

Bugs B 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>Hello again Bugs! All activities</p> <p>Unit 1 Pages 8-9 All activities</p>	<p>Work through the Hello again Bugs! This unit revises core vocabulary and structures from Bugs A. Allow plenty of time for revision and also let them enjoy the song.</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>Hello again Bugs! All exercises</p> <p>Unit 1 Page 5 Exs 1, 2</p>	
2	<p>Pages 10-11 All activities</p> <p>Pages 12-13</p>	<p>Spend some time working on this / that, these / those. Go through each exercise orally as a class before getting students to write their answers.</p> <p>Bring pictures of farm animals into class. Practise</p>	<p>Pages 6-7 Exs 3-6</p> <p>Pages 8-9</p>	<p>* Class project: farm</p>

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	All activities	spelling activities by asking students to spell the different animals.	Exs 7-10	animals. Each student could choose an animal from the unit to draw, label and colour. You could then cut them out and stick them on a green background. Put the poster up on the wall.
3	Pages 14-15 All activities Unit Test 1 (Bugs Test Booklet)	Let the students have a bit of fun with the sing, imitating the animals. Play the song again as background while they are doing the Bugs Quiz. * Remind students to study for the test on Unit 1. 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!	Bug Evaluation 1	* Review grammar and vocabulary from Unit 1 orally
4	Unit 2 Pages 16-17 All activities Pages 18-19 All activities	Listen to the story then give students turns at taking different parts. Look at the timetables in English and write the subjects on the board for the students to copy. Make sure the students pronounce the parts of the school correctly, and also the school subjects.	Unit 2 Page 11 Exs 1, 2 Pages 12-13 Exs 3-6	* Students write out their own school timetables in English.
5	Pages 20-21	Spend some time singing the song. You could also	Pages 14-15	

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	<p>All activities</p> <p>Pages 22-23</p> <p>All activities</p>	<p>play it again while the students are doing activity 10.</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.</p> <p>Play the song again (plus any previous songs, if time) while the students are doing the activity.</p>	<p>Exs 7-10</p> <p>Bug Evaluation 2</p> <p>All exercises</p>	<p>* Review grammar and vocabulary from Units 1-2 orally.</p>
6	<p>Review quiz</p> <p>Units 1 and 2</p> <p>All exercises</p> <p>Unit Test 2</p> <p>(Bugs Test Booklet)</p>	<p>Complete in class. Spend time going through the answers together and dealing with any problem areas.</p> <p>* 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</p> <p>Units 1 and 2</p> <p>All exercises</p>	
7	<p>Unit 3</p> <p>Pages 26-27</p> <p>All activities</p> <p>Pages 28-29</p>	<p>Spend lots of classroom time on the story. Play the cassette several times for the class to repeat and then let different students read the parts. Repeat with different students.</p> <p>Get students to underline all the words in the story ending in <i>-ing</i>. That's something easy for them all to do and something that gives them a sense of achievement, as well as focusing their attention on the grammar point being taught.</p> <p>It might be a good idea to do these activities together</p>	<p>Unit 3</p> <p>Page 19</p> <p>Exs 1, 2</p> <p>Pages 20-21</p>	<p>* More oral practice of words from the Alphabet book.</p> <p>* Extra practice in counting</p>

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	All activities	as a class and write the answers up on the board. It's very important, at this stage, to bolster the students' self-confidence and create in them the feeling that they <i>can</i> do the things that are required with the language. Later on will come the time when they will have to work without so much assistance	Exs 3-8	and in using plurals. Play a number game around the class, each student in turn having to use a number between 50 and 100 plus any object of their choice (including animals, etc). If they can't think of anything, they're out.
8	Pages 30-31 All activities Pages 32-33 All activities	Allow plenty of time for the song and the guessing game afterwards. Play the song again while the students are making their cards. * Remind students to study for the test on Unit 3.	Pages 22-23 Exs 9-12 Bug Evaluation 3 All exercises	* Review grammar and vocabulary from Unit 3 orally.
9	Unit Test 3 (Bugs Test Booklet) Term Test 1 (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. 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.		* 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.
10	Unit 4	Let the students have fun reading the dialogue and	Unit 4	

