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Nagrania w formacie MP3
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oraz pod kodami QR:



Class Audio 1



Class Audio 2



Class Audio 3

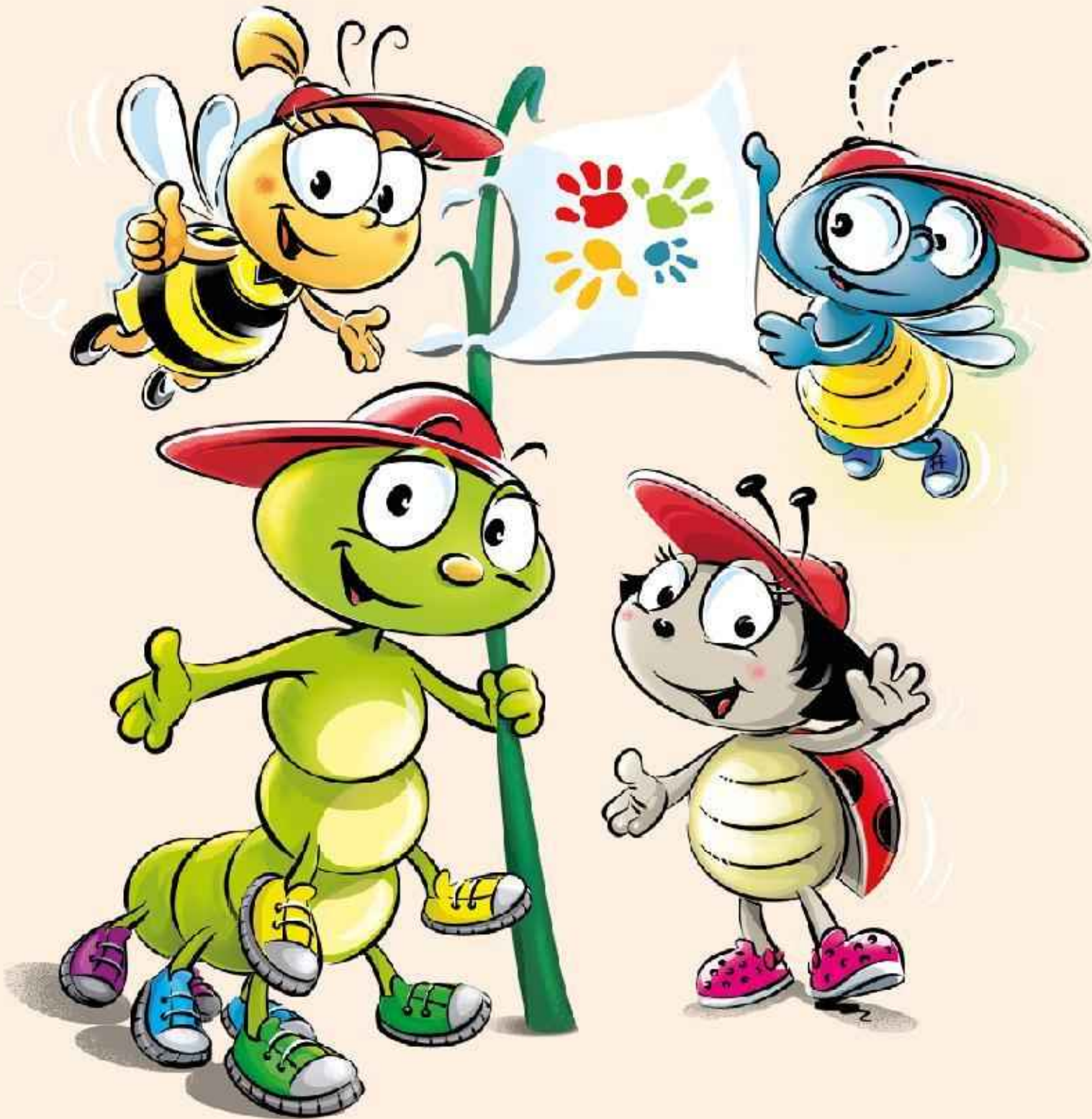
Carol Read

Ana Soberón

Anna Parr-Modrzejewska with Ewa Piotrowska

Contents

UNIT	VOCABULARY	COMMUNICATION
 Hello, Bugs Team!	numbers 1–10; colours; caterpillar, ladybird, bee, glow-worm ball, dog, apple, book, mouse	Where's the (ball)? Here! What's your name? I'm (Gary). How old are you? I'm (six).
 The school concert	pen, pencil, crayon, notebook, ruler, rubber, school bag, book read, write, draw, colour	What's this? It's my (pen). It's (a pen). I (write) at school.
 The magic elf	car, bike, robot, doll, scooter, skateboard, teddy bear, ball big, small, old, new, long, short	Can I have (a ball), please? Here you are! Thank you. Look at my (scooter). It's (big).
REVIEW 1 & CLIL	CLIL: Colours	
 The spider's web	head, body, arms, legs, ears, nose, mouth, eyes butterfly, spider, beetle, grasshopper, snail hear, see, smell, touch, taste	I've got (a head). How many (legs)? Please help me. I'm scared of (spiders). I (hear) with my (ears).
 Run, run, run!	giraffe, zebra, elephant, parrot, lion, hippo, monkey, mouse walk, run, fly, swim, jump, climb	Here's the (parrot). Hello, (elephant). Who's coming? The (giraffe) is coming. A (monkey) can (climb). It can (run). I can (run).
REVIEW 2 & CLIL	CLIL: Emotions	
 The picnic	ham, cheese, tomato, chicken, carrot, yoghurt, banana, apple honey, sausage, pear, ice cream, cabbage fruit, vegetables, meat, milk products	I like (ham). I don't like (apples). What about you? Do you like (ham)? Yes, I do. / No, I don't. (An apple) is (a fruit). (Meat) is delicious.
 A family pet	mummy, daddy, sister, brother, grandma, grandpa, family, baby puppy, friend friendly, clever, funny, noisy, shy	This is my (mummy). She's got (brown hair). He's got (big feet). My grandpa's (noisy). He's (clever). She's (funny).
REVIEW 3 & CLIL	CLIL: Plants	
 ROUND-UP	Review: Units 1–6	
 Goodbye, Bugs Team!	sea, lake, mountains, country	Let's go (on holiday)! I want to go to the (sea). Goodbye, (Colin)! Have a great holiday!
FESTIVALS	HALLOWEEN: witch, pumpkin, ghost, cat, bat CHRISTMAS: Father Christmas, Christmas tree, present, bell, sleigh EASTER: rabbit, chick, Easter egg, flowers, basket FAMILY DAY: card, drawing, model, flowerpot, bracelet	
EXTRA WORDS & SKILLS	UNIT 1: window, board, door, desk UNIT 2: board game, dice, counter, card UNIT 3: fingers, toes, knees, elbows UNIT 4: snake, tiger, rhino, gorilla, ostrich UNIT 5: orange, peach, melon, cherry, strawberry UNIT 6: cousin, aunt, best friend, uncle, classmate	
PROJECTS	PROJECT 1: All about me PROJECT 2: Colourful emotions	

