

Bugs A Lesson Plan

W E E K	Pupil's book	Methodology tips	Activity Book (AB activities can either be set for homework, after going through them orally in class, or done in class, if time)	Optional activities (if time permits)
1	<p>Bugs Alphabet, Colours and Numbers Book</p> <p>Hello Bugs! All activities</p>	<p>Work through the alphabet in class, making sure that the students are pronouncing the letters correctly. Spend some time helping them to write the letters, too.</p> <p>The rest of the booklet can be completed alongside work from the Hello Bugs! unit and Unit 1. Set colouring exercises and puzzles to do at home.</p> <p>Work through the Hello Bugs! Pre-teach 'bug' by showing different pictures of insects! This unit introduces Emily and Archie, Spike and Gracie, and revises the alphabet and numbers 1-10. Allow plenty of time for practising and learning the alphabet and also let them enjoy the song.</p>	<p>Hello Bugs! All exercises</p>	<p>* Practise the numbers orally by going round the class, each student saying one number and the next student saying the next number, and so on.</p>
2	<p>Unit 1 Pages 8-9 All activities</p> <p>Pages 10-11</p>	<p>Spend a lot of time on the Story words and the story. Get different students to read a line or two, but only after you have played the cassette several times and students have repeated in chorus. Get students to copy new words into their exercise books.</p> <p>Refer back to the alphabet on page 5.</p>	<p>Unit 1 Page 5 Exs 1, 2</p> <p>Pages 6-7</p>	<p>* If enough time, get students to draw a leaf, a flower, a bird, etc and label them. Put drawings up on the wall.</p>

Bugs A Lesson Plan

	<p>All activities</p> <p>Pages 12-13 All activities</p>	<p>Spend some time working on a / an in front of consonants or vowels. Go through each exercise orally as a class before getting students to write their answers.</p> <p>Spend extra time in this lesson finishing off work from the Alphabet book. Make sure students have learnt the alphabet off by heart.</p>	<p>Exs 3-7</p> <p>Pages 8-9 Exs 8-12</p>	
3	<p>Pages 14-15 All activities</p> <p>Unit Test 1 (Bugs Test Booklet)</p>	<p>Allow time for students to do the activity and play the game. * Remind students to study for the test on Unit 1.</p> <p>Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class. The emphasis with these tests, should of course be on what the students have achieved, not on what they haven't learnt, at this early stage! So do have lots of wonderful stickers to give each child, regardless of their score on the test!</p>	<p>Bug Evaluation 1</p>	<p>* Review grammar and vocabulary from Unit 1 orally</p>
4	<p>Unit 2 Pages 16-17 All activities</p> <p>Pages 18-19 All activities</p>	<p>Spend 5-10 minutes at the beginning of each lesson, especially in the early units, revising and practising the alphabet (spelling words), numbers (counting flashcards, pencils, etc) and colours (pointing to objects and saying or asking the colour).</p> <p>Have some fun practising the prepositions of place by borrowing a student's ruler, for example, and putting it in funny places around the classroom.</p>	<p>Unit 2 Page 11 Exs 1, 2</p> <p>Pages 12-13 Exs 3-7</p>	<p>* Students bring in pictures of animals they have learnt so far and you make an</p>

Bugs A Lesson Plan

				animal poster. They write under each pet: <i>This is a</i>
5	<p>Pages 20-21 All activities</p> <p>Pages 22-23 All activities</p>	<p>Pre-teach 'web page'. Allow enough time for the guessing game. Perhaps leave it until the last 10-15minutes of the lesson.</p> <p>Allow plenty of time for the minibook activity. It would probably be best for the students to write their names on these and for you to keep them in class. In this way, all the things the children have made throughout the year can be put on display at the end of the year. Play the song again (plus any previous songs, if time) while the students are doing the activity.</p>	<p>Pages 14-15 Exs 8-11</p> <p>Bug Evaluation 2 All exercises</p>	<p>* Review grammar and vocabulary from Units 1-2 orally.</p>
6	<p>Review quiz Units 1 and 2 All exercises</p> <p>Unit Test 2 (Bugs Test Booklet)</p>	<p>Complete in class. Spend time going through the answers together and dealing with any problem areas. * Remind students to study for the test on Unit 2.</p> <p>Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class.</p>	<p>Review quiz Units 1 and 2 All exercises</p>	
7	<p>Unit 3 Pages 26-27 All activities</p>	<p>Spend lots of classroom time on the dialogue. Play the cassette several times for the class to repeat and then let different students read the parts. Repeat with different students. If you can bring a witch's costume to class, that would be great!</p>	<p>Unit 3 Page 19 Exs 1, 2</p>	<p>* More oral practice of words from the Alphabet book.</p>