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	<p>Pages 34-35 All activities</p> <p>Pages 36-37 All activities</p>	<p>taking the different parts. You could follow up by getting students to draw a picture of their own flat or house and label it. These drawings could then be made into a display.</p> <p>Make sure the students get familiar with the pronunciation of the verbs and phrases before you go on to using them in the Present continuous. Go round the class getting students to say what they can or can't do. Each student must say at least one sentence!</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>Allow plenty of class time for the chant and the miming game. For the latter, get the students working in pairs. Make sure they're making the correct responses by going round the class as they're doing the activity and monitoring what they are saying.</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>	<p>* Ask students to write a paragraph about their bedroom, following the example of Spike's web page.</p> <p>* Review grammar and vocabulary from Units 3-4 orally.</p>
12	<p>Review quiz Units 3 and 4 All exercises</p> <p>Unit Test 4 (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 4.</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 3 and 4 All exercises</p>	

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13	<p>Unit 5 Pages 44-45 All activities</p> <p>Pages 46-47 All activities</p>	<p>Before you listen to the story, introduce the shops 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!</p> <p>Ask the students to list as many things as they can think of in English that they could buy at the different shops. They may only know one or two items but that's great! Write the names of the shops on the board and the items you can buy at each underneath. Practise the time, revising what they already know, using a cardboard clock, if available.</p>	<p>Unit 5 Page 33 Exs 1, 2</p> <p>Pages 34-35 Exs 3-7</p>	<p>* Create a shopping corner in the classroom: students can draw the different shops and items they can buy in each. They can then use the shopping corner to practise asking for things: <i>Can I have some bread, please?</i></p>
14	<p>Pages 48-49 All activities</p> <p>Pages 50-51 All activities</p>	<p>Allow plenty of time for the students to play the guessing game in pairs.</p> <p>Allow plenty of time for the game with the shopping cards. Play the song as background while they are playing. * Remind students to study for the test on Unit 5.</p>	<p>Pages 36-37 Exs 8-11</p> <p>Bug Evaluation 5 All exercises</p>	<p>* Review grammar and vocabulary from Unit 5 orally.</p>
5	Unit Test 5	Before doing the test, spend some lesson time going		

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	(Bugs Test Booklet) Unit 6 Pages 52-53 All activities	through the main grammar and vocabulary items in the unit. Complete in class. Pre-teach 'famous'. Let the students practise the dialogue after you have listened to it and read it as a class. One student should be the narrator and the others take the parts.	Unit 6 Page 39 Exs 1, 2	
16	Pages 54-55 All activities Pages 56-57 All activities	It's important that the students learn to pronounce the months correctly. It would be a good idea if you got a different student each day to write the date on the board and actually say the date out loud each time, so that students get used to hearing the months on a regular basis. For the comparatives of adjectives, practise with students or things. Be careful, however, to avoid drawing attention to more sensitive issues, such as if one student is a bit over- or underweight for his/her age, and so on. This is a useful rhyme for the students to remember and to help them know how many days are in each month.	Pages 40-41 Exs 4-9 Pages 42-43 Exs 10-12	* Make a class poster, detailing all the birthdays and/or name-days of the students in the class. This should be put up in the classroom so that these occasions can be celebrated in class.
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.	Bug Evaluation 6 All exercises Review quiz Units 5 and 6	* Review grammar and vocabulary from Units 5-6 orally.

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		* Remind students to study for the test on Unit 6.		
18	Unit Test 6 (Bugs Test Booklet) Unit 7 Pages 62-63 All activities	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 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 story in class.	Unit 7 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, talking about what they are going to do on each day of the week to come. Play the song again while the students are doing activity 10.	Pages 48-49 Exs 3-8 Pages 50-51 Exs 9-12	
20	Pages 68-69 All activities Unit Test 7 (Bugs Test Booklet)	Allow plenty of time to make the free time activity cards. * 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.	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.