VALUES	CULTURE	PODSTAWA PROGRAMOWA
Play together.		imię, wiek
Be creative.	Schools in the UK	szkoła, sala lekcyjna, przybory szkolne
Be happy with what you have.	Toys in the UK	zabawy i zabawki
		zainteresowania
Help others.	Morning activities in the UK	cechy wyglądu, plan dnia, codzienne czynności, zwierzęta
Ask for help.	Wild animals in the UK	zwierzęta, sport
		samopoczucie, emocje
Care about others.	Popular jobs in the UK	artykuły spożywcze, popularne zawody
Take care of animals.	Different families in the UK	rodzina, przyjaciele, cechy charakteru, zwierzęta
		rośliny
		wakacje
		święta i tradycje
		sala lekcyjna
		zabawy
		cechy wyglądu
		zwierzęta
		artykuły spożywcze
		rodzina, przyjaciele
		ja, informacje o mnie
		samopoczucie, emocje

Lesson 1 Vocabulary

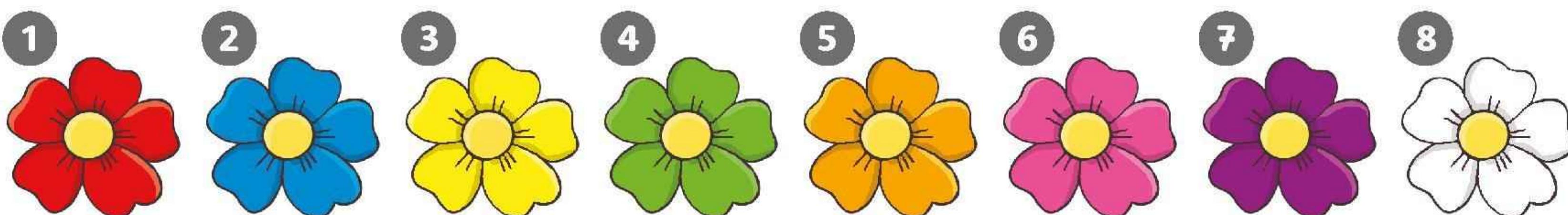
1  1.03 Listen and point. Mime and repeat.

2 Play *Guess the name.* 



3  1.04 Listen and sing *Hello, Bugs.*

4  1.05  Listen, point and say. Play *Colours.*



Name the colours of the flowers in the big picture.

Lesson 2 Vocabulary

Starter

1  Play *Touch something blue!*

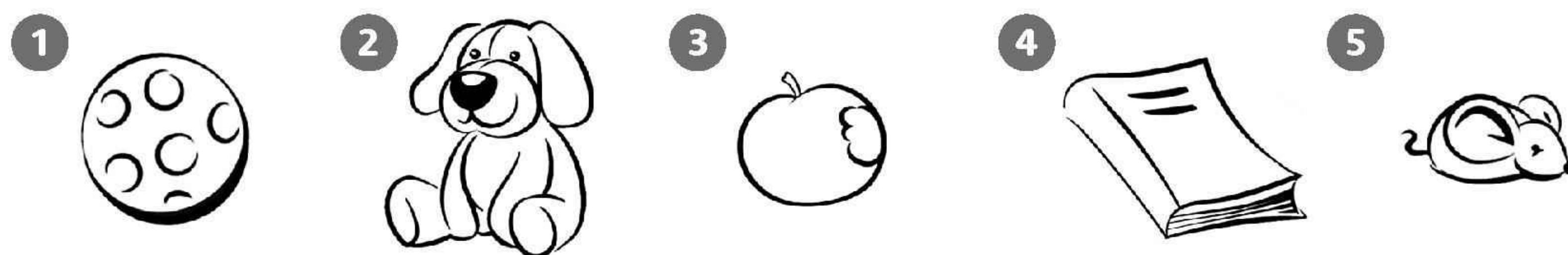
2  1.06 Listen, point and say.