Bugs A Lesson Plan

	Pages 28-29 All activities	Once you've done the lesson, get individual students out at the front of the class to practise saying and pointing to the different items of clothing they have learnt.	Pages 20-21 Exs 3-6	* Extra practice in counting and in using plurals, using classroom objects.
8	Pages 30-31 All activities	Allow plenty of time for the song and the guessing game afterwards. Get students to draw a very simple family tree of their own families, writing in what they are (brother, auntie, etc) and their names. Show them the outline of a family tree by drawing one on the board first for them to copy.	Pages 22-23 Exs 7-10	* Make a classroom poster of the students' family trees.
	Pages 32-33 All activities	Play the song again while the students are making their Halloween books. * Remind students to study for the test on Unit 3.	Bug Evaluation 3 All exercises	* Review grammar and vocabulary from Unit 3 orally.
9	Unit Test 3 (Bugs Test Booklet)	Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class. * Prepare students for the fact that they are going to have a Term Test next lesson.		* Review grammar and vocabulary from Units 1-3 orally. * Ask student to study and learn the grammar for Units 1-3 on p 106 of their Pupil's Books.
	Term Test 1 (Bugs Test Booklet)	Students do the test in class. Collect the Test Books in. The mark should give you a good idea of individual students' progress and any areas of weakness that should be addressed in future lessons.		
10	Unit 4	Pre-teach 'tiger'. If you can, bring into class pictures	Unit 4	

Bugs A Lesson Plan

	<p>Pages 34-35 All activities</p> <p>Pages 36-37 All activities</p>	<p>of the following animals, or use flashcards: tiger, gorilla, snake, crocodile, leopard. Give plenty of oral practice in these before you start the story. In this way, you avoid the possibility of students pronouncing words like ‘leopard’ wrongly, since they will have got used to saying it correctly before seeing how it is written. Let the students have fun reading the dialogue and taking the different parts.</p> <p>Do lots of fun oral practice of <i>I’ve got / I haven’t got</i> going round the class (eg. I’ve got a mouth, I haven’t got a tail). Make sure the students get familiar with the pronunciation for the parts of the body before you go on to the verb <i>have got</i>. If you run out of time, leave part of this lesson to do together with pages 38-39.</p>	<p>Page 25 Exs 1, 2</p> <p>Pages 26-27 Exs 3-7</p>	
11	<p>Pages 38-39 All activities</p> <p>Pages 40-41 (All activities)</p>	<p>Best to do the Writing in class so that you can go round and give help where necessary. Play the songs as background while they are working.</p> <p>Leave plenty of time for the minibook activity. Don’t forget to take them in at the end of the lesson!</p>	<p>Pages 28-29 Exs 8-11</p> <p>Bug Evaluation 4 All exercises</p>	* Review grammar and vocabulary from Units 3-4 orally.
12	<p>Review quiz Units 3 and 4 All exercises</p> <p>Unit Test 4</p>	<p>Complete in class. Spend time going through the answers together and dealing with any problem areas. * Remind students to study for the test on Unit 4.</p> <p>Before doing the test, spend some lesson time going</p>	<p>Review quiz Units 3 and 4 All exercises</p>	