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		* Prepare students for the fact that they are going to have a Term Test next lesson.		
21	Term Test 2 (Bugs Test Booklet) Unit 8 Pages 70-71 All activities	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. 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	Once the students have completed the exercises, give further practice in prepositions of place by using students' belongings and placing them in funny places around the classroom. Ask the questions <i>Where is ...?</i> or <i>Where are ...?</i> Make sure the students can pronounce the names of the animal correctly before doing activity 7. Allow plenty of time for the guessing game. Play the song again while they are doing the Writing exercise in class.	Pages 54-55 Exs 3-8 Pages 56-57 Exs 9-12	* Make an animal poster. Each student chooses an animal they like (apart from the farm animals they have already done) to either draw or find a picture of. They should then write one sentence underneath about

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				the animal. Put this poster next to the farm animals one.
23	<p>Pages 76-77 All activities</p> <p>Review quiz Units 7 and 8 All exercises</p>	<p>The students can have fun with the song. Allow plenty of class time for making the treasure changer. Play the song again while they are doing the activity.</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 8.</p>	<p>Bug Evaluation 8 All exercises</p> <p>Review quiz Units 7 and 8</p>	* Review grammar and vocabulary from Units 7-8 orally.
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>Let students listen to the story several times and then take it in turns to read different frames of the story. Plenty of time should be spent on understanding the story and noticing linking words and expressions. Students could make a list of these in their exercise books after underlining them in the story.</p>	<p>Unit 9 Page 61 Exs 1, 2</p>	
25	<p>Pages 82-83 All activities</p> <p>Pages 84-85</p>	<p>Go through all the exercises orally in class first. Then, while the students are writing their answers, play the Songs CD again, with some of their favourite songs.</p> <p>Allow plenty of time for activity 8.</p>	<p>Pages 62-63 Exs 4-8</p> <p>Pages 64-65 Exs 9-12</p>	

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	All activities	Talk a little about famous people, asking the class if they can name any other famous people they know. Encourage students to bring into class any information they can find about the people they have mentioned.		
26	Pages 86-87 All activities Unit Test 9 (Bugs Test Booklet)	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. Play the song again while they are doing the activity. * Remind students to study for the test on Unit 9. Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class.	Bug Evaluation 9 All exercises	* Review grammar and vocabulary from Unit 9 orally.
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. Give all students a chance to read. 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! Best, however, to go through the activities orally as a class first, before they attempt to write their answers.	Unit 10 Page 67 Exs 1, 2 Pages 68-69 Exs 3-7	
28	Pages 92-93	Students may need to look back at the story on pages	Pages 70-71	

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	<p>All activities</p> <p>Pages 94-95 All activities</p>	<p>88-89 to remind themselves of the different characters, before they sing the song and play the guessing game.</p> <p>Students can use their masks to act out any of the situations in the unit. Let them have some fun! Encourage them to use phrases from the unit, such as the ones given in activity 15.</p>	<p>Exs 8-11</p> <p>Bug Evaluation 10 All exercises</p>	
29	<p>Review quiz Units 9 and 10 All exercises</p> <p>Unit Test 10 (Bugs Test Booklet)</p>	<p>Complete in class. Spend time going through the answers together and dealing with any problem areas.</p> <ul style="list-style-type: none"> * Prepare students for the fact that there will be final tests next week. * Remind students to study for the test on Unit 10. <p>Before doing the test, spend some lesson time going through the main grammar and vocabulary items in the unit. Complete in class.</p> <ul style="list-style-type: none"> * Prepare students for the fact that they are going to have a Term Test next lesson and then a Final test after that. 	<p>Review quiz Units 9 and 10</p>	<ul style="list-style-type: none"> * Review grammar and vocabulary from Units 8-10 orally. * Ask student to study and learn the grammar for Units 8-10 on p 106 of their Pupil's Books.
30	<p>Term Test 3 (Bugs Test Booklet)</p> <p>Final Test (Bugs Test Booklet)</p>	<p>Do the test in class and go through the answers together.</p> <p>Do the final test in class.</p>		<ul style="list-style-type: none"> * Discuss what students have learnt throughout the year, and what they have enjoyed most about the book.