1 2 3 4 5 6 7 8 9 10



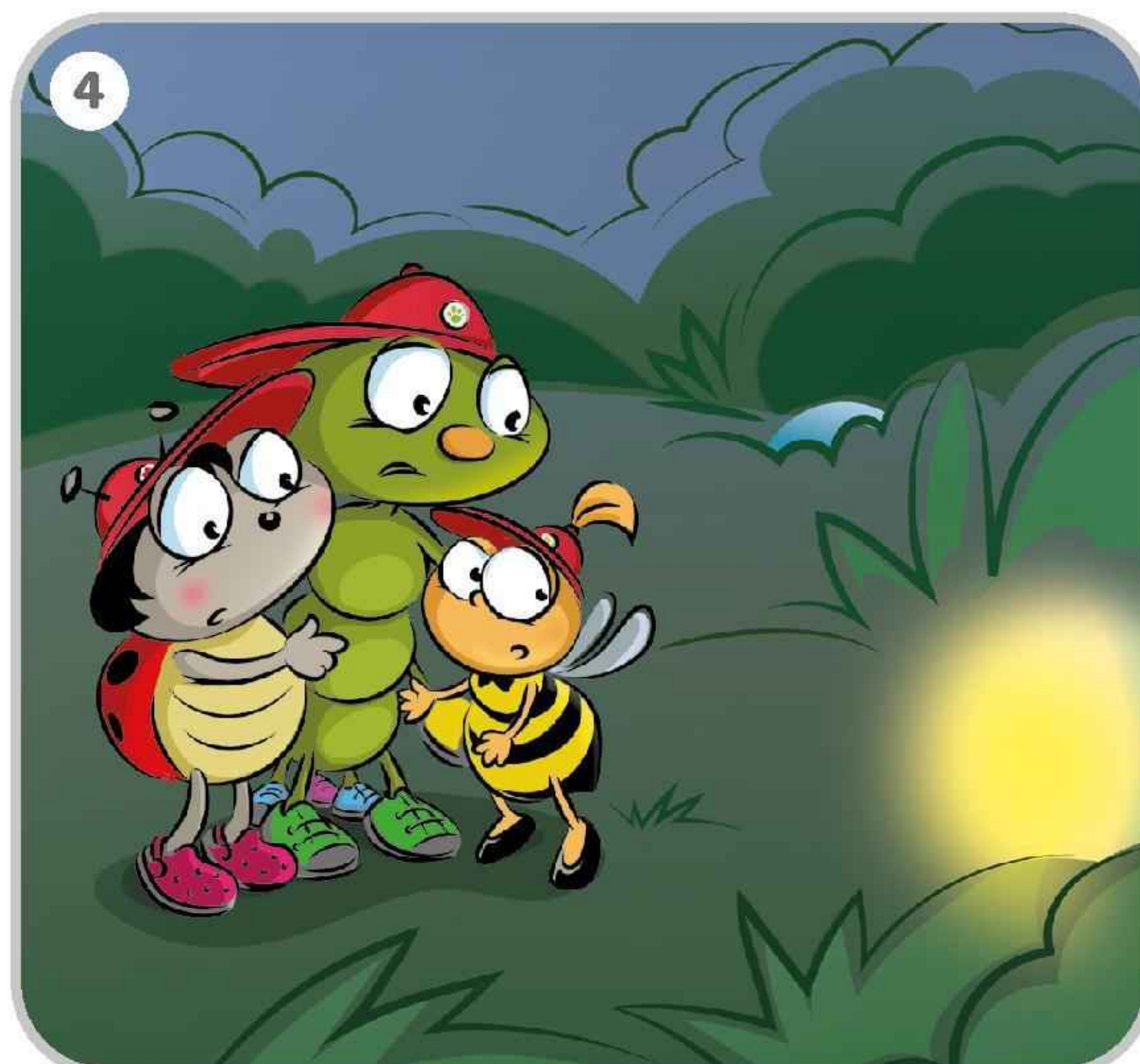
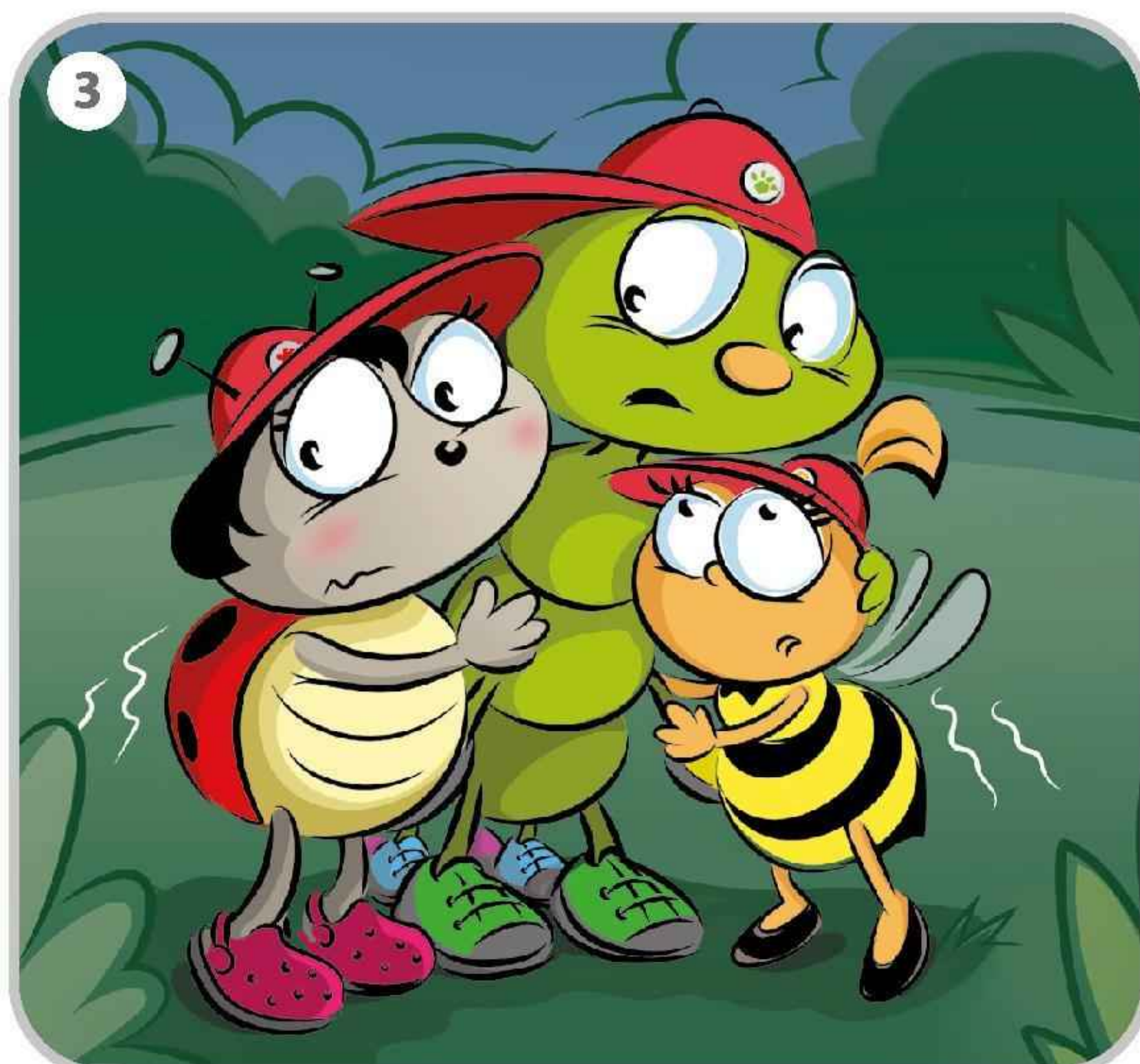
3  1.07  Listen, find and point. Count and say.

