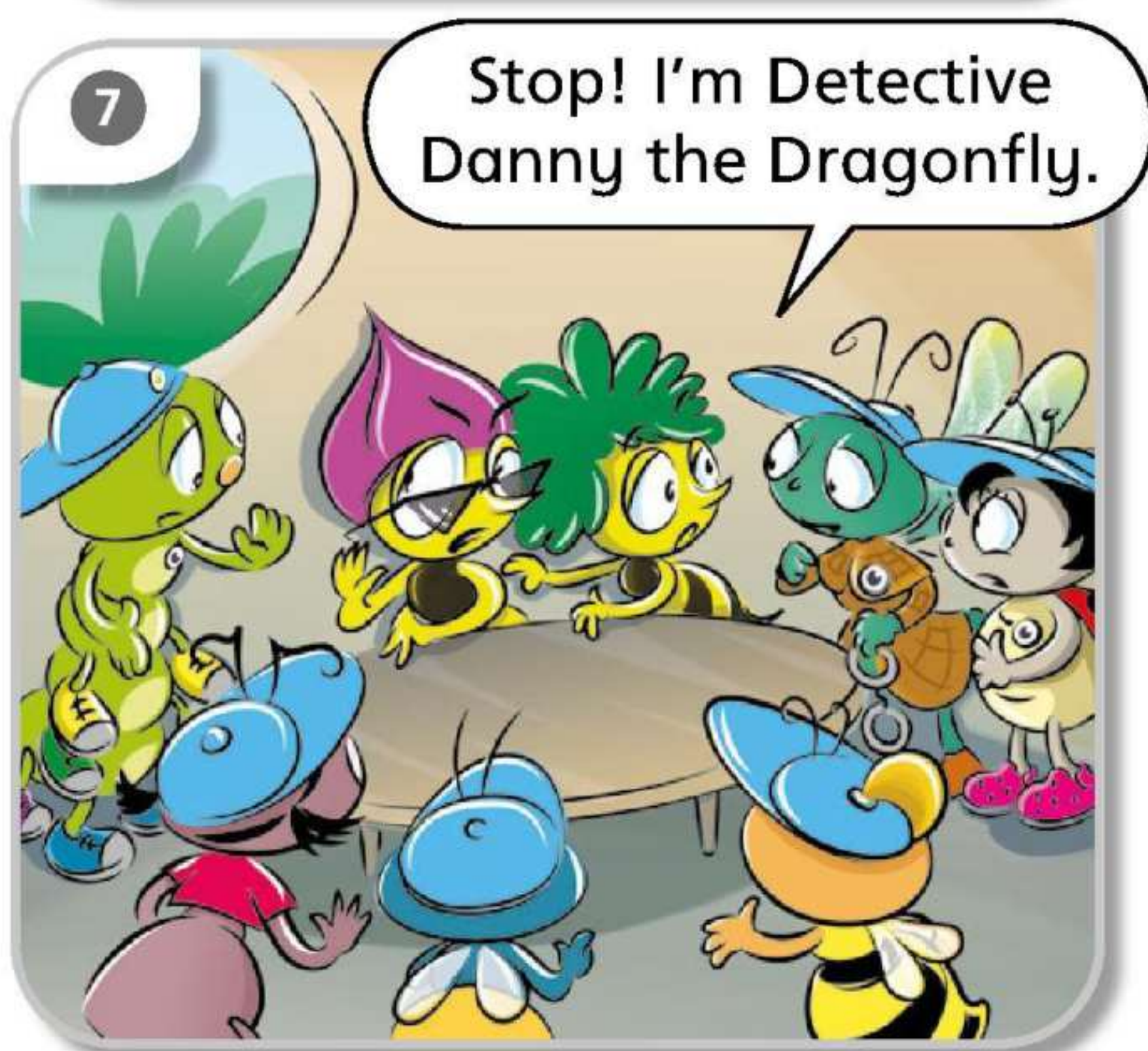
Lesson 3

1

3.12

Listen to the story. Point.





2 3.13 Listen and count. Read, think and say.



3 Imagine and draw in your notebook. Say.

• **Language:** soup, salad, pizza, cabbage, chips, pasta, meatballs, chicken; Can I have some (chicken)?; Yes, of course; Here you are; Thank you.

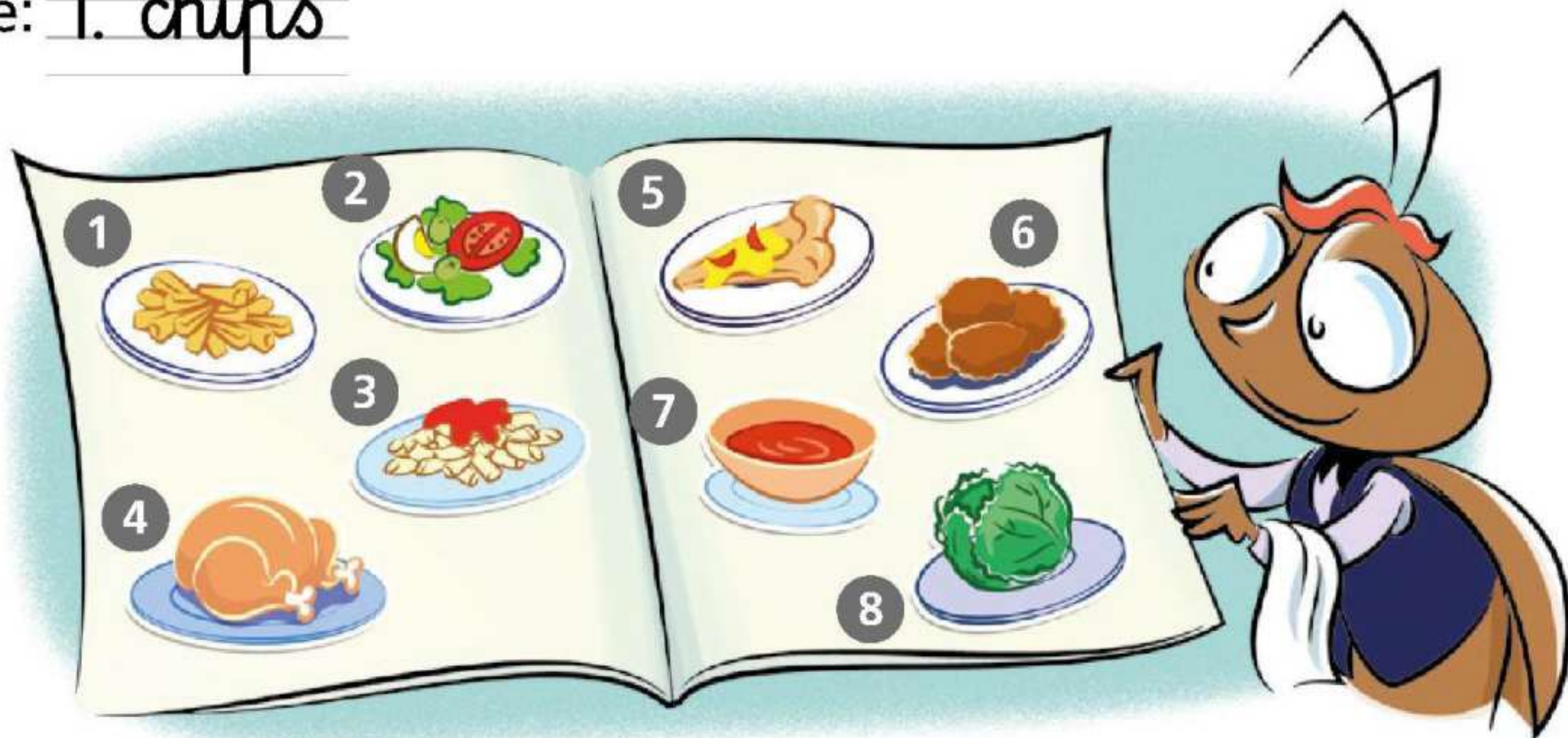
Lesson 4

1 Listen and say the missing words.

2 Read, match with your fingers and say. Write the words in your notebook.

soup salad pizza cabbage chips pasta meatballs chicken

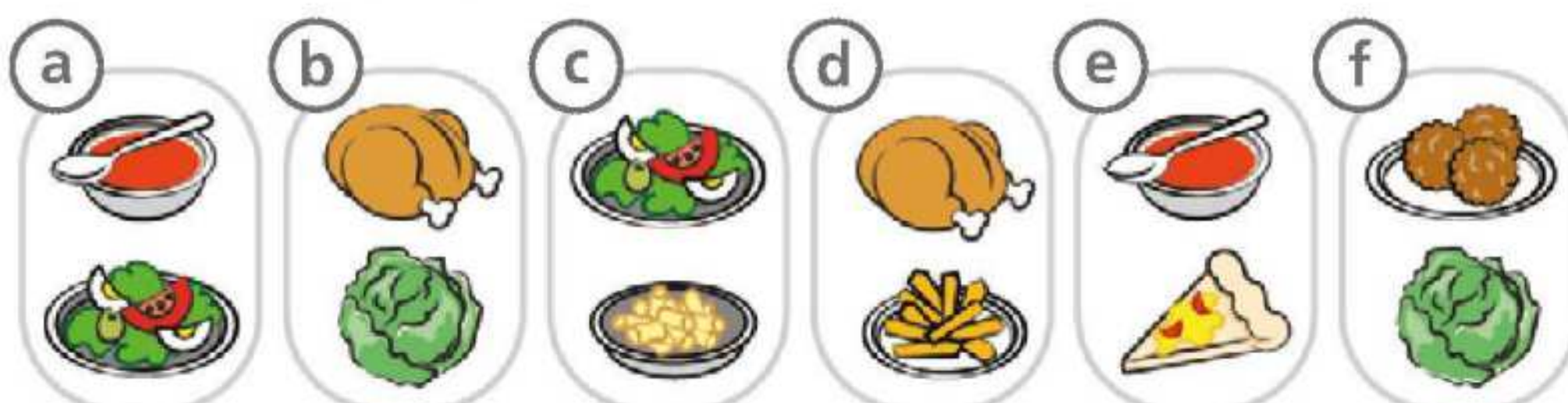
Example: 1. chips



3 Listen, point and sing *The Wild Wasps* song. Say. Act out.

4 Look, read and match with your fingers. Say.

Can I have some meatballs and cabbage, please?



5 Listen, read and say the *Bug twister!*

We're the Wild Wasps and we want some water!



• Language: soup, pizza, chicken, chips, cabbage, pasta, salad, meatballs; Can I have some (soup), please?; Here you are; Thank you.

Lesson 5

1  3.19 Listen and point. Read and repeat.



breakfast



lunch



tea



dinner



snack

2  3.20 Listen to the *Munch, munch, munch!* chant and point. Repeat. Act out.



3 Play *Breakfast, lunch or dinner.*

4 Look and say. Talk about you.



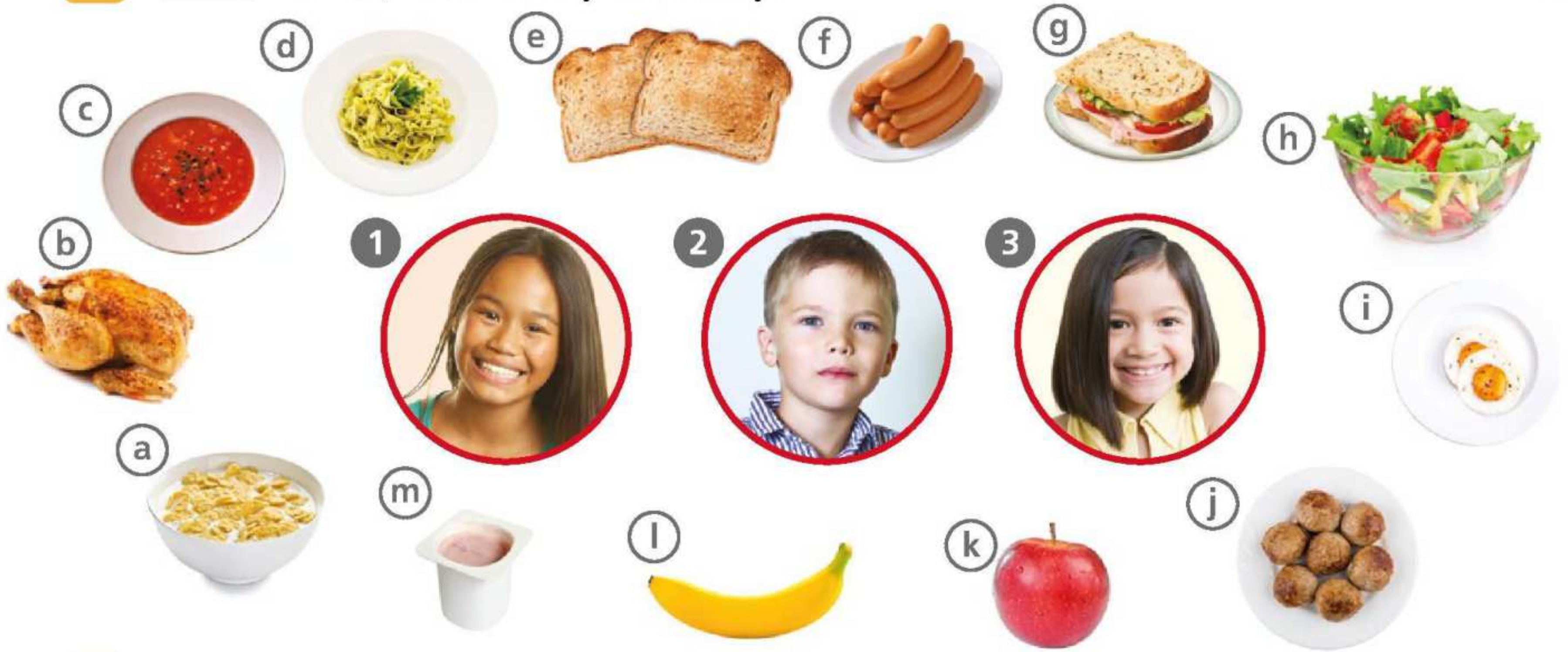
• **Language:** breakfast, lunch, tea, dinner, snack; soup, pizza, chicken, chips, cabbage, pasta, salad, meatballs, eggs, yoghurt, apple, banana; I eat (eggs) for (breakfast).

Lesson 6

Thinking skills

MAKING A PLAN

1 Listen, find and point. Say.



2 Think, plan and say.



My plan is to eat eggs for breakfast, ...

3 Make the meal cards. Say.



4 Make your Meal plan.



5 Plan an ideal meal.

• Language: breakfast, lunch, tea, dinner, snack; My plan is to eat (cereal) for (breakfast).

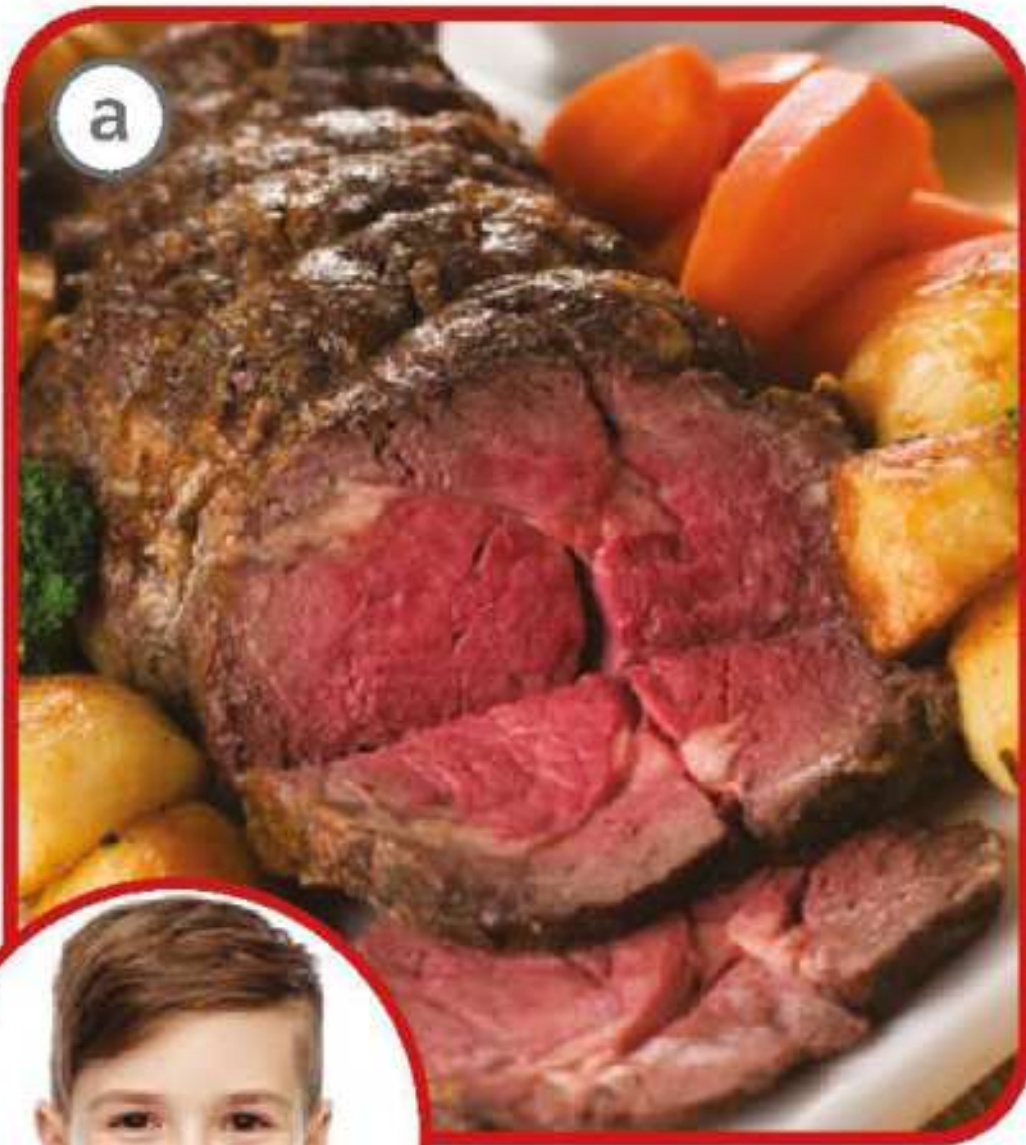
Lesson 7

- 1  3.22 Listen, point and say the chant *The lunch train*. Act out.