Bugs A Lesson Plan

	(Bugs Test Booklet)	through the main grammar and vocabulary items in the unit. Complete in class.		
13	Unit 5 Pages 44-45 All activities Pages 46-47 All activities	Before you listen to the story, introduce the food items from the story by using the flashcards or other pictures. Let students have plenty of practice before you go on to the story. After listening to the cassette, let the students read the dialogue, taking the different parts. Try to give everyone a chance to read! Lots of opportunity here for oral practice of food items plus <i>I like / I don't like</i> .	Unit 5 Page 33 Exs 1, 2 Pages 34-35 Exs 3-6	
14	Pages 48-49 All activities Pages 50-51 All activities	Allow plenty of time for the students to act out the dialogue in pairs. Allow plenty of time for the game with the food cards. Play the chant as background while they are playing. * Remind students to study for the test on Unit 5.	Pages 36-37 Exs 7-10 Bug Evaluation 5 All exercises	* Students could draw pictures of food they like and you could make a 'Food corner' in your classroom, with their pictures. * Review grammar and vocabulary from Unit 5 orally.
5	Unit Test 5 (Bugs Test Booklet) Unit 6	Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class. To set the scene, encourage the students to talk	Unit 6	

Bugs A Lesson Plan

	Pages 52-53 All activities	about their favourite football stars. Even bring in some photos to class, if you can. Let the students practise the dialogue after you have listened to it and read it as a class.	Page 39 Exs 1, 2	
16	Pages 54-55 All activities Pages 56-57 All activities	Do make sure that students can say the names of all the sports correctly. Play the number game around the class, counting up to 60: each student has to say a number until only the students who know all the numbers are left. Let the students have a bit of fun with the song, acting it out. Allow time for them to play the guessing game.	Pages 40-41 Exs 3-6 Pages 42-43 Exs 7-10	* Draw up a class survey, with the names of all the children on it and columns with the sports. They can ask each other what sports they can play and tick the appropriate columns.
17	Pages 58-59 All activities Review quiz Units 5 and 6 All exercises	Leave plenty of time for the minibook activity. Don't forget to take them in at the end of the lesson! Play the song again while they are doing the activity. Complete in class. Spend time going through the answers together and dealing with any problem areas. * Remind students to study for the test on Unit 6.	Bug Evaluation 6 All exercises Review quiz Units 5 and 6	* Review grammar and vocabulary from Units 5-6 orally.
18	Unit Test 6 (Bugs Test Booklet) Unit 7	Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class. After you have listened to the story and students	 Unit 7	

Bugs A Lesson Plan

	Pages 62-63 All activities	have practised reading it aloud, you could allocate parts to members of the class. They can read the parts from the book initially, but you could also ask them to learn their parts off by heart and perform the play in class.	Page 47 Exs 1, 2	
19	Pages 64-65 All activities Pages 66-67 All activities	If you finish the exercises with some time to spare, get students to talk in pairs, showing each other what belongs to them (<i>This is my pen</i>) or to the other member of the pair (<i>This is your pencil case</i>). Act out the song, if there is time.	Pages 48-49 Exs 3-6 Pages 50-51 Exs 7-10	
20	Pages 68-69 All activities Unit Test 7 (Bugs Test Booklet)	Allow plenty of time to make the masks. Students can also act out the song. * Remind students to study for the test on Unit 7. Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class. * Prepare students for the fact that they are going to have a Term Test next lesson.	Bug Evaluation 7 All exercises	* Review grammar and vocabulary from Units 4-7 orally. * Ask student to study and learn the grammar for Units 4-7 on p 106 of their Pupil's Books.
21	Term Test 2 (Bugs Test Booklet)	Students do the test in class. Collect the Test Books in. The mark should give you a good idea of individual students' progress and any areas of		