4  1.08 Listen, find and say.



5 Play *Find the object.* 

Lesson 3 Story

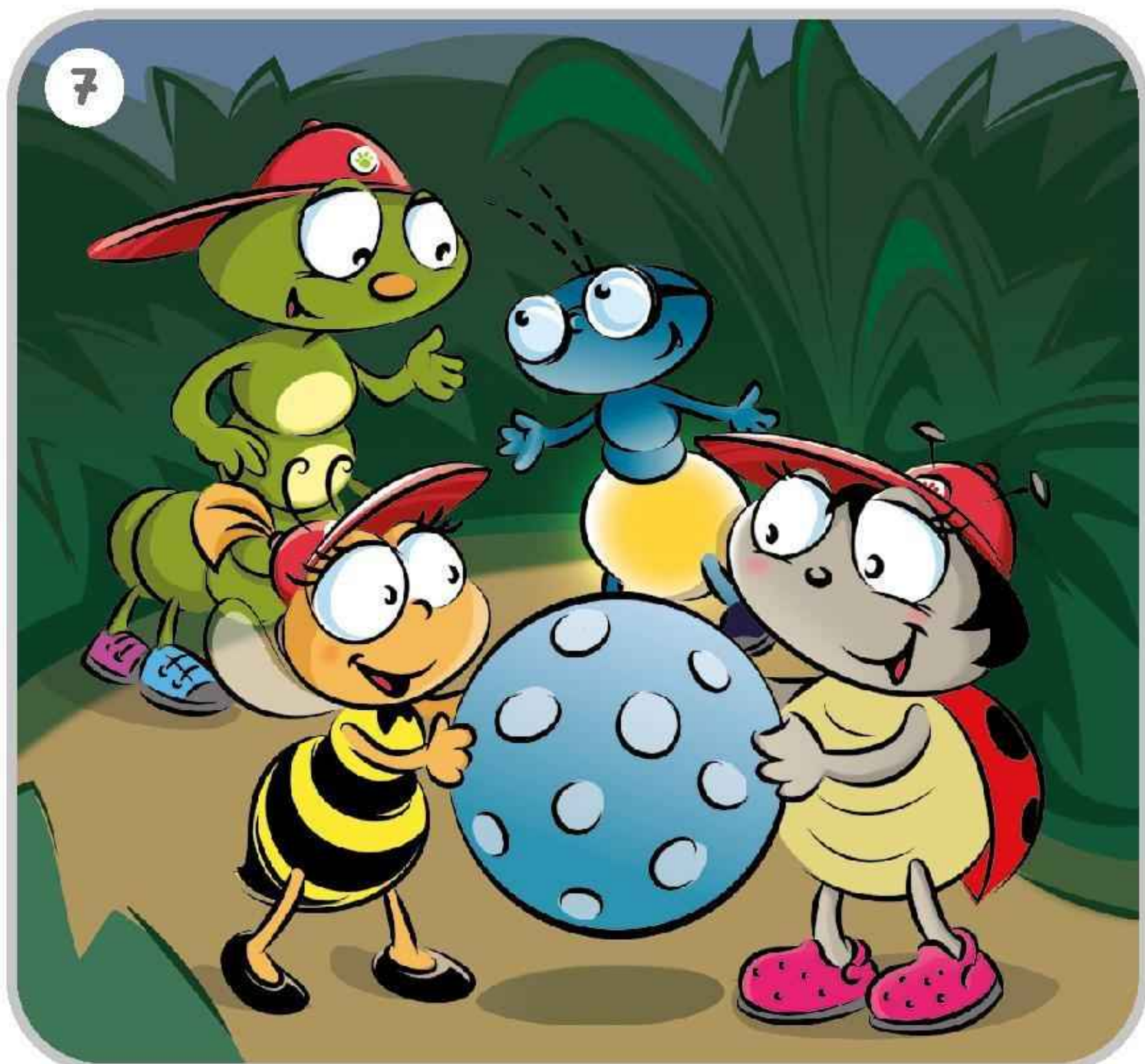