- 2  3.23 Listen to the dialogue. Repeat. Act out.

- 3  3.24 Listen, find and point.



roast beef

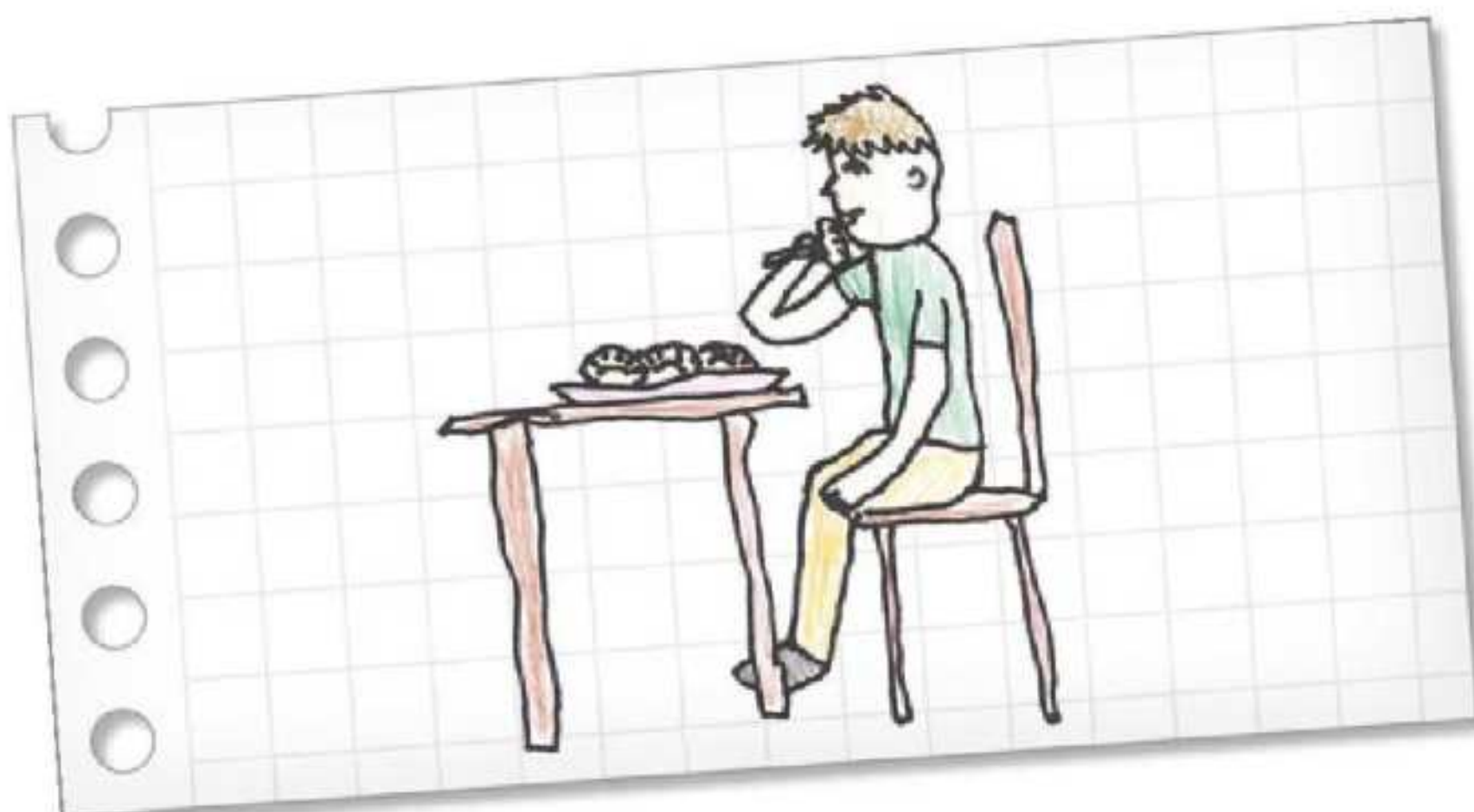


chicken curry



fish and chips

- 4 Draw and write in your notebook. Say.



I love pierogi.

Lesson 8

Unit review

1  3.25 Listen, find and point. Say the number. Repeat.

2 Write the questions in your notebook.

soup

salad

pizza

chicken

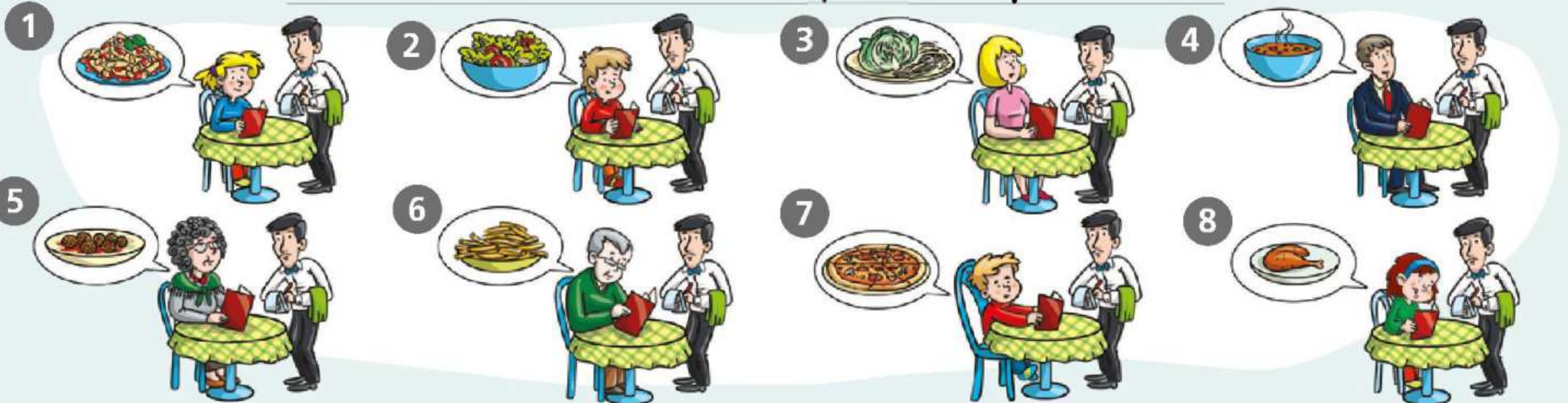
cabbage

chips

pasta

meatballs

Example: 1. Can I have some pasta, please?



3  3.26 Read and choose. Listen and check. Ask and say.

1 Can I have some pasta and salad, please?

2 Can I have some meatballs and cabbage, please?

3 Can I have some soup and pizza, please?



4  3.27 Listen, read and say.

chips

salad

toast

meatballs

cereal

pizza

sandwich

apple



I eat ... for breakfast.

I eat ... for a snack.

I eat ... for lunch.

I eat ... for tea.

I eat ... for dinner.

Go to Gary's picture dictionary on page 84.



1  3.28 Listen, find and point.

2 Play *I spy with Bugs eye*.



3 Read, look and find. Say what's missing.

salad

pizza

kitchen

back

duck

meatballs

coat

jumper

4  3.29 Listen and count. Read, think and say.

My work is ...!



6 Holiday surprise

Lesson 1

1  3.30 Listen, look and point. Repeat. Read the words.



2  3.31 Listen and play Annie's album game.



cinema



funfair



zoo



water park



swimming pool

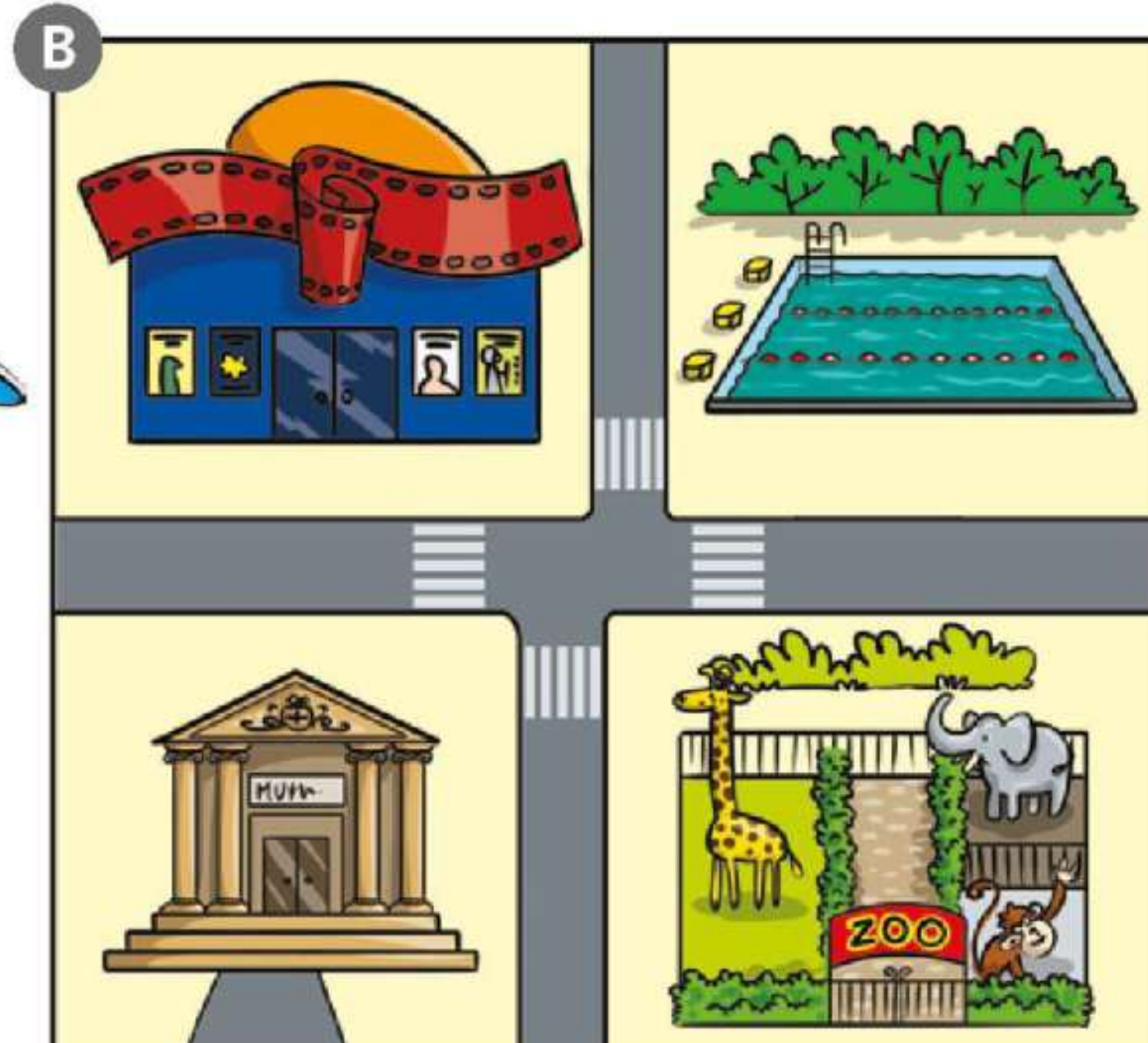
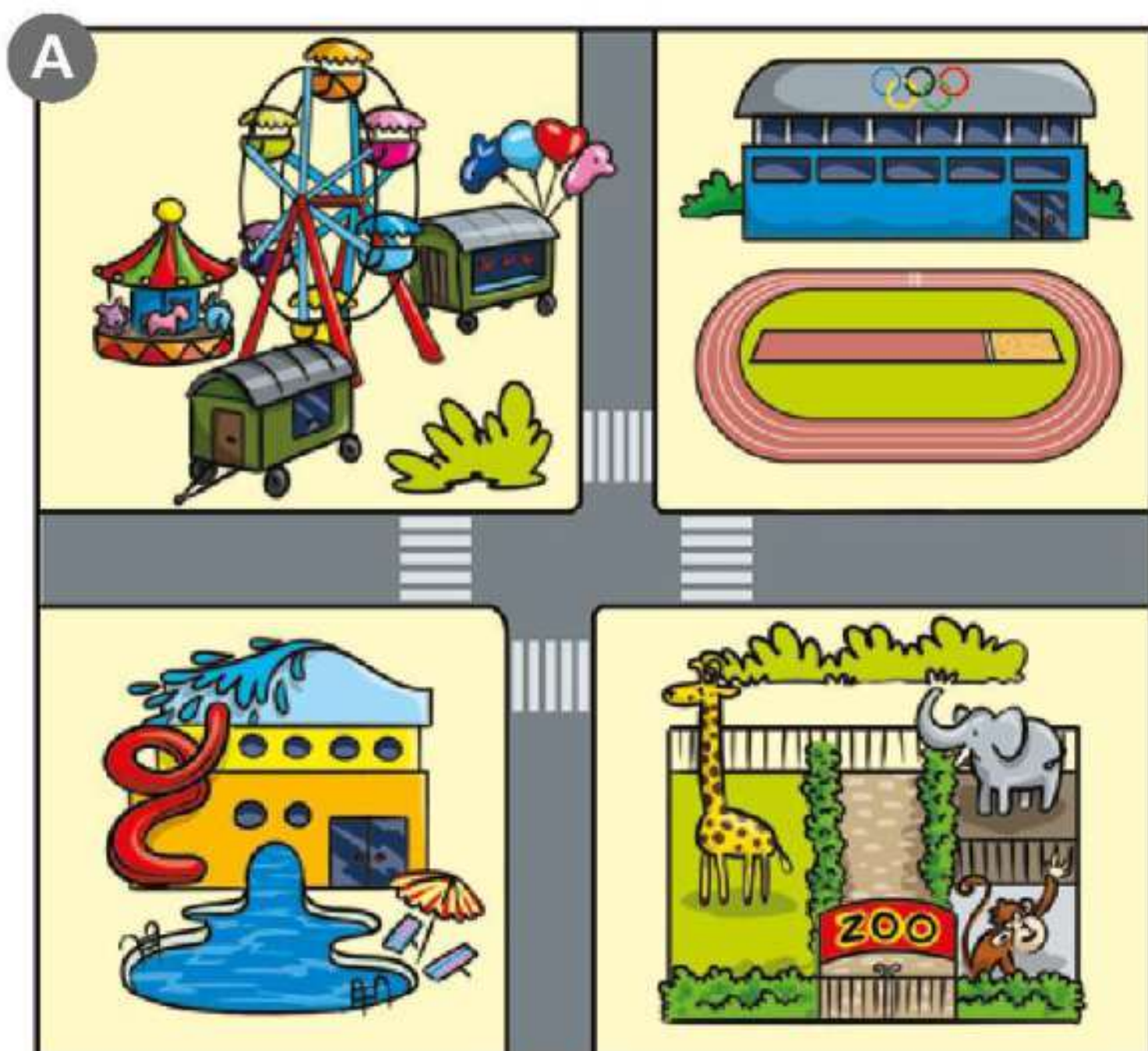


sports centre



museum

3  3.32 Listen and choose. Say Annie's chant. Repeat.



4 Play Memory.

• **Language:** cinema, funfair, zoo, water park, swimming pool, museum, sports centre; Is there (a funfair) in town?; Yes, there is./No, there isn't.