Bugs A Lesson Plan

	Unit 8 Pages 70-71 All activities	weakness that should be addressed in future lessons. Students who enjoy reading out loud could take it in turns to read part of the story. It's best, though, not to force those students who are unwilling. It's always best to let the students read the dialogue in chorus several times before letting individuals try.	Unit 8 Page 53 Exs 1, 2	
22	Pages 72-73 All activities Pages 74-75 All activities	Now is the time to use a cardboard clock: they are so useful for young learners. If you get tired of holding the clock, there are lots of learners who would love to take your place and play 'the teacher' for a few minutes! Now students have the chance to practise the time in pairs. If you haven't got time to make lots of clocks for them to use, then they'll just have to write down the time and hide it from their partner. Play the song again while they are doing the Writing exercise in class.	Pages 54-55 Exs 3-6 Pages 56-57 Exs 7-10	* Students could write about their day and what they do at different times. If they illustrate what they write, then this could be part of a class poster 'My Day'.
23	Pages 76-77 All activities Review quiz Units 7 and 8 All exercises	Now the students make their watches so they can use them to play in pairs. Complete in class. Spend time going through the answers together and dealing with any problem areas. * Remind students to study for the test on Unit 8.	Bug Evaluation 8 All exercises Review quiz Units 7 and 8	* Review grammar and vocabulary from Units 7-8 orally.

Bugs A Lesson Plan

24	<p>Unit Test 8 (Bugs Test Booklet)</p> <p>Unit 9 Pages 80-81 All activities</p>	<p>Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class.</p> <p>Pre-teach 'the Arctic'. Let students listen to the story several times and then take it in turns to read different frames of the story.</p>	<p>Unit 9 Page 61 Exs 1, 2</p>	
25	<p>Pages 82-83 All activities</p> <p>Pages 84-85 All activities</p>	<p>The best props for a lesson are real ones, so if you can, bring into class a big beach bag with all the beach things mentioned in the unit inside it – the children will love it!</p> <p>If there is time, extend activity 10 so that students draw their own bags with things in of their choice then their partners have to guess what is in them.</p>	<p>Pages 62-63 Exs 3-7</p> <p>Pages 64-65 Exs 8-11</p>	<p>* Make a weather chart with the students for each day of the week. Get several students to draw pictures of each of the weather types. Cut them out, stick them on the chart, write underneath them and put it up on the wall.</p>
26	<p>Pages 86-87 All activities</p> <p>Unit Test 9</p>	<p>This is the last minibook activity of the year so add this one to the previous ones the students have done and show them how much they have achieved since the beginning of the year! Put the books aside to show the parents at the end of term. * Remind students to study for the test on Unit 9.</p> <p>Before doing the test, spend some lesson time going</p>	<p>Bug Evaluation 9 All exercises</p>	<p>* Review grammar and vocabulary from Unit 9 orally.</p>

Bugs A Lesson Plan

	(Bugs Test Booklet)	through the main grammar and vocabulary items in the unit. Complete in class.		
27	Unit 10 Pages 88-89 All activities Pages 90-91 All activities	Let students take the parts here in the story dialogue and act it out. Extension activity: students draw their own 'birthday cake' with the number of candles on it according to the age they are now. Make sure they use lots of different colours and that they know what they are in English! Just for a change, you could let the students mark each other's books when they have completed the two pages of activities. That always makes them take even more care than usual not to make any silly mistakes!	Unit 10 Page 67 Exs 1, 2 Pages 68-69 Exs 3-8	
28	Pages 92-93 All activities Pages 94-95 All activities	While students are doing the colouring activity, play some of their favourite songs (or all of them!) from previous units. The song here is a continuation of the song in Unit 9, so it might be a good idea to go back and play that first, and then play this part of the song.	Pages 70-71 Exs 9-12 Bug Evaluation 10 All exercises	
29	Review quiz Units 9 and 10 All exercises	Complete in class. Spend time going through the answers together and dealing with any problem areas.	Review quiz Units 9 and 10	* Review grammar and vocabulary from Units 8-10 orally.

Bugs A Lesson Plan

	Unit Test 10 (Bugs Test Booklet)	<p>* Prepare students for the fact that there will be final tests next week. * Remind students to study for the test on Unit 10.</p> <p>Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class. * Prepare students for the fact that they are going to have a Term Test next lesson and then a Final test after that.</p>		<p>* Ask student to study and learn the grammar for Units 8-10 on p 106 of their Pupil's Books.</p>
30	Term Test 3 (Bugs Test Booklet) Final Test (Bugs Test Booklet)	<p>Do the test in class and go through the answers together.</p> <p>Do the final test in class.</p>		<p>* Discuss what students have learnt throughout the year, and what they have enjoyed most about the book.</p>