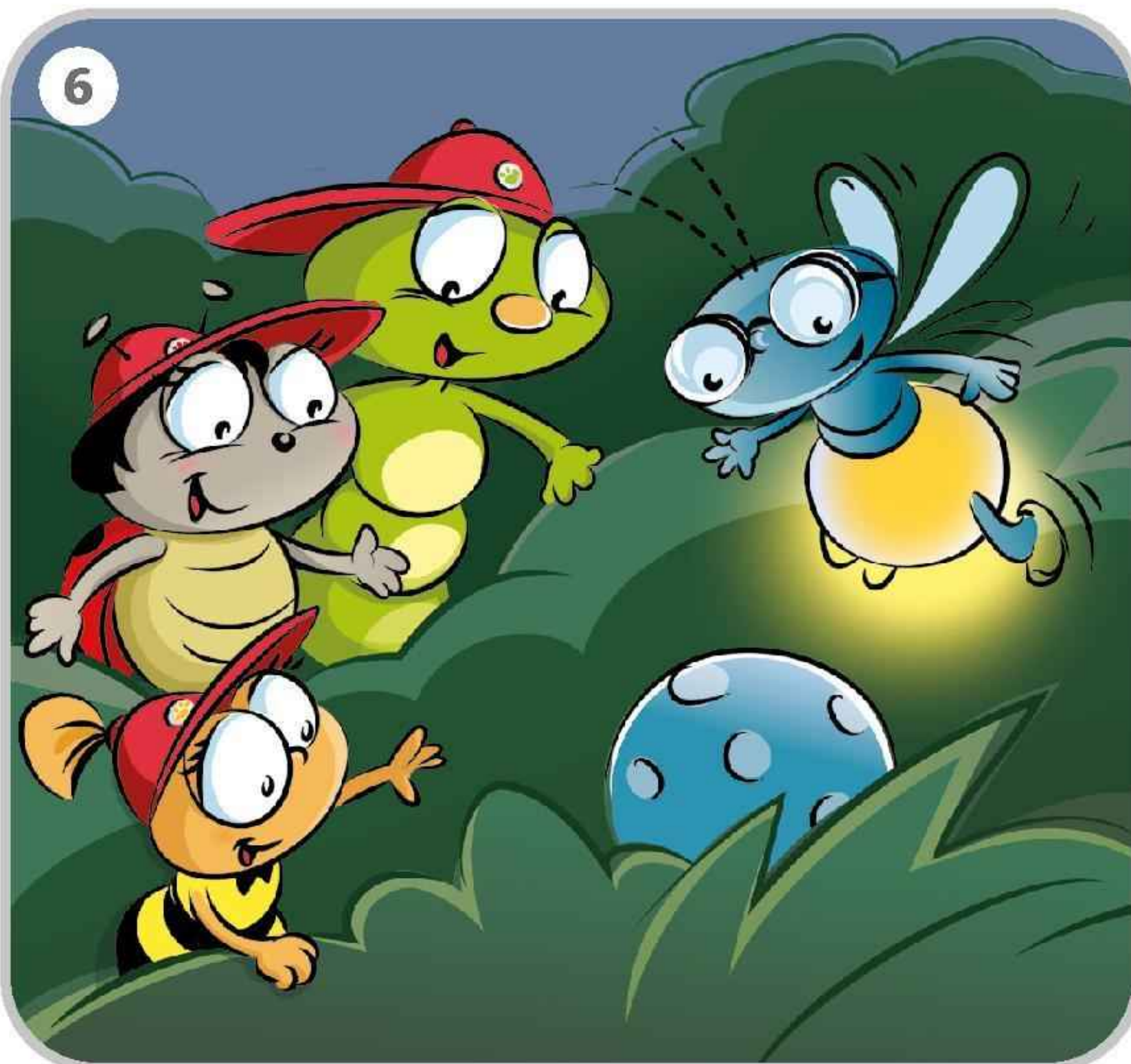
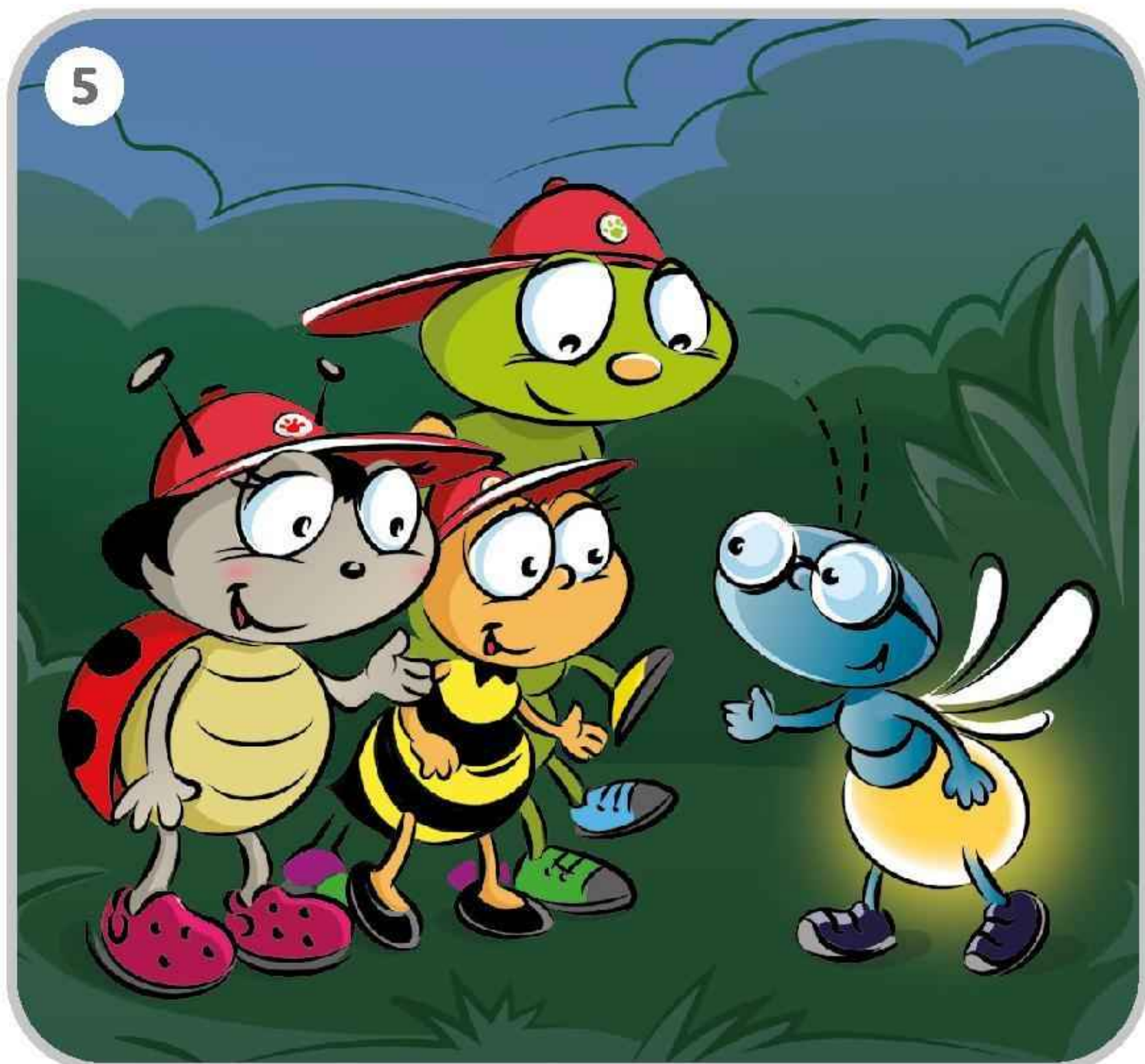