Lesson 2

1 Look, ask and say.

2  3.33 Listen, point and sing *Do you want to go to the funfair? Say.*

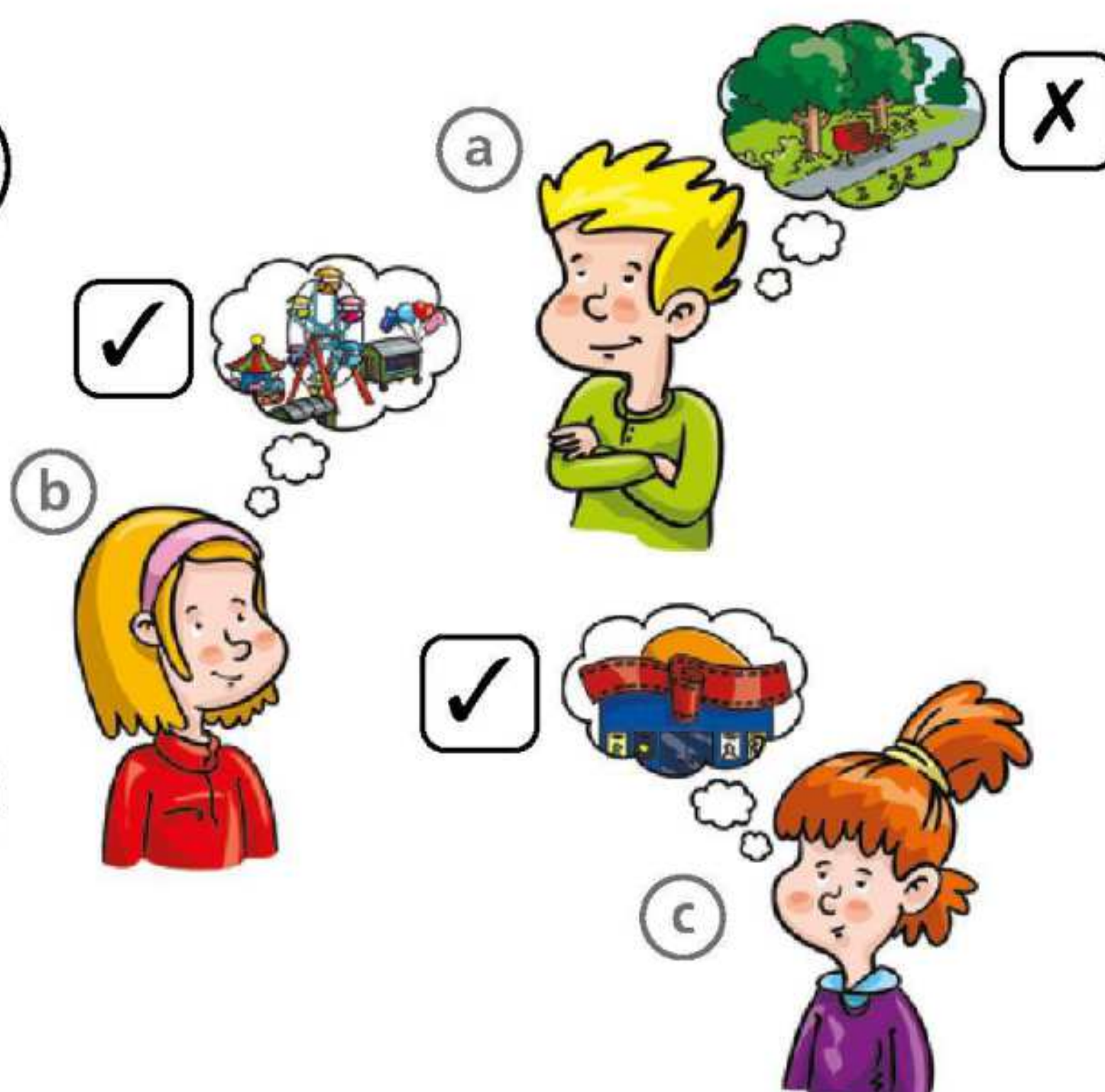


3  3.36 Listen, read and match with your fingers. Ask and say.

1 Do you want to go to the cinema?

2 Do you want to go to the park?

3 Do you want to go to the funfair?



4 Make the mini-flashcards. Play *Let's go!*



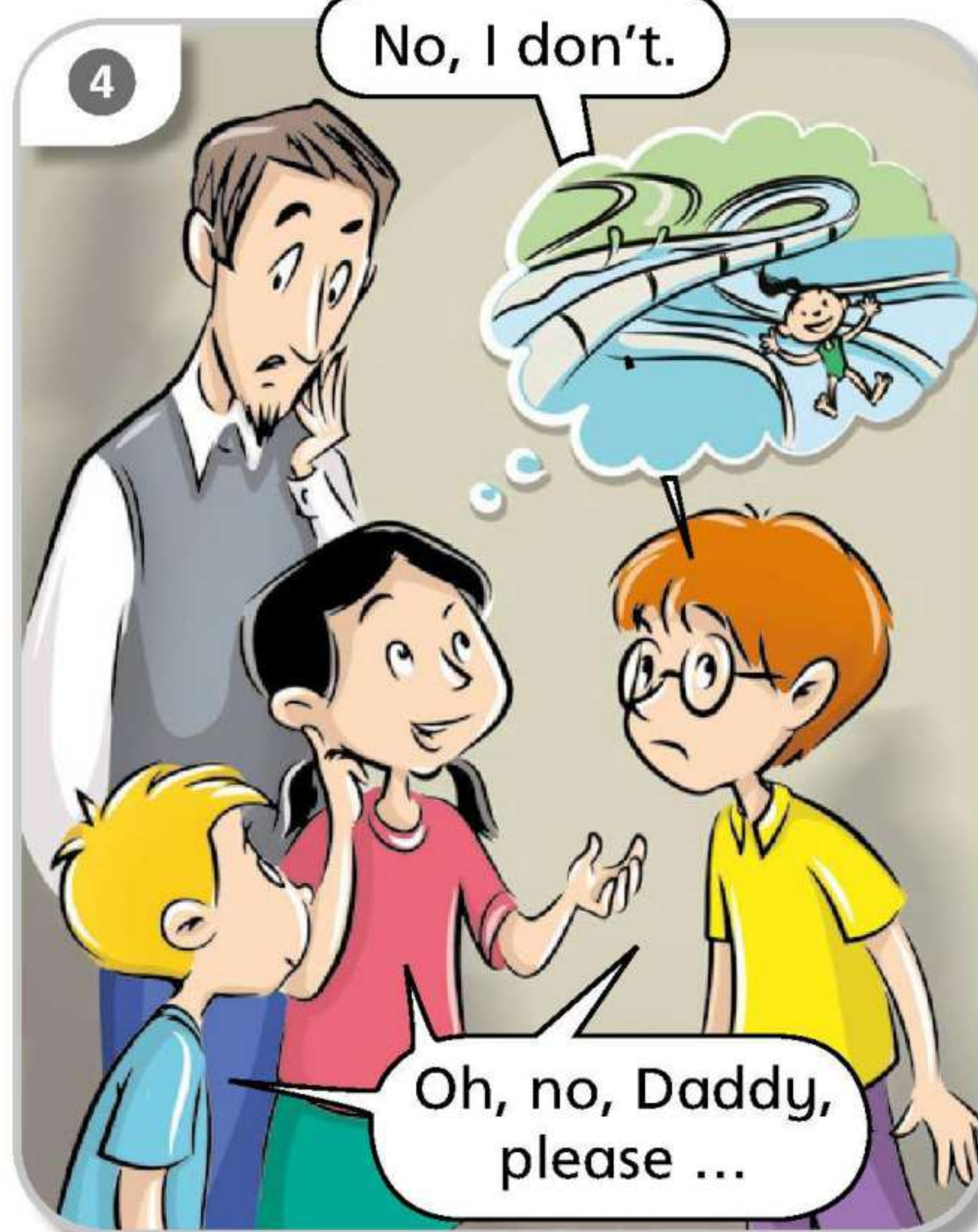
• **Language:** cinema, swimming pool, sports centre, museum, funfair, water park, zoo, park; Do you want to go to the (funfair)?; Yes, I do./No, I don't.

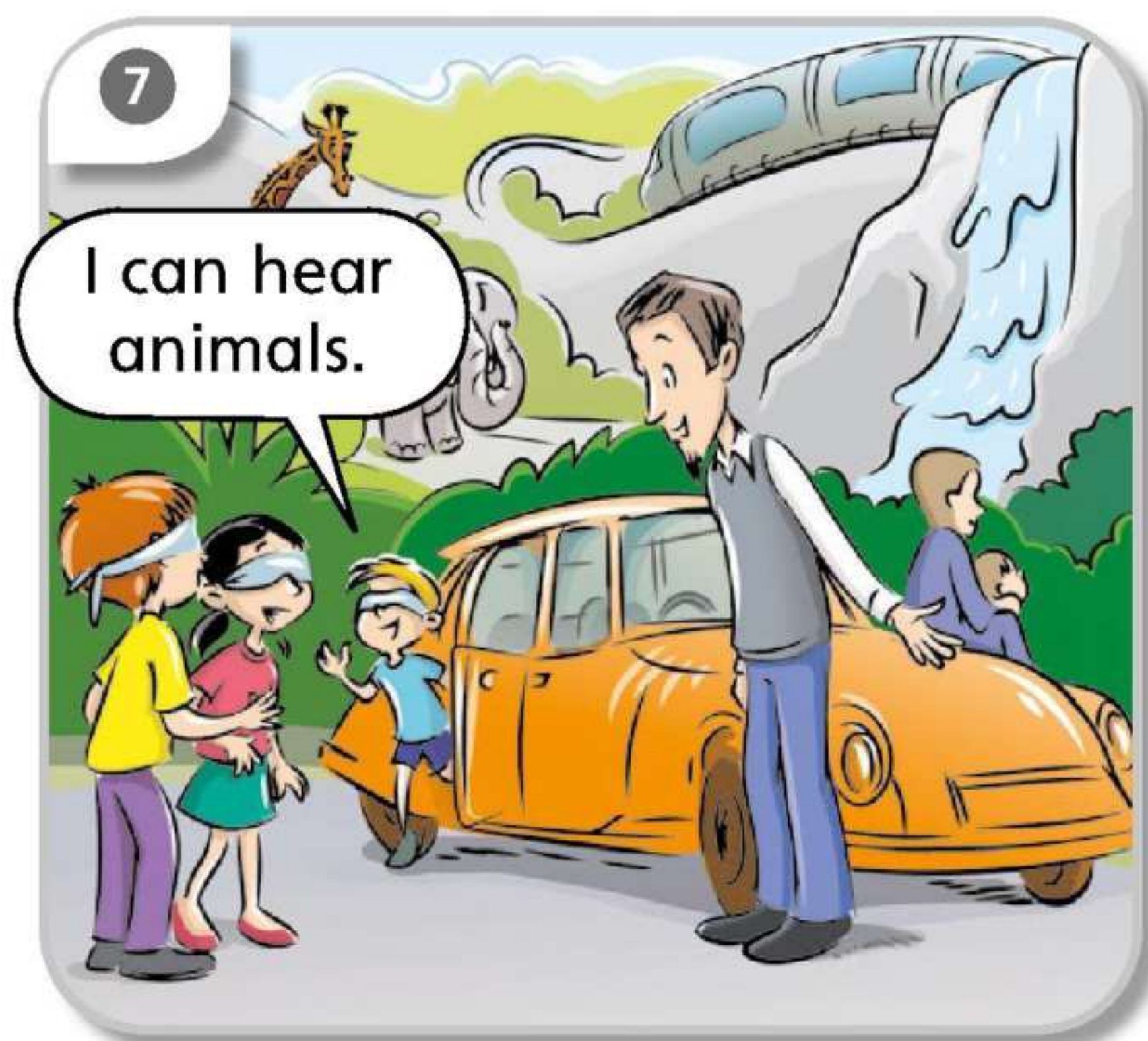
Lesson 3

Let's read a story!



1 Listen to the story. Point.





2 3.38 Listen and count. Read, think and say.



3 Draw in your notebook and say.

• **Language:** cinema, swimming pool, sports centre, museum, funfair, water park, zoo, park; Do you want to go to the (funfair)?; Yes, I do/No, I don't; I want to go to the (zoo).

Lesson 4

1 Listen and say the missing words.

2 Read, match with your fingers and say. Write the words in your notebook.

cinema

swimming pool

sports centre

museum

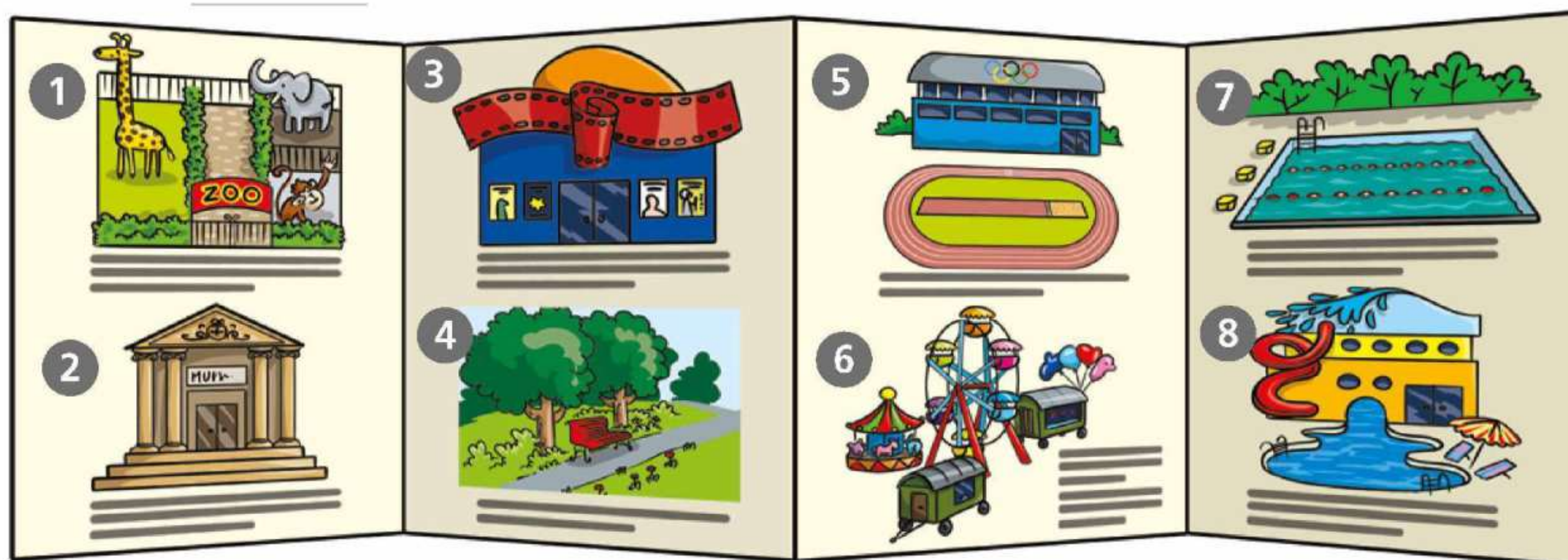
funfair

water park

zoo

park

Example: 1. zoo

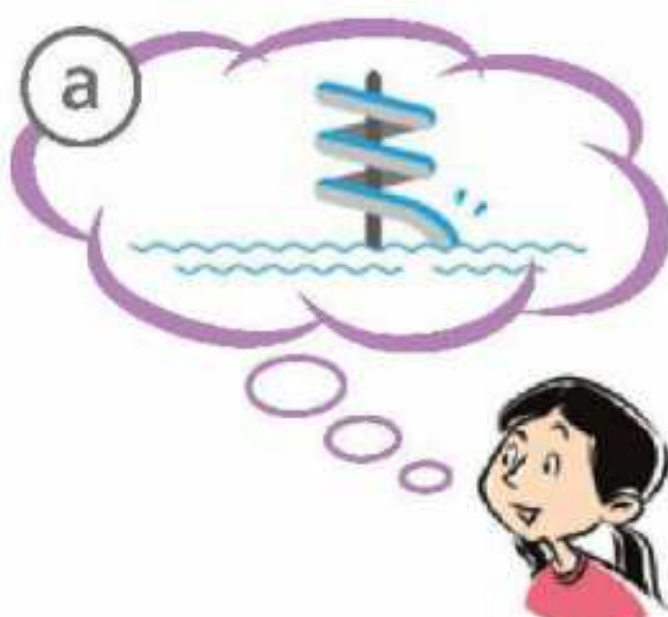


3 Listen and sing *The holiday surprise* song. Say. Act out.

4 Look, read and match with your fingers. Ask and say.

5 Listen, read and say the *Bug twister!*

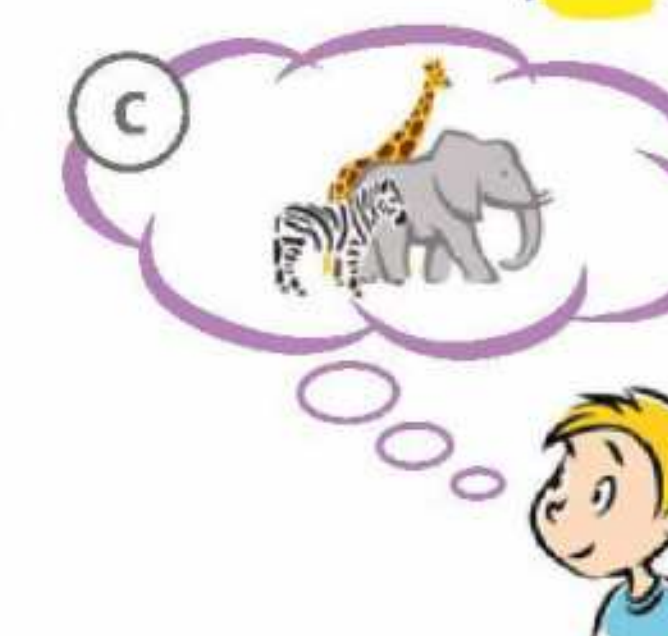
1 Do you want to go to the funfair?



2 Do you want to go to the zoo?



3 Do you want to go to the water park?



Close your eyes! It's a holiday surprise!
It's the ... zoo.



• Language: Do you want to go to the (funfair)?; Yes, I do/No, I don't; Where are we? It's the (zoo).