1 Play *Clap and say!*

2 1.09 Listen and point. Answer the questions.

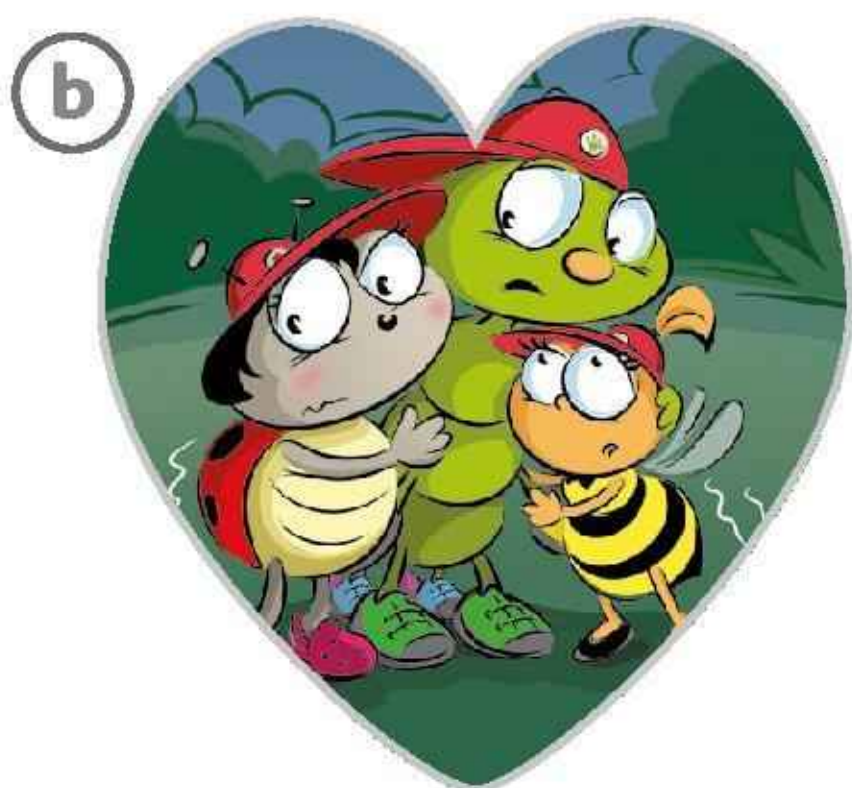
3 Make the Bugs puppets. Act out the story.





Bugs Values
Play together.

4 Choose and say.



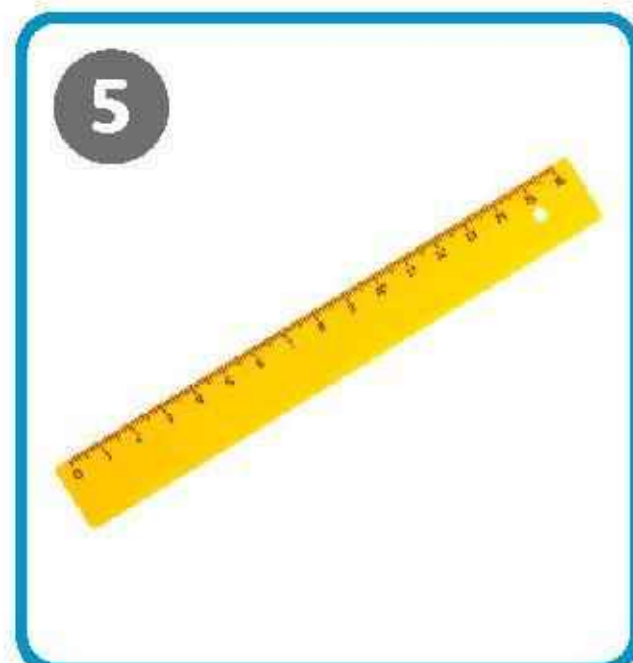
5 1.10 Listen and sing *The Bugs Team*.

LANGUAGE: Where's the (ball)? Here! What's your name? I'm (Gary), glow-worm; How old are you? I'm (six).
Podstawa programowa: kreatywne myślenie, krytyczne myślenie, dbanie o innych

Lesson 1 Vocabulary

1  Play *Pass the card*. 

2  1.11 Listen, point and repeat.



3  Make the cards.

4  Play *Colin's cards*.

5  1.12  Listen, point and say *Colin's chant*. Say the numbers.