Lesson 5

1  3.44 Listen and point. Read and repeat.



swim



walk



play football

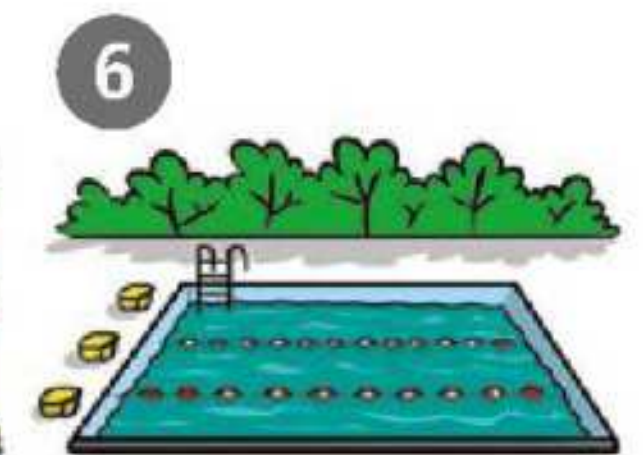


ride a bike



roller-skate

2  3.45 Listen to the *I ride a bike in the park* chant and match with your fingers. Repeat. Act out.



3 Play Sentence chain.

4 Look and say. Talk about you.

I roller-skate
in the park.

I swim ...

I ride a bike ...

I play ...



Lesson 6

Thinking skills

EVALUATING

1 Listen and choose. Repeat. Say.

	1 	2 	3 
			
			
			
			
			

2 Think and say.

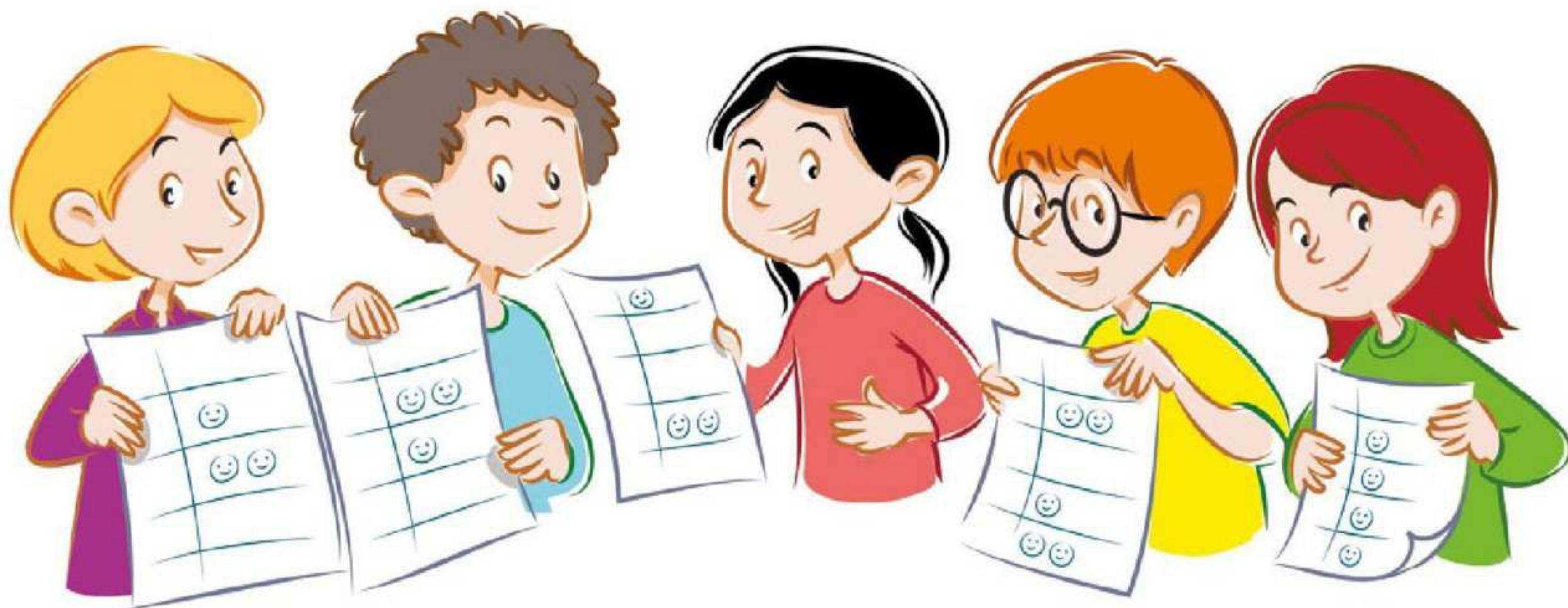


I can ...

3 Make and complete the evaluation cards. Say.



4 Play Evaluation groups.



5 Choose, draw and say.

• Language: swim, play football, ride a bike, draw, sing; I can (swim) (well); I can't (ride a bike).

Lesson 7

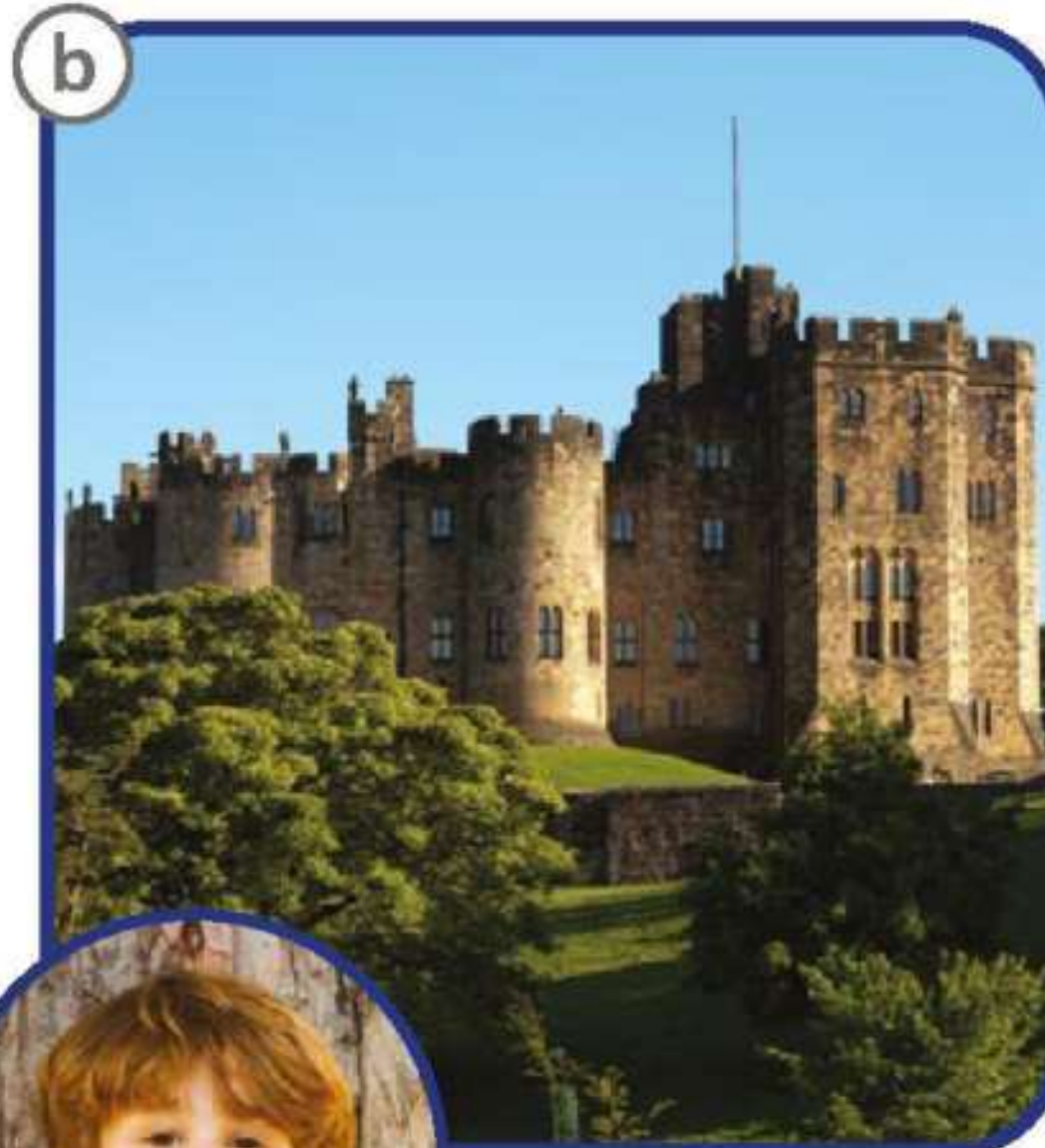
- 1  3.47 Listen, point and sing the *We're five miles from home* song. Act out.



- 2  3.48 Listen to the dialogue. Repeat. Act out.
- 3  3.49 Listen, find and point.



science museum

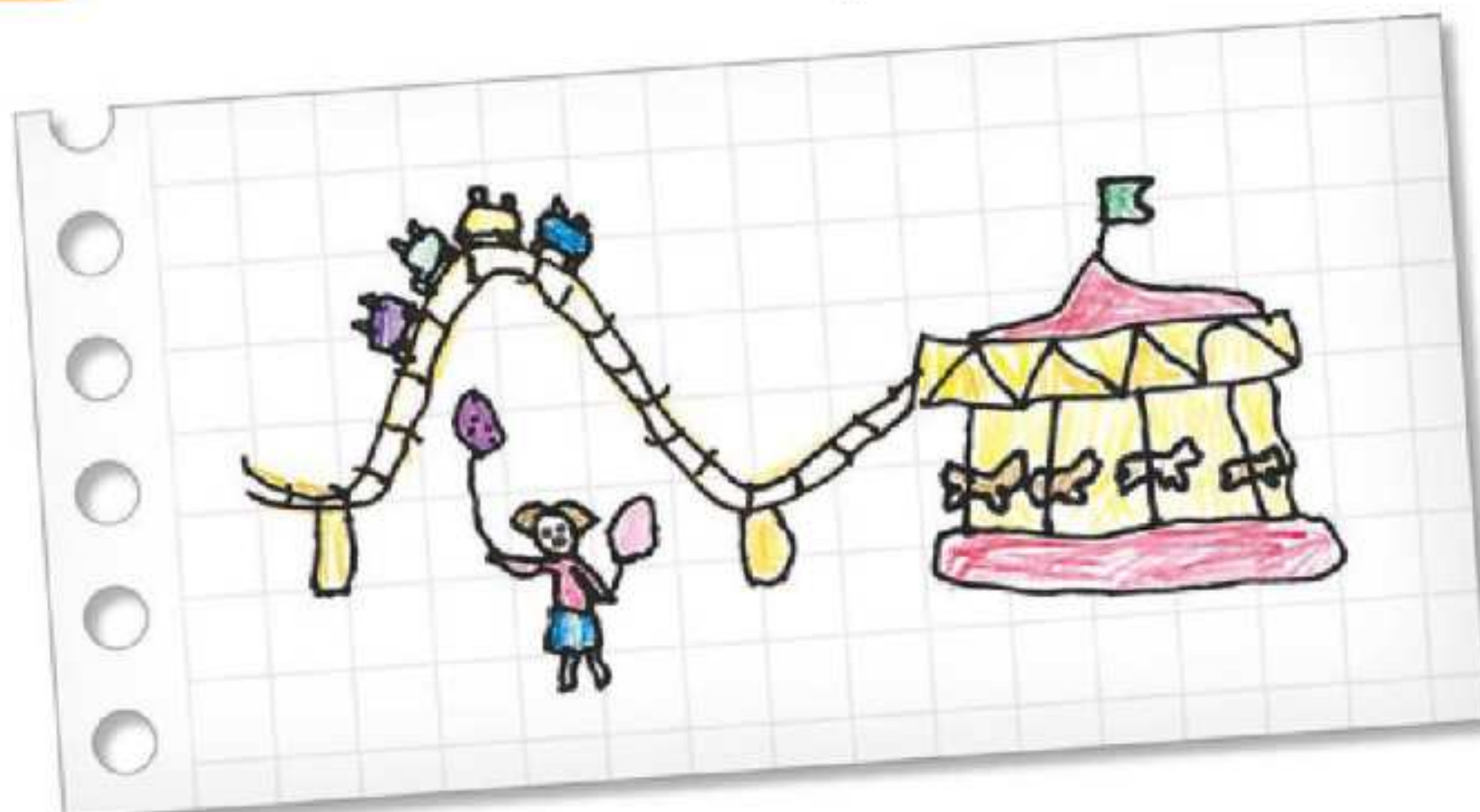


castle



safari park

- 4 Draw and write in your notebook. Say.



I want to go to the funfair.

Lesson 8

Unit review

1 3.50 Listen, find and point. Say the number. Repeat.

2 Write the questions in your notebook. Ask and say.

cinema

swimming pool

park

sports centre

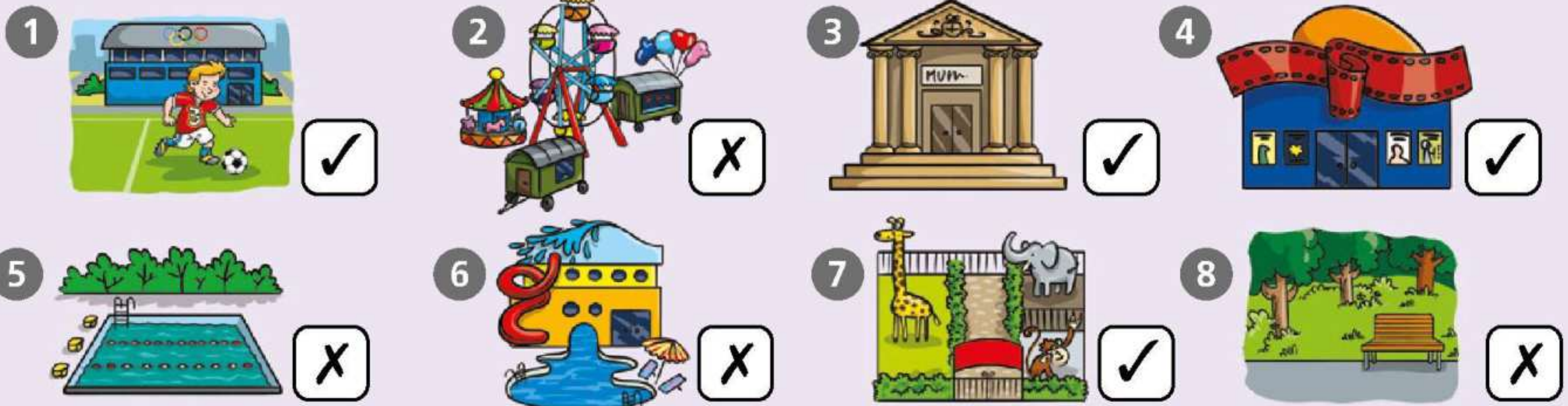
museum

funfair

water park

zoo

Example: 1. Do you want to go to the sports centre?

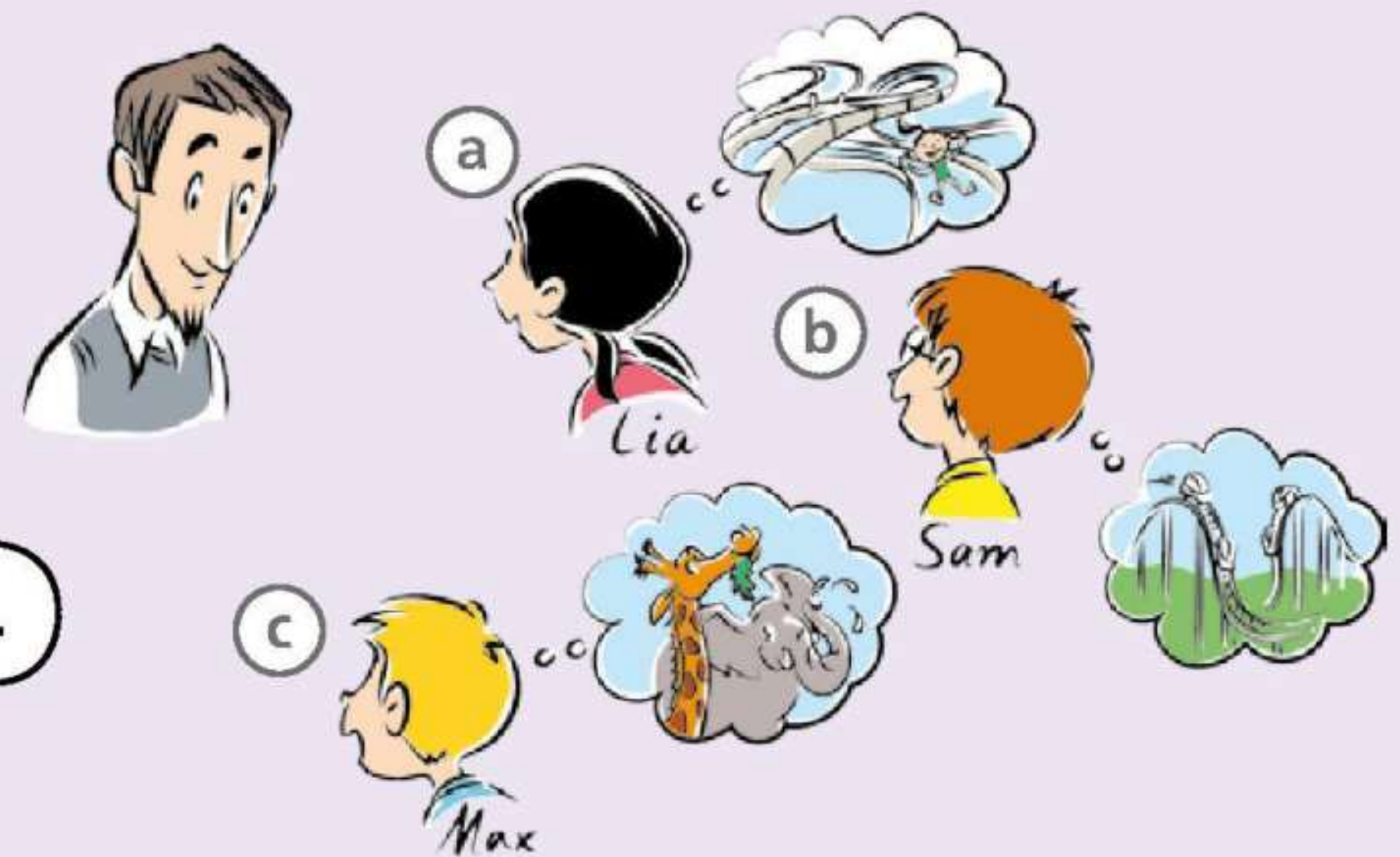


3 3.51 Read and match with your fingers. Listen and check. Ask and say.

1 I want to go to the funfair.

2 I want to go to the zoo.

3 I want to go to the water park.



4 3.52 Listen, read and say.

swim

walk

play football

ride a bike

roller-skate



Go to Gary's picture dictionary on page 85.



1 Listen, find and point.

2 Play I spy with Bugs eye.



3 Read, look and find. Say what's missing.

funfair

salad

shorts

zoo

pizza

bedroom

museum

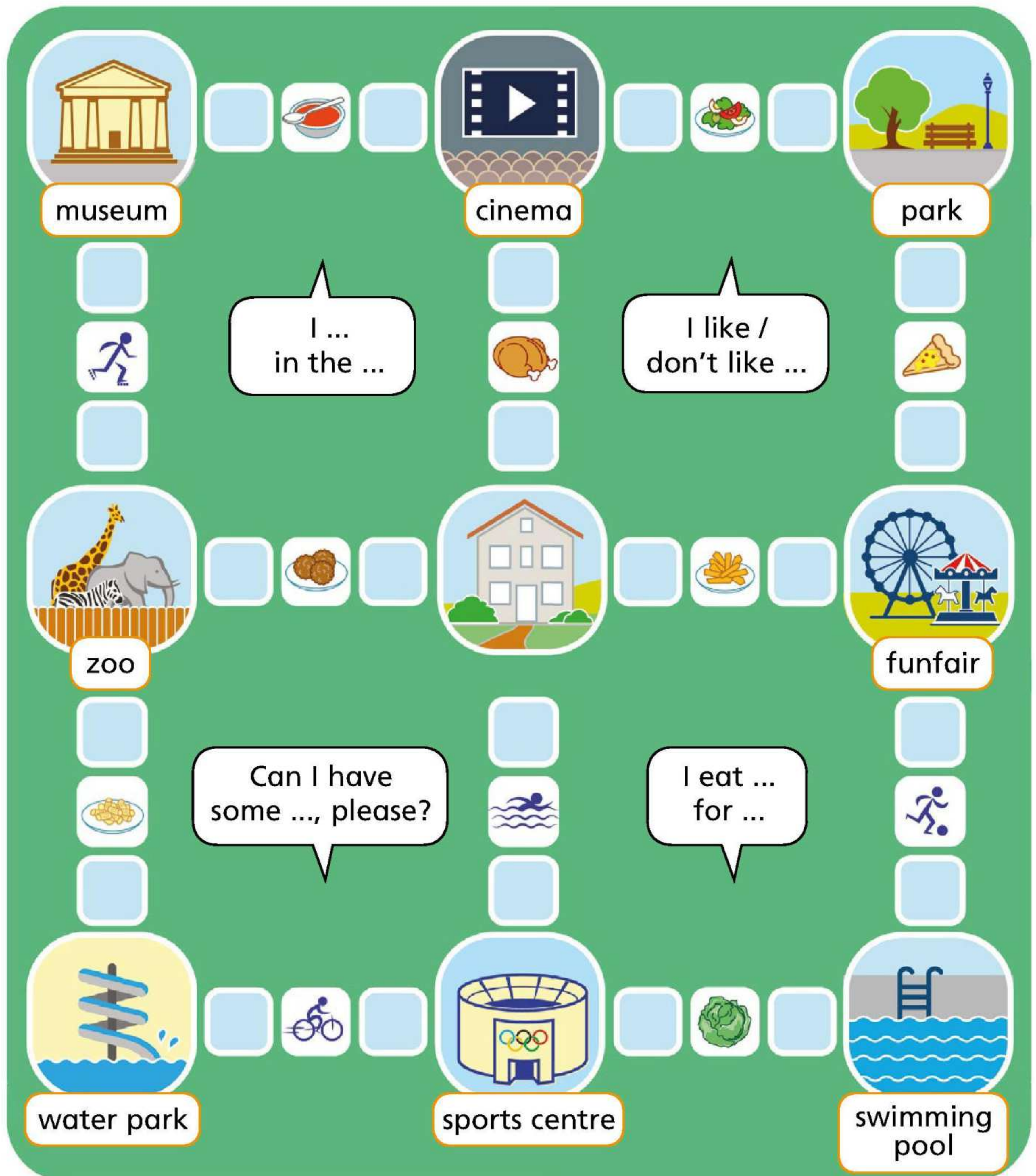
T-shirt

4 Listen and count. Read, think and say.

My work is ...!



Bugs board game



A world of food

CLIL:
Our
world



1 3.55 Listen, point and repeat.

2 3.56 Listen, look and say.



Lucy's Lab – Find out about food

3 Find out about how you taste food.

STEP 1:



STEP 2:

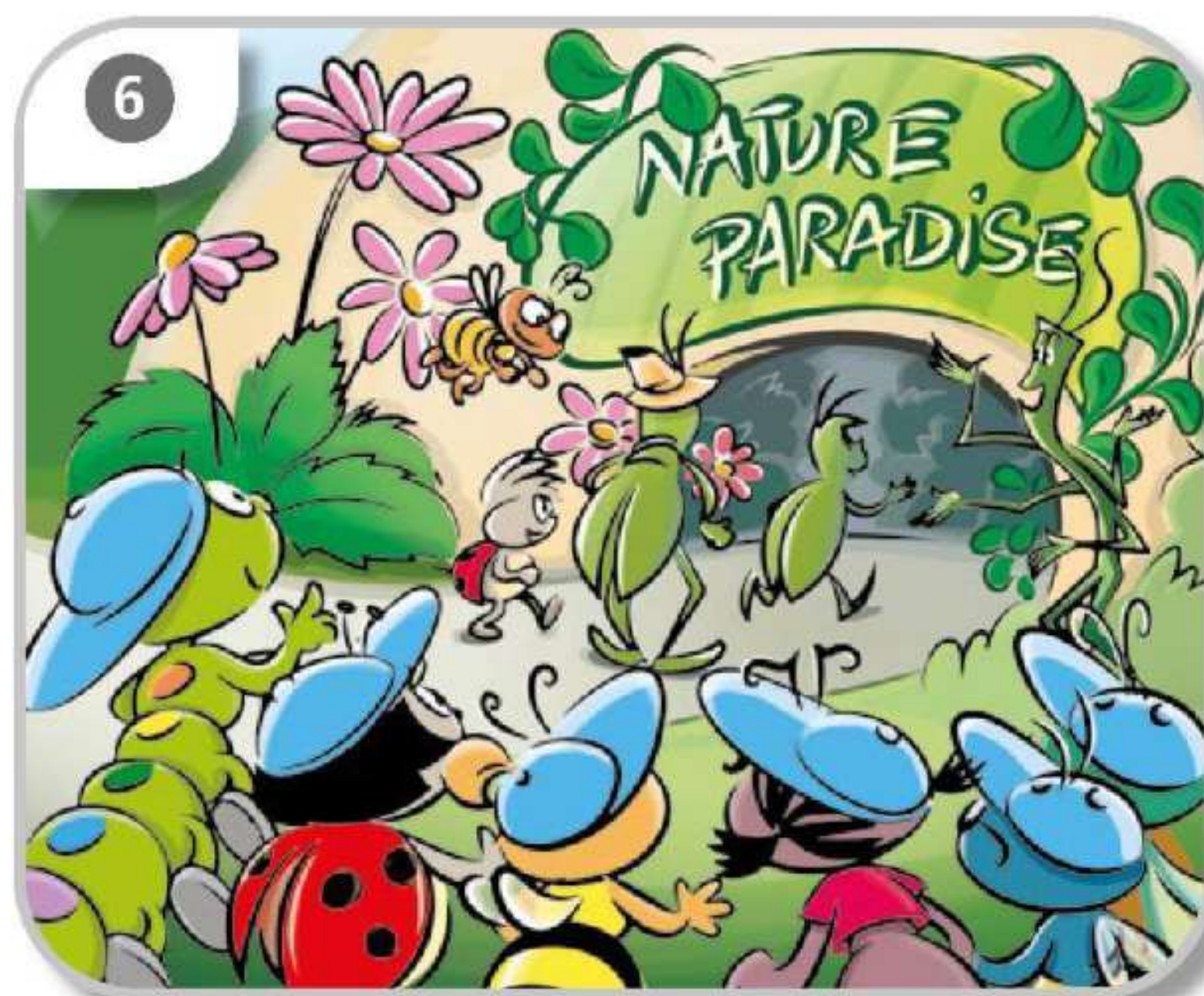
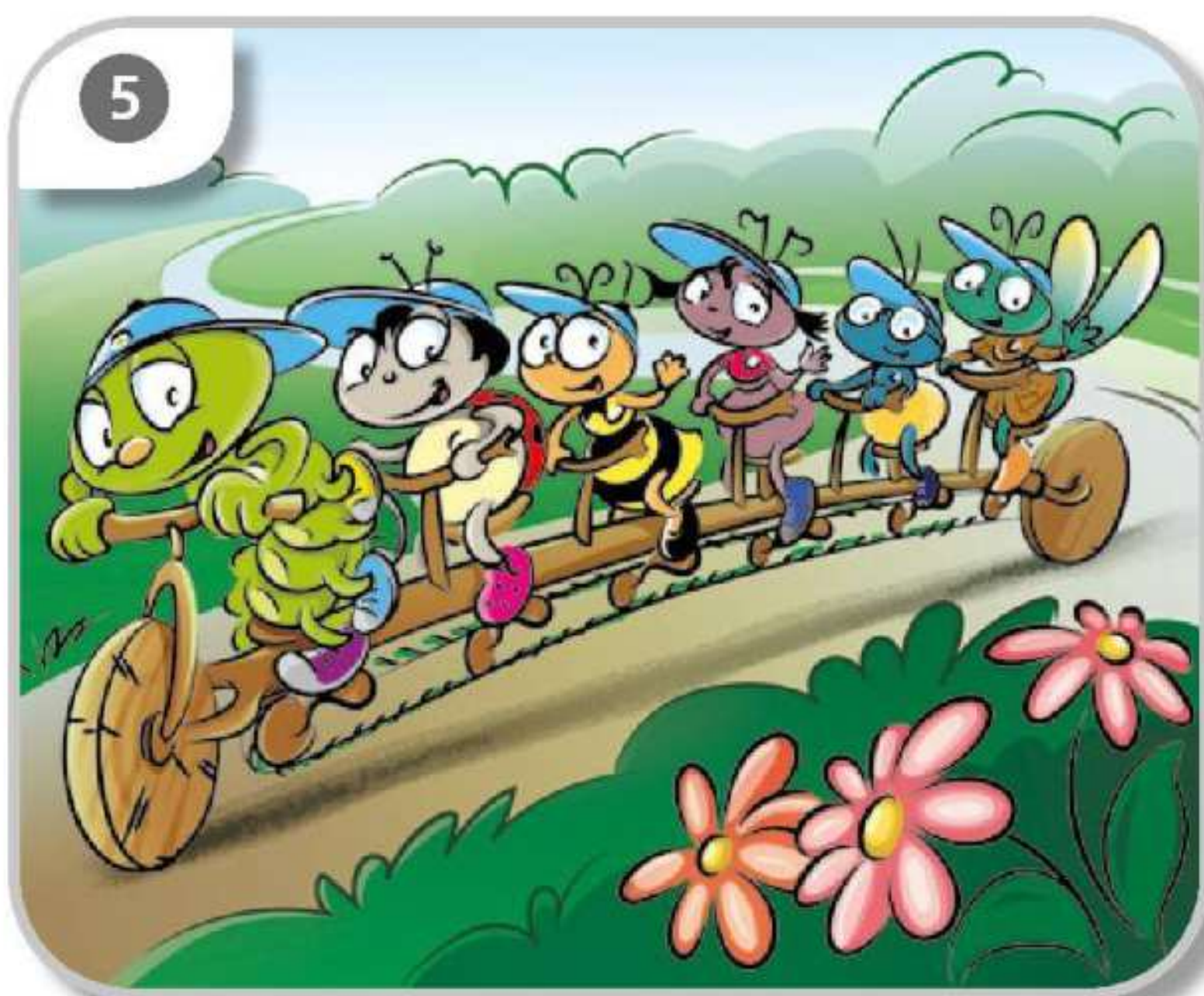


• **Language:** sweet, salty, bitter, sour; sugar, salt, crisp, lemon, coffee; (A crisp) is (salty); I can/can't taste the food.
It's (sweet).

Goodbye, Bugs Team!

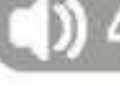
Lesson 1

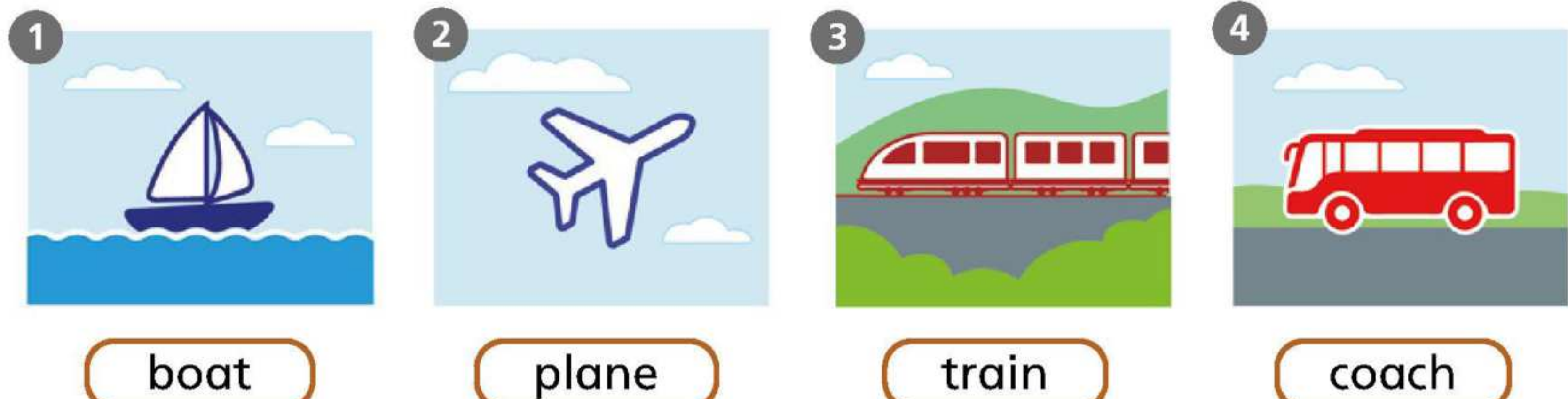
1  4.1 Listen to the story. Point.



• Language: plane, boat, coach, train, bike; There's (a coach); There isn't (a plane); Let's go by (train).

Lesson 2

- 1**  4.2 Listen, point and say the number. Repeat. Write the words in your notebook.



Example: 1. boat

- 2** Play *Find your travel group*.
- 3**  4.3 Listen, point and sing the *Bye-bye, Bugs* song. Act out the song.



- 4** Look and say goodbye.



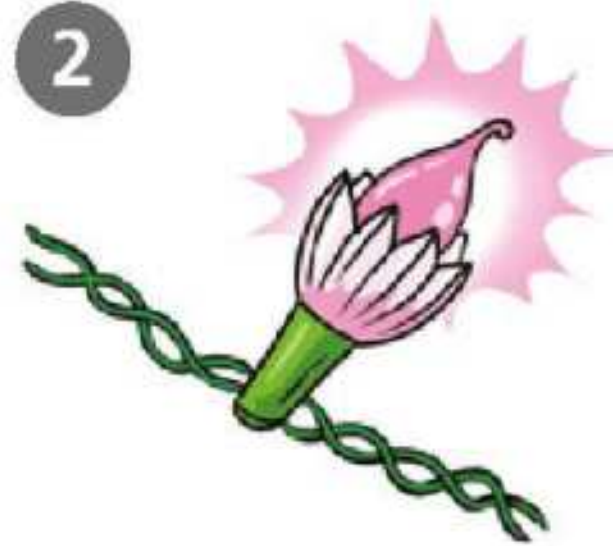
• **Language:** boat, plane, train, coach, bike; *Let's go by (coach); We learn a lot with you; You're clever and funny; We love you too; Bye-bye.*

Christmas

1  4.4 Listen and point. Repeat.