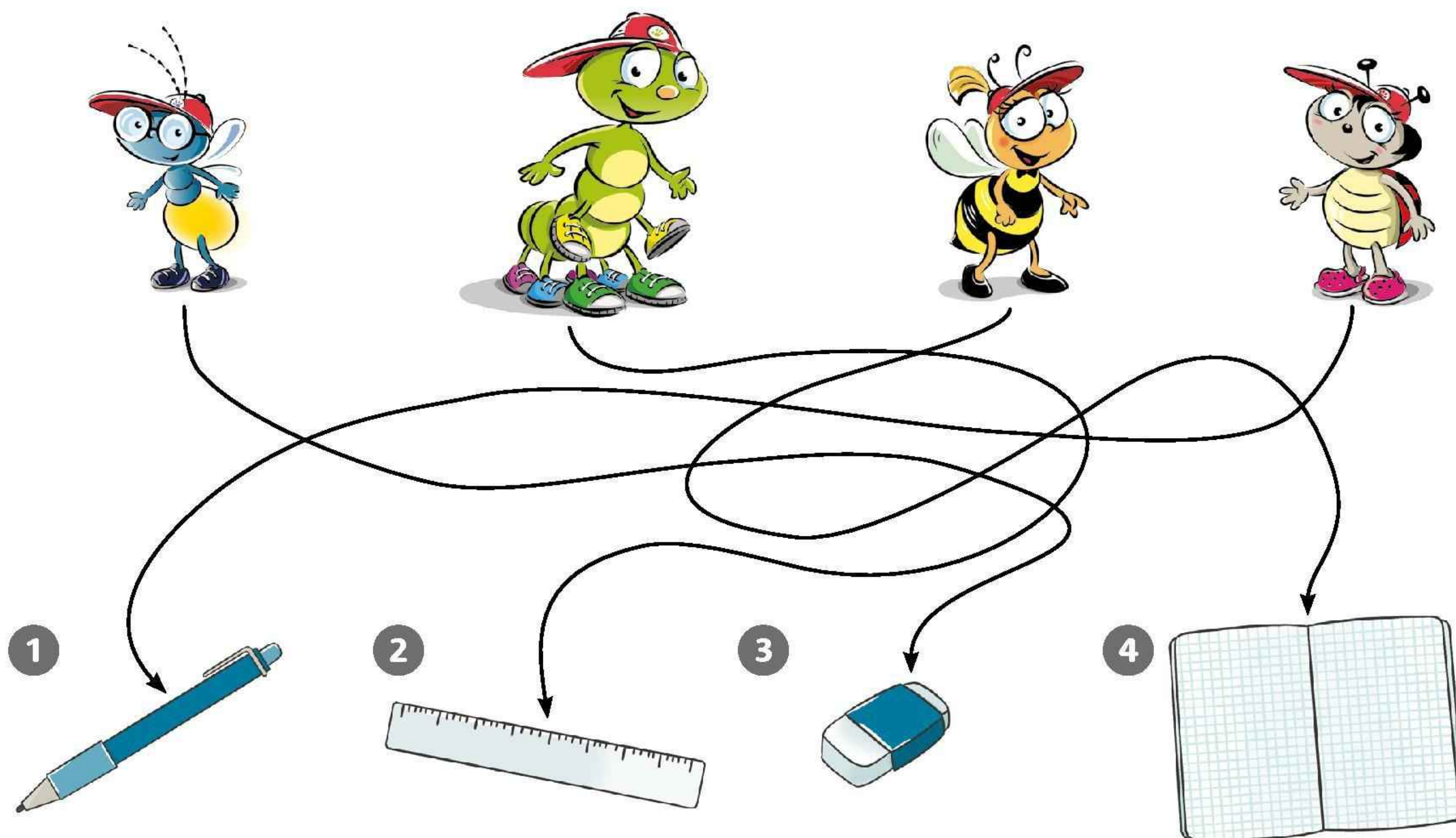
 Go to page 19, exercise 1.

Lesson 2 Song



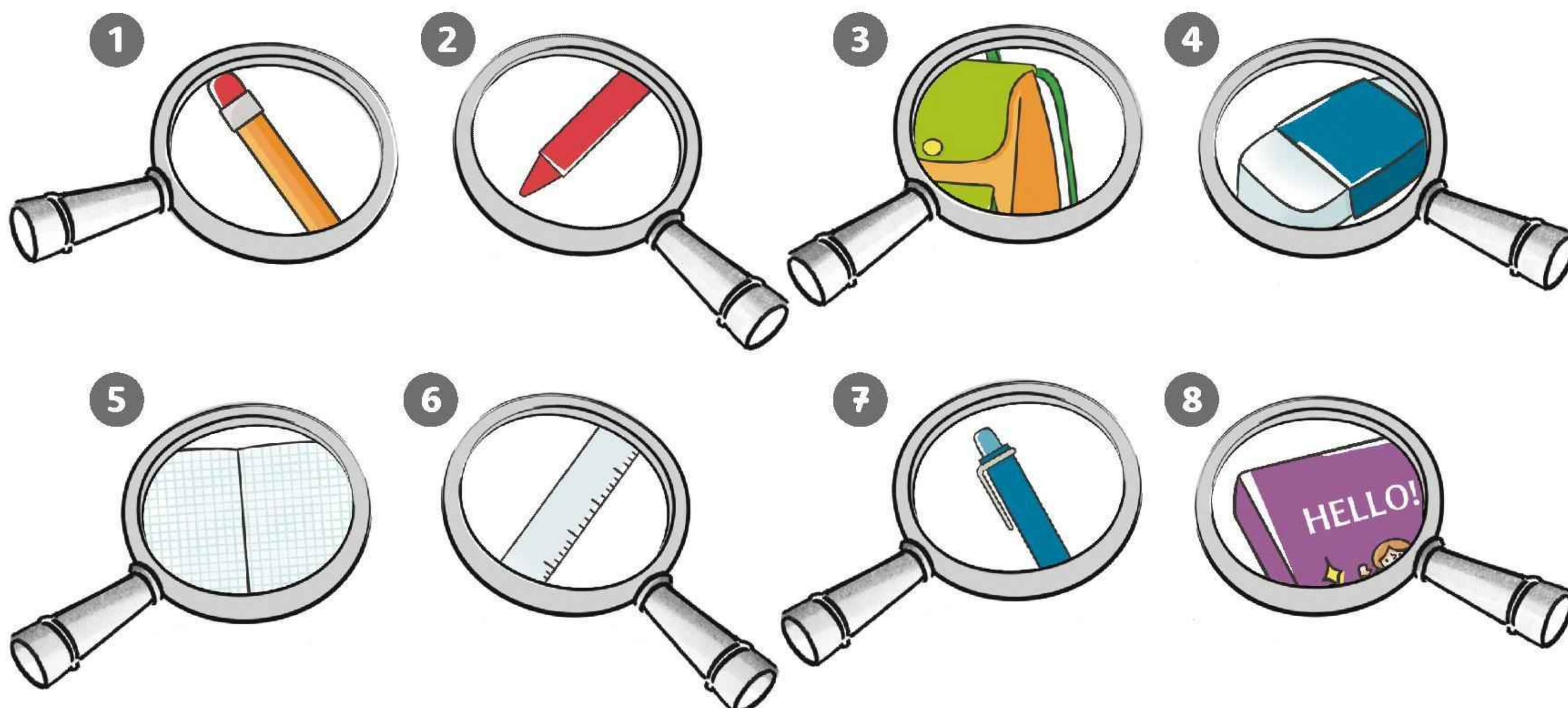
1 1.12 Say *Colin's chant* and point.