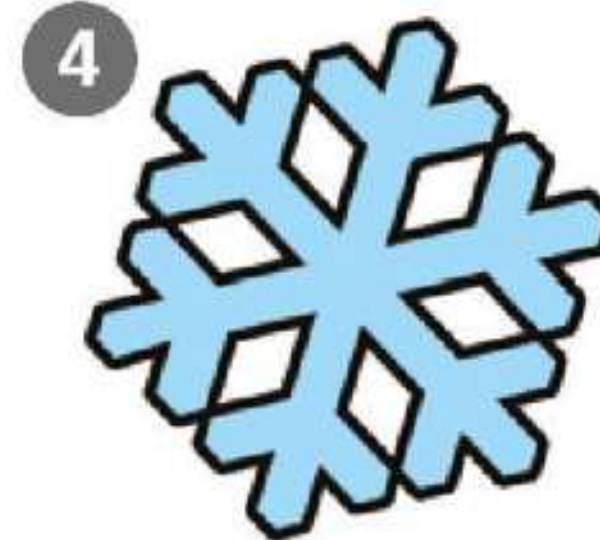
star



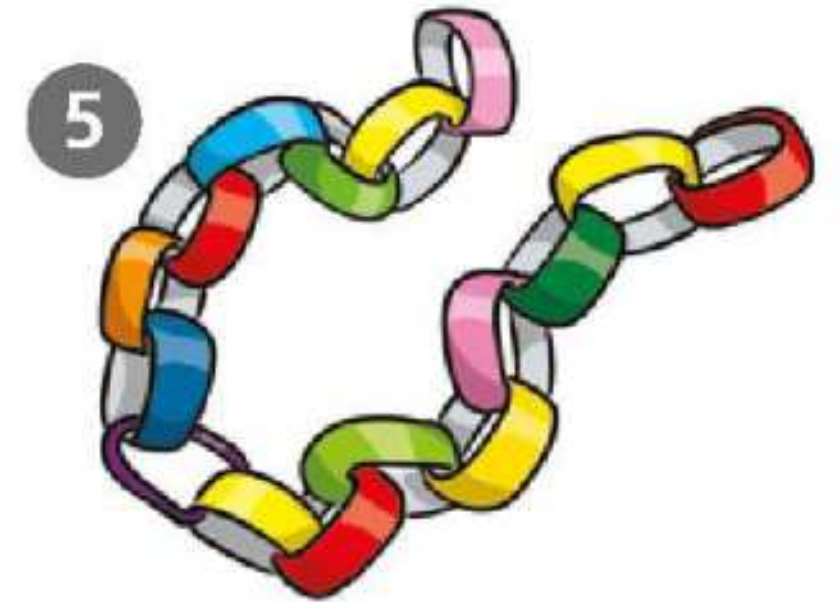
light



ball



snowflake



paper chain

2  4.5 Listen, point and sing *I'm a little Christmas tree*. Act out.



3 Make your Christmas calendar. 

4 Play the *Christmas calendar* guessing game.



Is number 1 a bell?

• **Language:** light, snowflake, paper chain, star, bell, ball: *I'm a little Christmas tree; Here's my (star); Is number 1 (a bell)? Yes, it is./No, it isn't.*

Carnival

1  4.7 Listen and point. Repeat.



clown



prince



princess



dancer



monster

2  4.8 Listen, point and sing *Dance to the music*. Do the carnival dance.



3 Make a carnival mask.



4 Play *Find your carnival partner*.



I want to be a superhero.

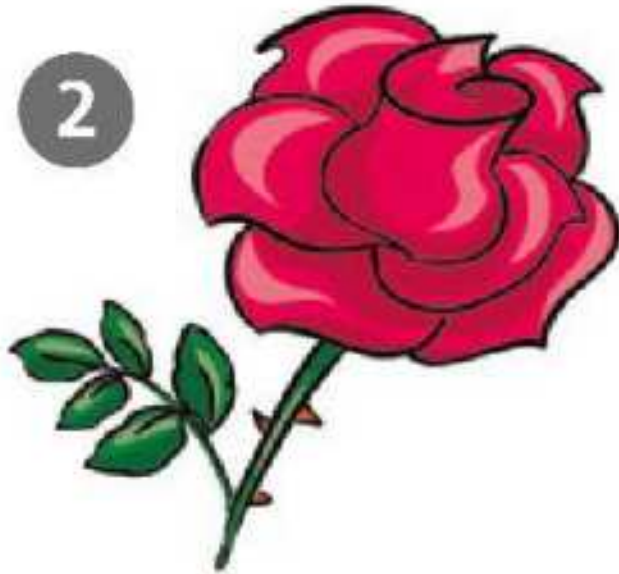
St Valentine's Day

1

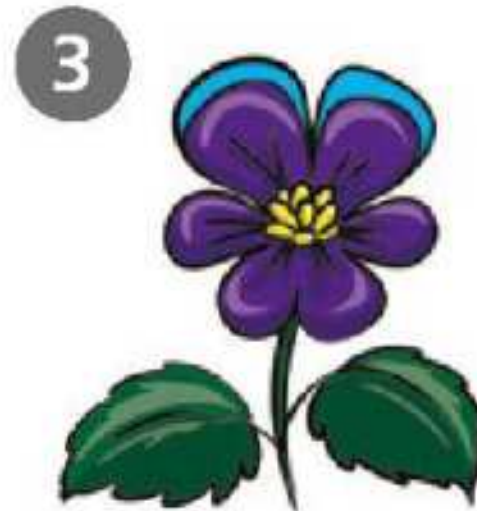
Listen and point. Repeat.



heart



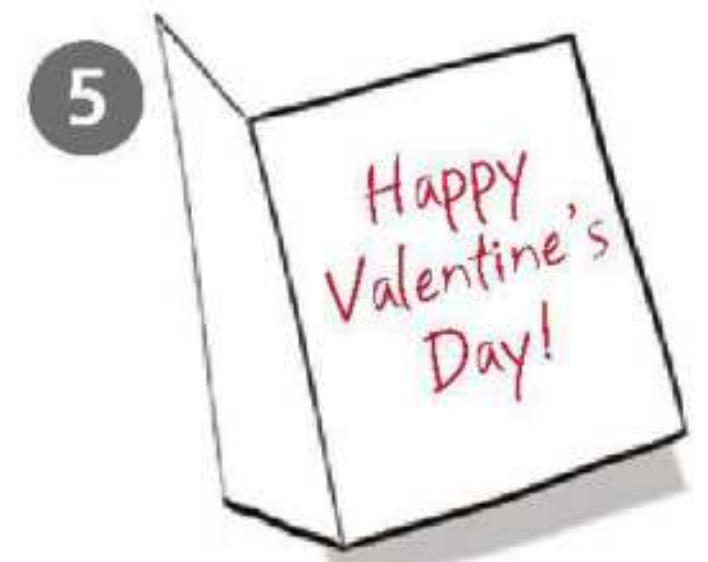
rose



violet



card



message

2

Listen, point and say the *Happy Valentine's Day* rhyme. Repeat.



3

Make a Valentine card.



4

Do the role-play.



Happy Valentine's Day!

• **Language:** heart, rose, violet, card, message, sugar, sweet, red, blue; *Happy Valentine's Day; Here's a card for you; Thank you.*

Easter

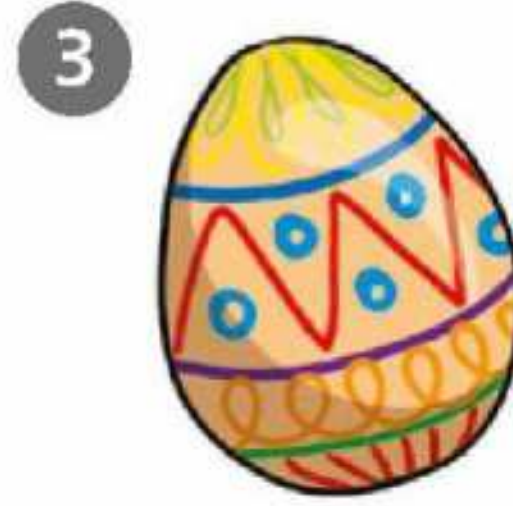
1  4.13 Listen and point. Repeat.



Easter bunny



Easter chick



Easter egg

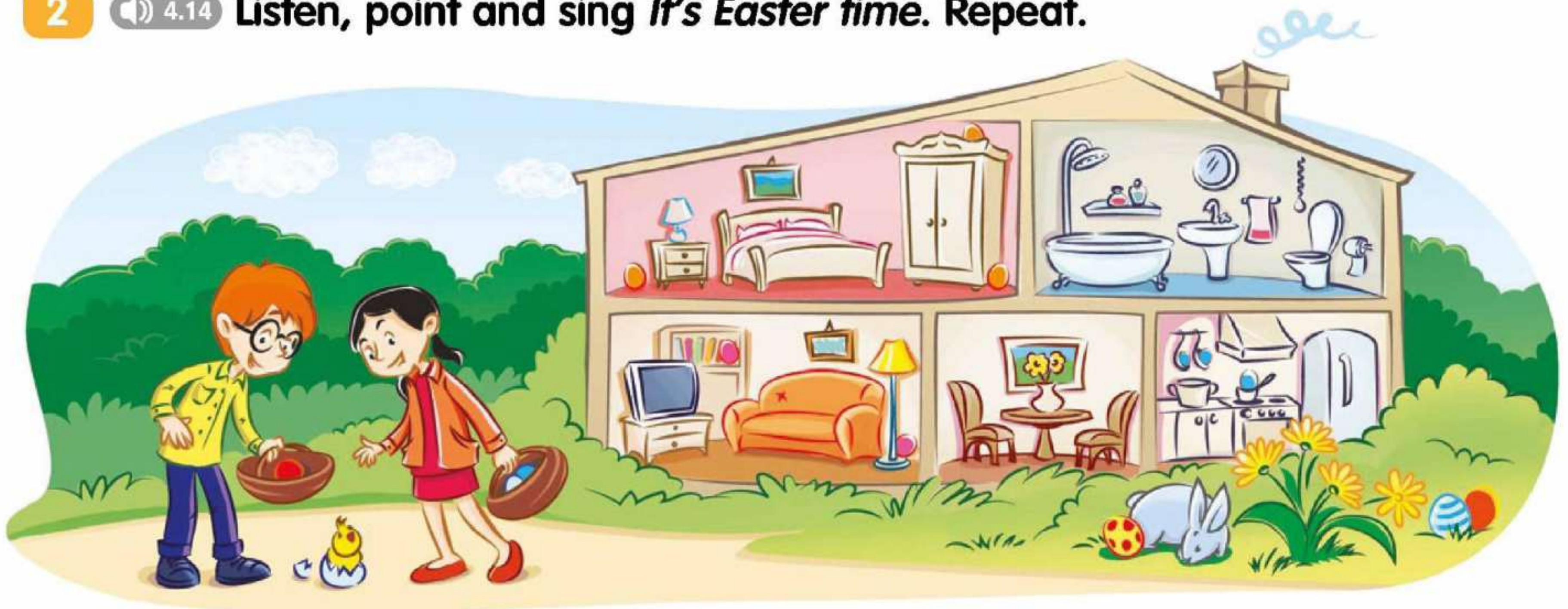


flowers



basket

2  4.14 Listen, point and sing *It's Easter time*. Repeat.



3 Make the Easter egg hunt house. 

4 Play the *Easter egg hunt* game.



Is there an Easter egg in the garden?

• **Language:** *Easter bunny, chick, egg, flowers, basket; bedroom, kitchen, living room, garden; Is there an Easter egg in the (garden)?; Yes, there is./No there isn't.*



Gary's picture dictionary

UNIT 1



coat



trousers



T-shirt



jumper



skirt



shorts



shoes



cap



spring



summer



autumn



winter



UNIT 2



sheep



duck



cow



hen



horse



cat



goat



dog



chick



calf



foal



lamb



duckling



kitten



UNIT 3



kitchen



living room



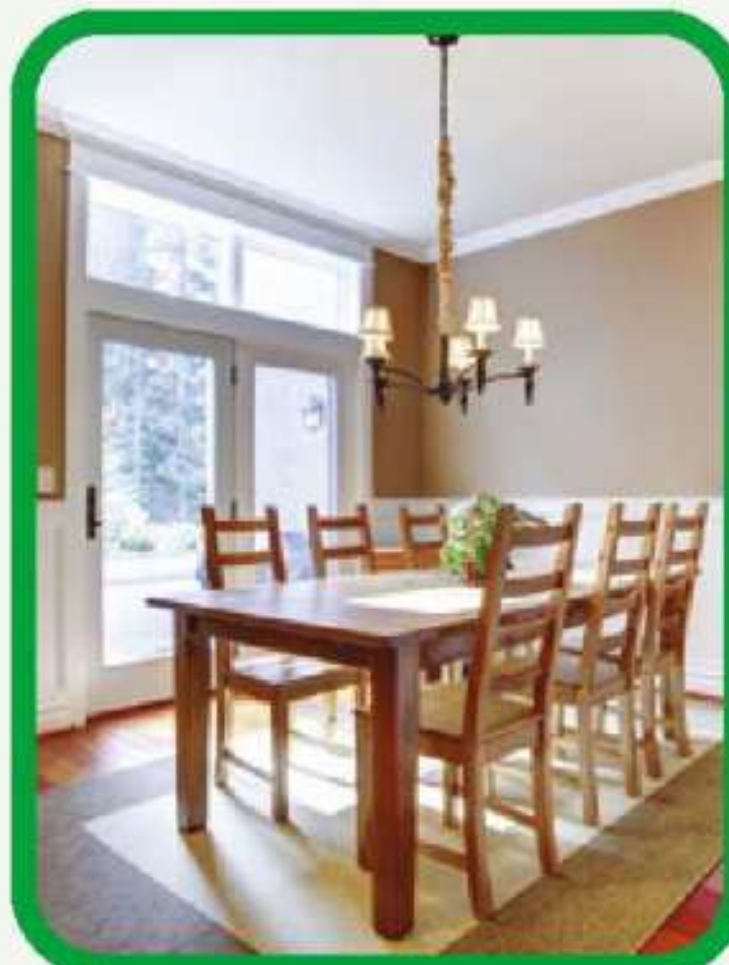
bedroom



bathroom



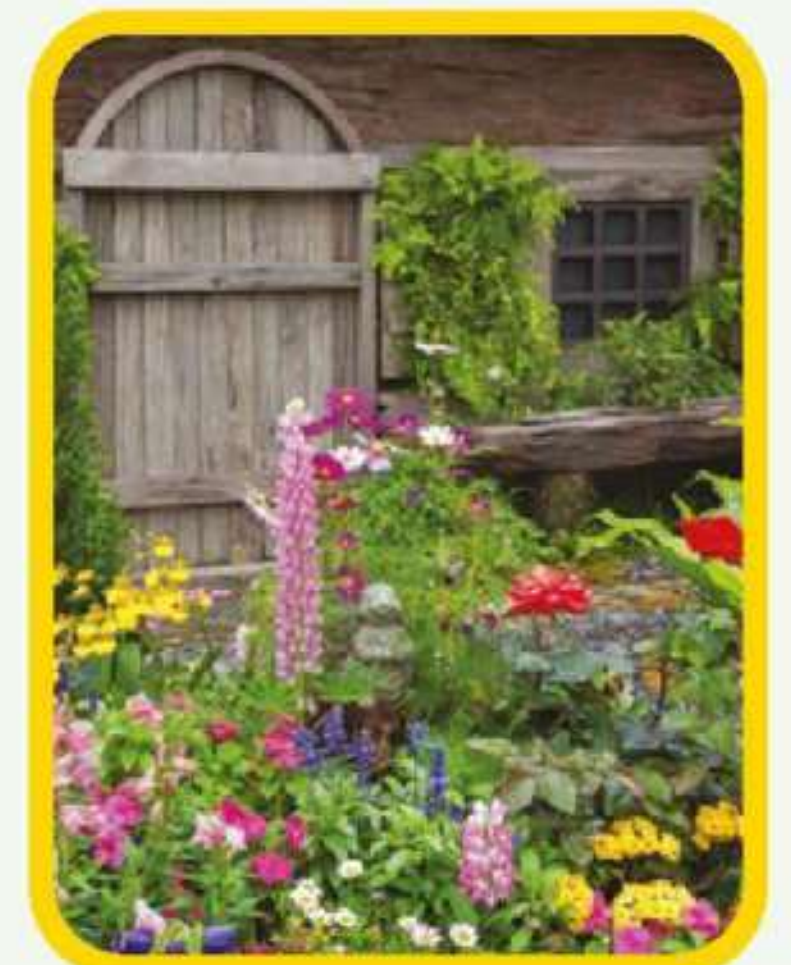
toilet



dining room



hall



garden



desk



lamp



shower



cupboard



fridge



shelf

UNIT 4



ear



tummy



tooth



neck



back



finger



toe



head



hungry



tired



bored



cold



thirsty



hot

UNIT 5



soup



salad



pizza



cabbage



chips



meatballs



pasta



chicken



tea



breakfast



snack

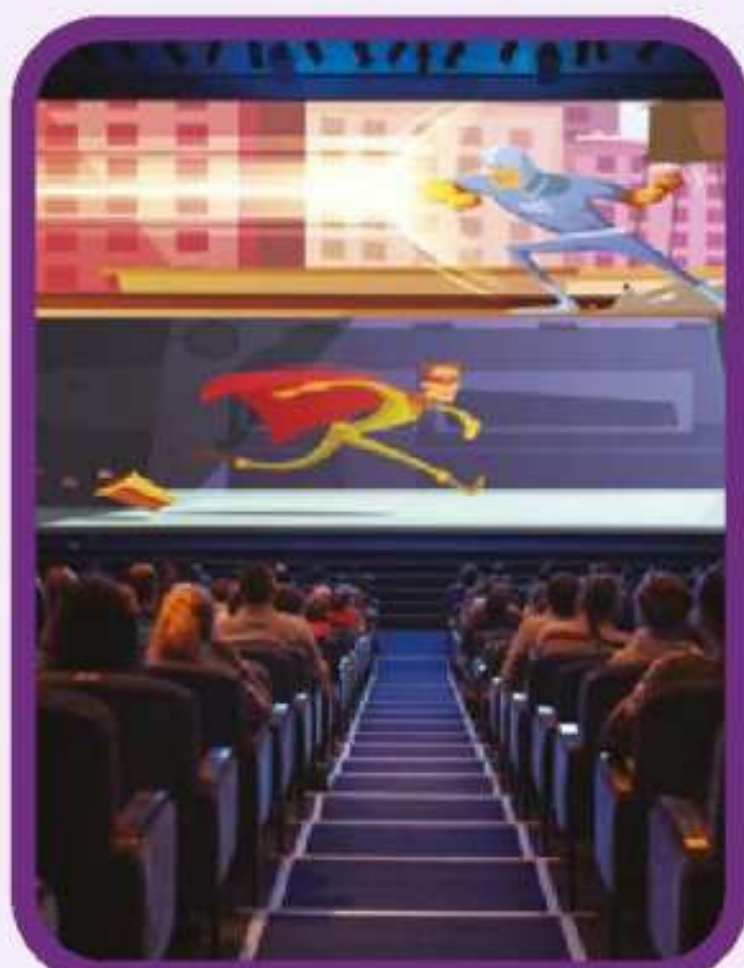


dinner



lunch

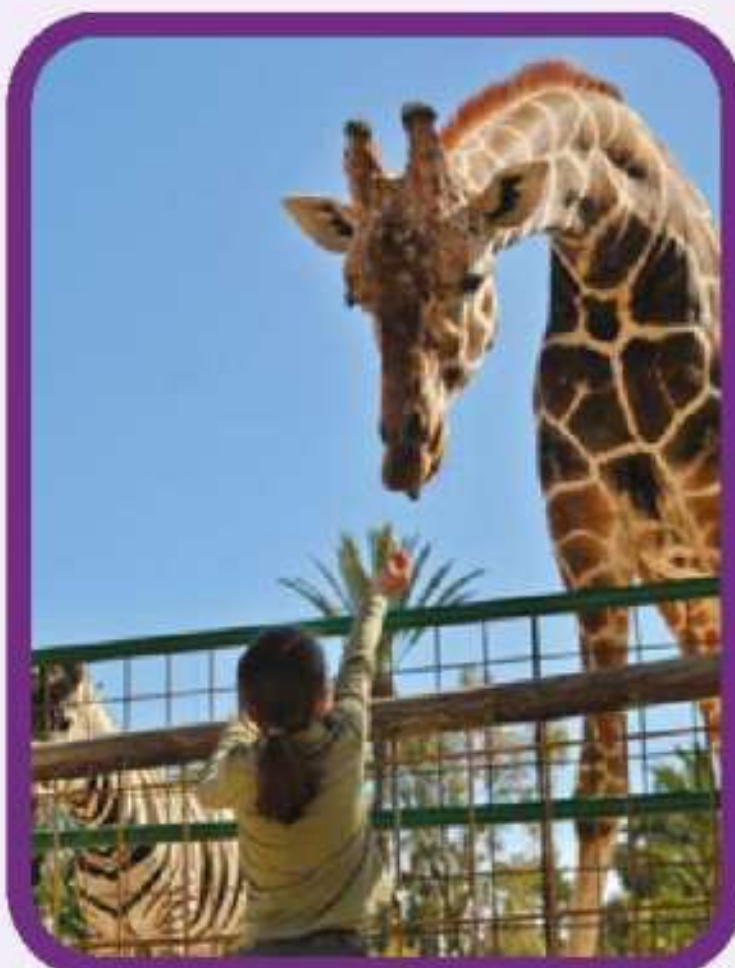
UNIT 6



cinema



funfair



zoo



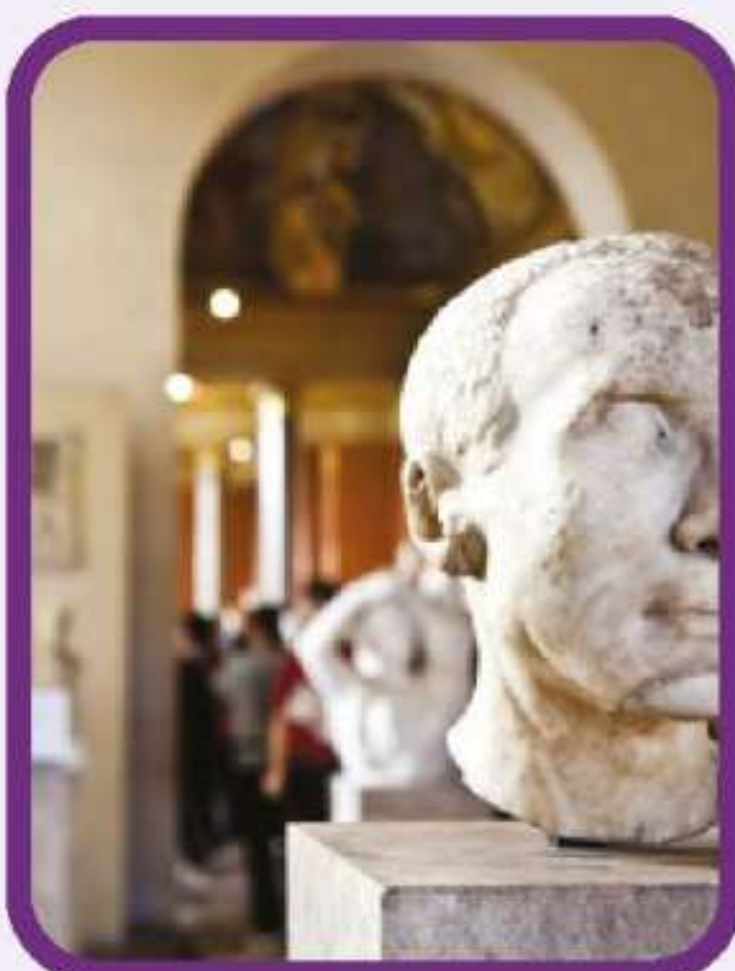
water park



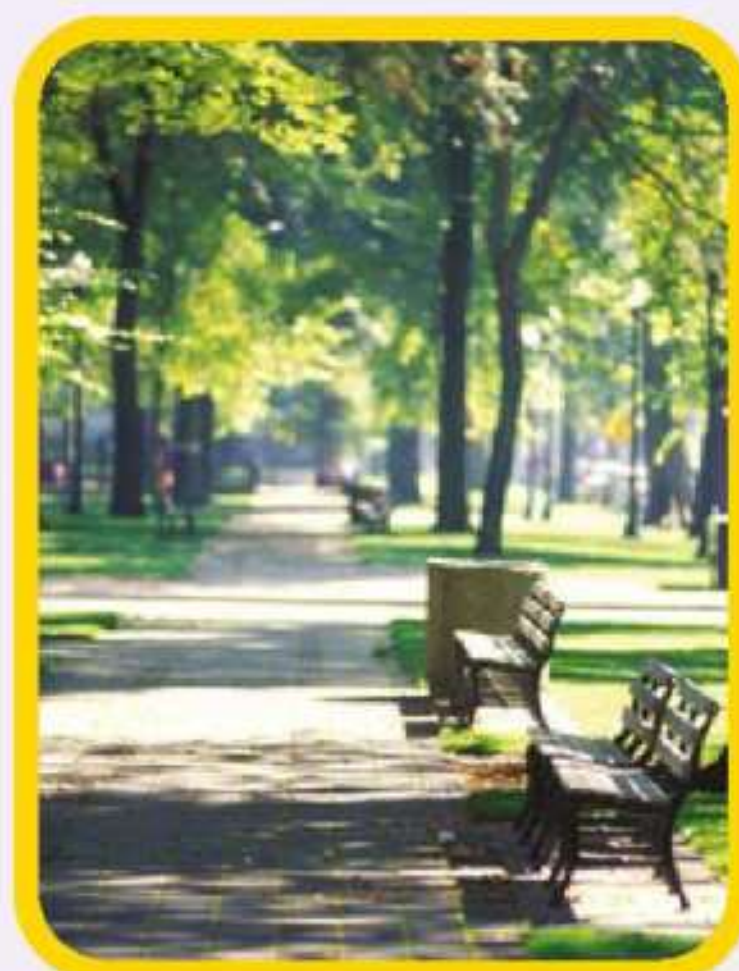
swimming pool



sports centre



museum



park



ride a bike



swim



play football



roller-skate



walk

Unit 1

Choosing clothes

1 4.16 Listen, read and point. Repeat.



2 4.17 Listen and say the rap.

3 4.18 Listen, match with your fingers and repeat. Act out.



4 Read, match with your fingers and say. Write the words in your notebook.

boots

hat

scarf

fleece

gloves

Example: 1. hat



Unit 2

Visiting places

Extra
words
and
life skills

1  4.19 Listen, read and point. Repeat.



2  4.20 Listen and say the rap.

3  4.21 Listen, point and repeat. Act out.



4 Read, match with your fingers and say. Write the words in your notebook.

cave

river

island

lake

beach

Example: 1. island



• Language: cave, river, island, lake, beach; Can we go to the (beach) today?; Yes, of course./No, sorry.

Unit 3 Finding school rooms

1 4.22 Listen, read and point. Repeat.



playground



gym



library



teachers'
room



computer
lab

2 4.23 Listen and say the rap.

3 4.24 Listen, point and repeat. Act out.



4 Read, match with your fingers and say. Write the words in your notebook.

playground

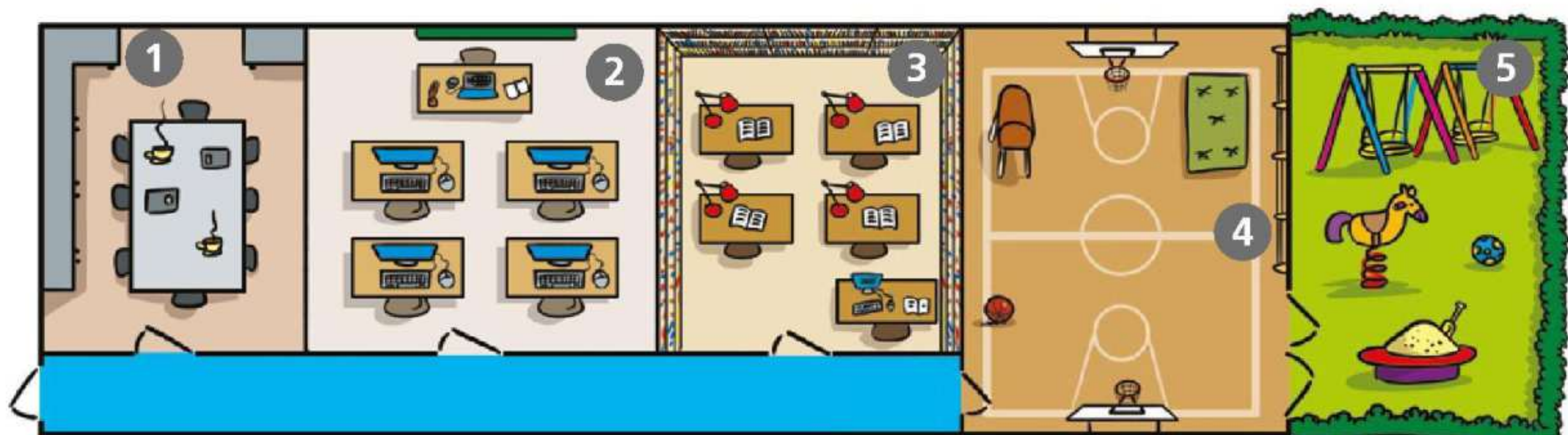
computer lab

gym

teachers' room

library

Example: 1. teachers' room



• **Language:** teachers' room, computer lab, library, playground, gym; Excuse me, where's the (gym), please?
It's over there; Thank you very much.

Unit 4

Feeling ill

Extra
words
and
life skills

1 4.25 Listen, read and point. Repeat.



2 4.26 Listen and say the rap.

3 4.27 Listen, point and repeat. Act out.



4 Read, match with your fingers and say. Write the words in your notebook.

cold

cough

sore throat

fever

cut

bruise

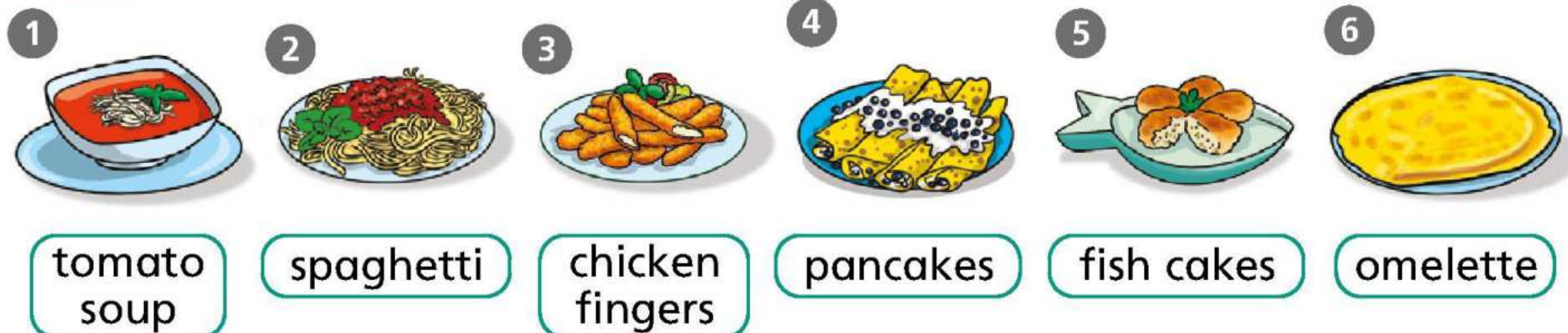
Example: 1. sore throat

I've got a ...



Unit 5 Ordering food

1 4.28 Listen, read and point. Repeat.



2 4.29 Listen and say the rap.

3 4.30 Listen, match with your fingers and repeat. Act out.

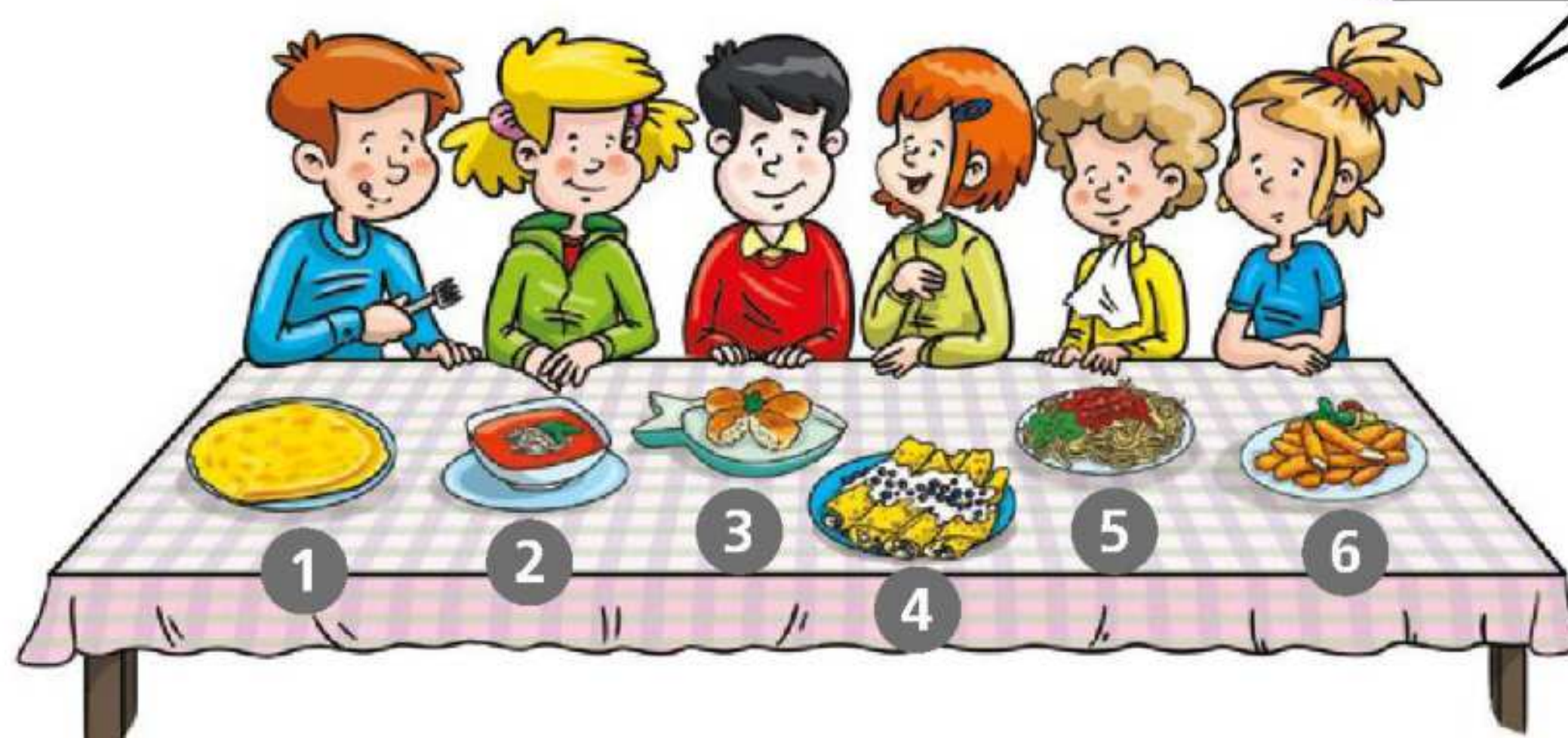


4 Read, match with your fingers and say. Write the words in your notebook.

tomato soup spaghetti chicken fingers pancakes fish cakes omelette

Example: 1. omelette

I'd like ..., please.



• **Language:** tomato soup, spaghetti, chicken fingers, pancakes, fish cakes, omelette; Are ready to order?; I'd like (tomato soup), please; Enjoy your meal!

Unit 6

Choosing free time activities

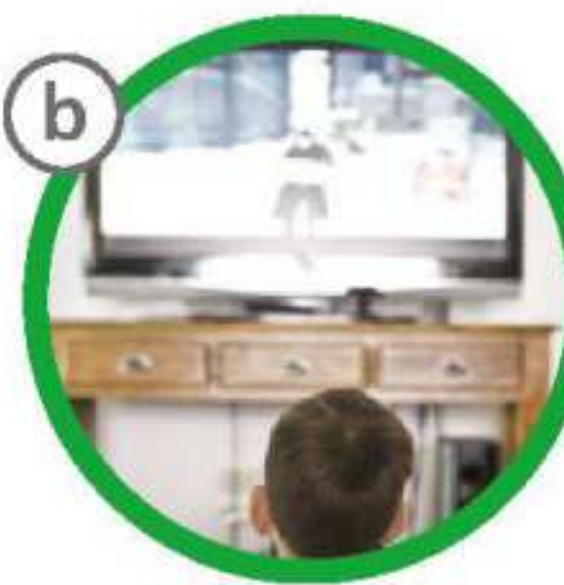
Extra
words
and
life skills

1 Listen, read and point. Repeat.

1 	2 	3 	4 	5 	6 
watch a film	play cards	play a computer game	listen to music	make a model	paint a picture

2 Listen and say the rap.

3 Listen, point and repeat. Act out.

b 	c 	d 	e 
a 			f 

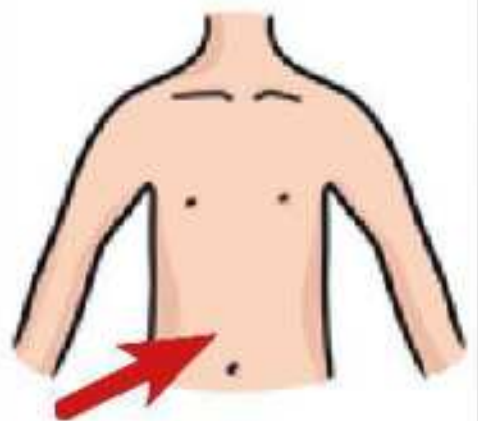
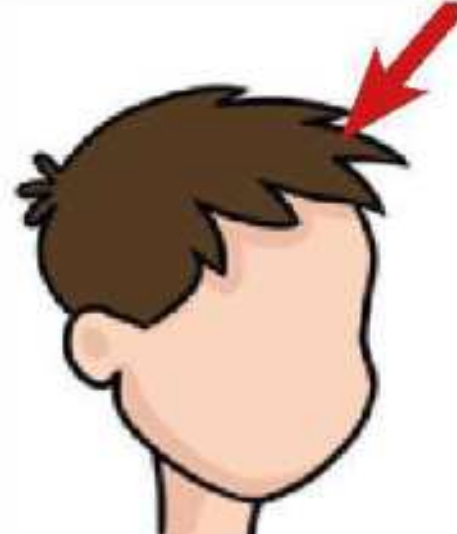
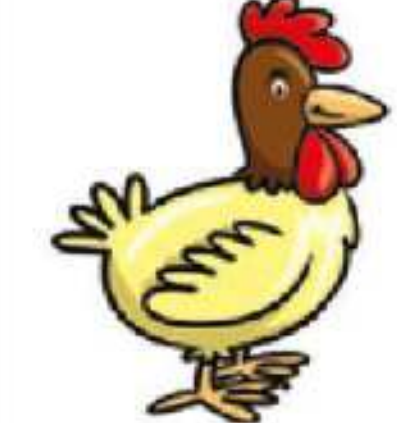
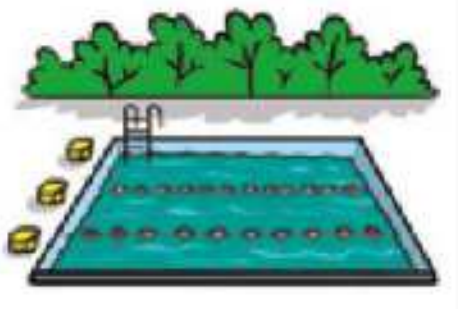
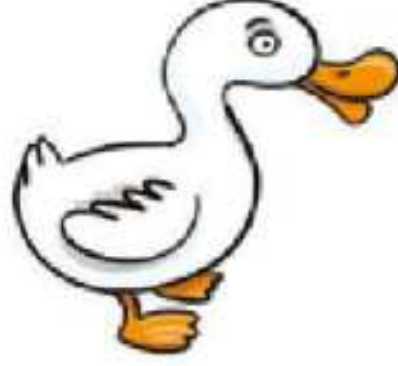
4 Read, match with your fingers and say. Write the words in your notebook.

listen to music	play cards	play a computer game	watch a film	make a model	paint a picture
--------------------	---------------	----------------------------	-----------------	-----------------	--------------------

Example: 1. watch a film Let's ...

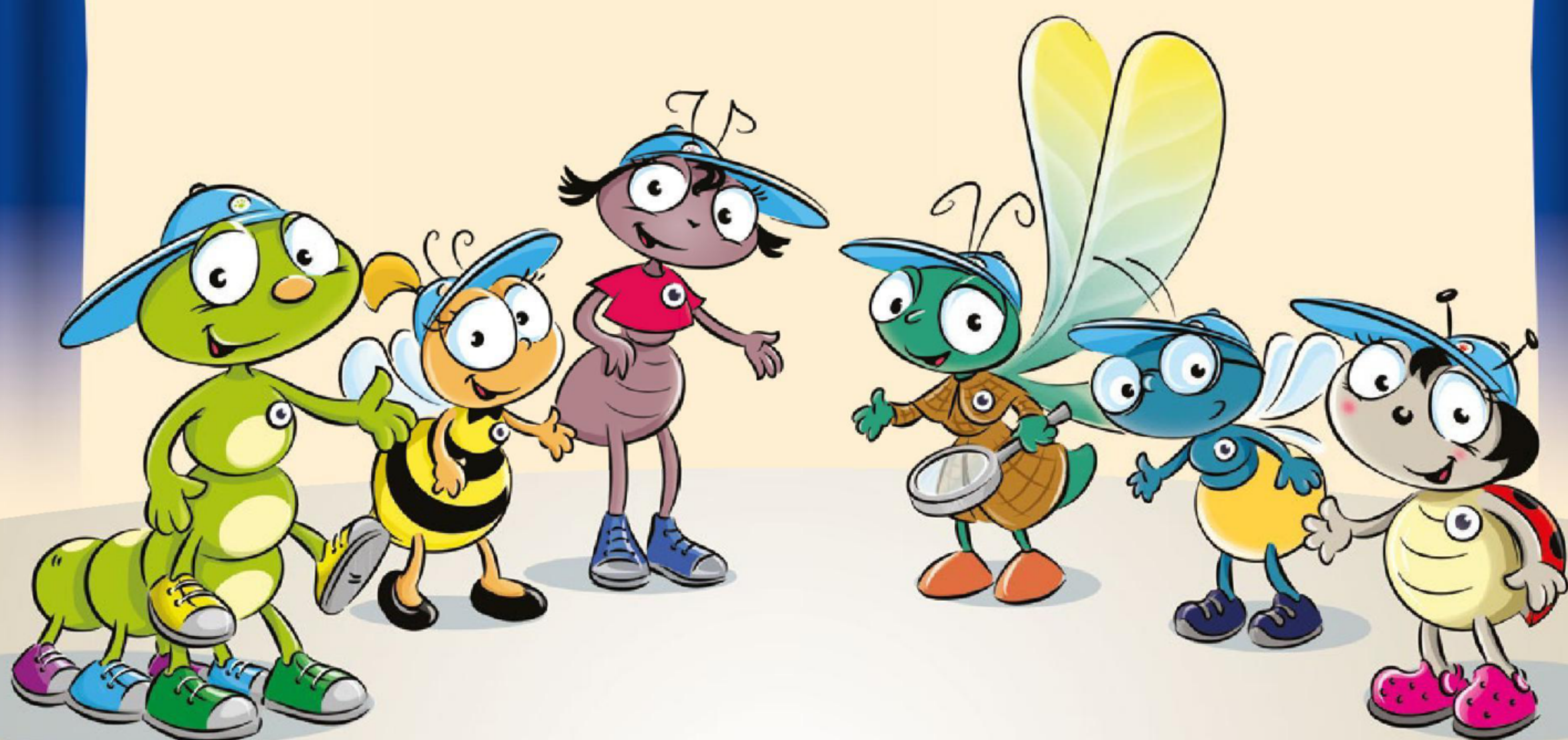


Bugs Bingo

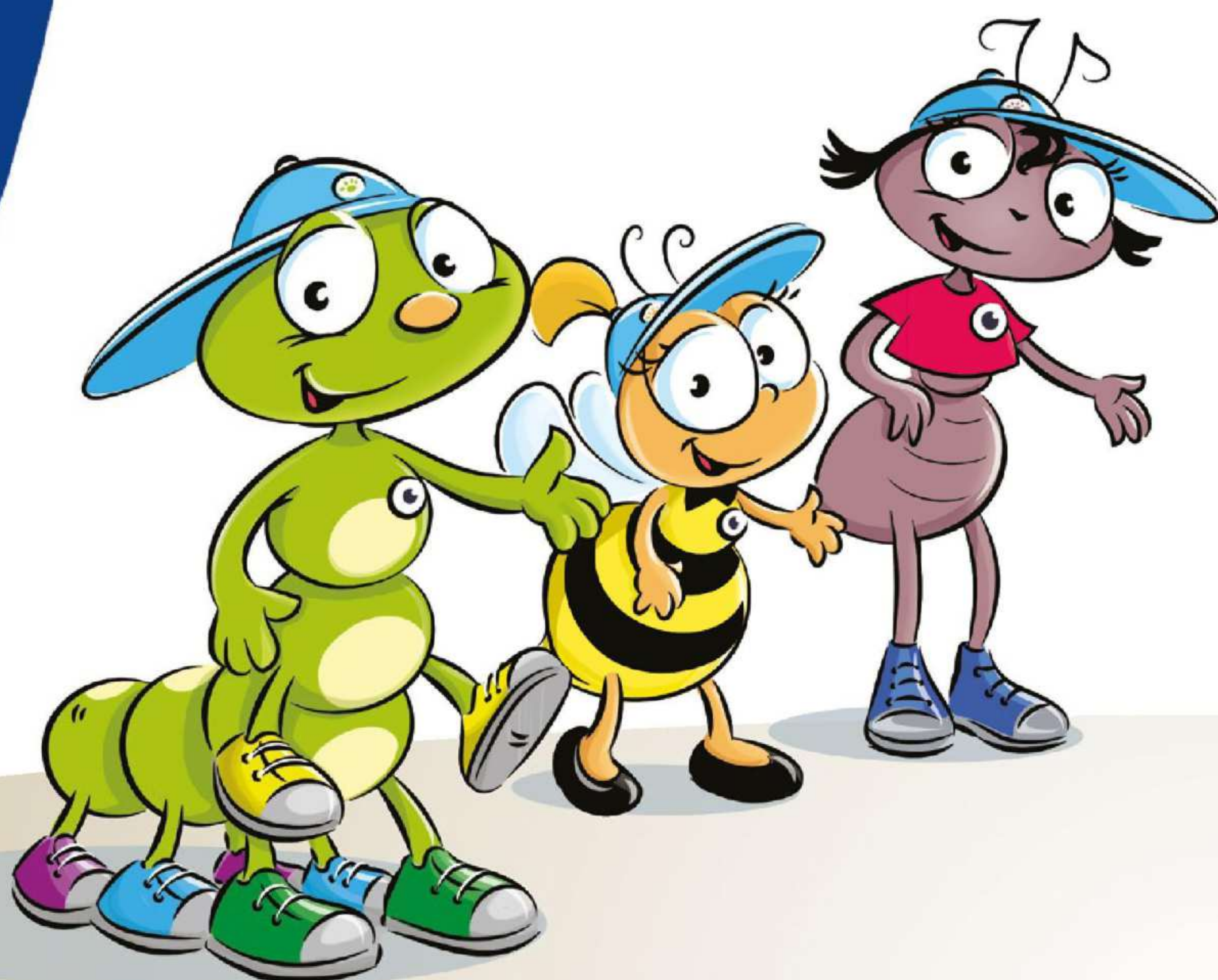
1							
2							
3							
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6							
7							

Mini-play

The missing money



Mini-



1



Scene 1

Narrator: Scene 1. The Bug Detectives.

Danny: Hello. We're the Bug Detectives. We help people. I'm Detective Danny the Dragonfly.

Colin: I'm Colin the Caterpillar.

Lucy: I'm Lucy the Ladybird.

Bella: I'm Bella the Bee.

Annie: I'm Annie the Ant.

Gary: And I'm Gary the Glow-worm. Look at my light!



We're Bug Detectives song

Danny, Colin, Lucy: Come and help find the missing money!

Bella, Gary, Annie: Be a detective too!

2



Scene 2

Narrator: Scene 2. At Mr Beetle's house.

Mr Beetle: Hello. I'm Mr Beetle. I love new clothes.



Look at me today song

Mr Beetle: Ha, ha. I'm rich! I've got lots of money for new clothes! Where can I hide my money? Ha, ha! Here! Under the chair!



Scene 3

Narrator: Scene 3. The robbers.

Wild Wasp 1: We're the Wild Wasps!

Wild Wasp 2: We're robbers!

Wild Wasp 3: We're clever!

Wild Wasp 4: We're dangerous!

Wild Wasp 1: Look! Here's Mr Beetle's money!

Wild Wasp 2: Come on! Quick! Let's go!



Scene 4

Narrator: Scene 4. The missing money.

Mr Beetle: Oh no! My money! It isn't here! Hello. Detective Danny the Dragonfly? This is Mr Beetle. Please can you help?

Mr Beetle: Hello, Bug Detectives! My money ... under the chair ... it's gone!

Danny: Don't worry, Mr Beetle.

Colin: We can find the robbers!

Annie: Come on, Bug Detectives!

Gary: Let's go!



Scene 5

Narrator: Scene 5. The Wild Wasps escape!

Wild Wasp 1: Ha, ha! We've got Mr Beetle's box of money.

Wild Wasp 2: We're rich.

Wild Wasp 3: Yes! Come on!

Wild Wasp 4: Let's go!

Colin: Hello, Ant.

Lucy: Hello, Grasshopper.

Danny: We're looking for robbers and a box of money.

Bella: Can you help?

Ant: Yes! The Wild Wasps have got the money!

Grasshopper: Quick! Follow the Wild Wasps!



Scene 6

Narrator: Scene 6. The Bugs are coming!

Wild Wasp 1: Hurry! The Bug Detectives are coming!

Wild Wasp 2: Yes! Quick! Come on!

Colin: Hello, Monkey.

Lucy: Hello, Mouse and Turtle.

Animals: Hello.

Danny: We're looking for robbers and a box of money.

Bella: Can you help?

Turtle: Yes! The Wild Wasps have got the money!

Monkey: Quick! Follow the Wild Wasps!

7



Scene 7

Narrator: Scene 7. Wild Wasps under arrest!

Colin: Look! It's the Wild Wasps!

Gary: And Mr Beetle's box of money!

Danny: Wild Wasps, you're under arrest!

Annie: Hurray! We've got the Wild Wasps!

Colin: Well done, Detective Danny!

Danny: Great work, Bug Detectives! Let's go and find Mr Beetle!

8



Scene 8

Narrator: Scene 8. Everyone is happy!

Danny: Here's your box of money, Mr Beetle.

Mr Beetle: Oh, thank you.

Wild Wasps: We're sorry, Mr Beetle. We don't want to be robbers.

Mr Beetle: And I don't want to buy new clothes. I want to help Bugs all over the world.

Colin: That's a great idea!

Everyone: Hurray! Hurray! Hurray!

Narrator: And that's the end of our play. Thank you for watching!



Bye-bye Bugs song

play



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5	4	3	2	1

2

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

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