2 Look and follow with your finger. Say.



3 1.13 Listen and say. Sing *What's this?*

4 Ask and say.



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

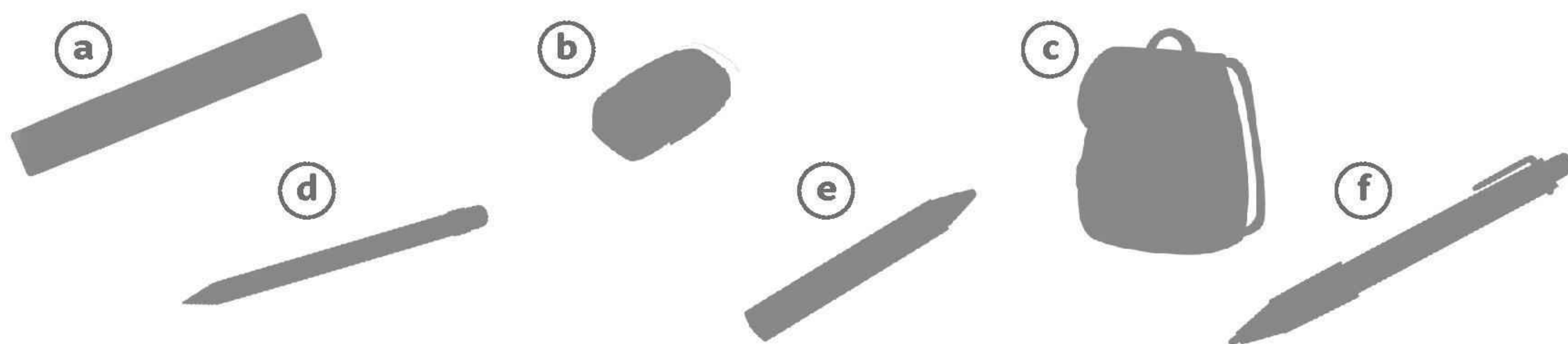
Lesson 3 Story



1 1.13 Play and sing *What's this?*

2 1.16 Listen and point. Answer the questions.

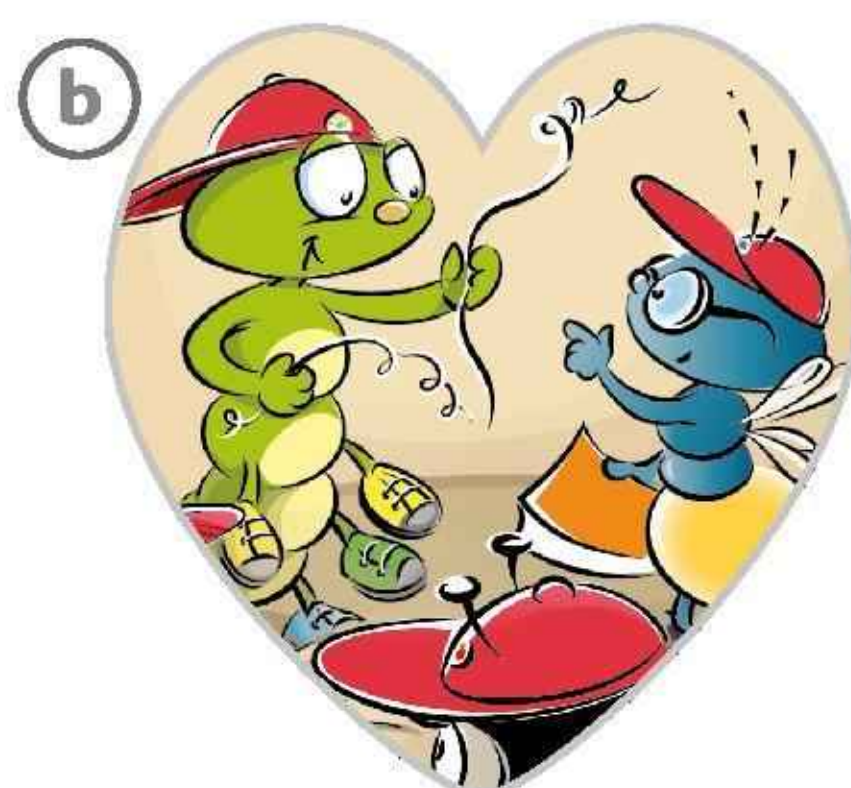
3 Point and say.





Bugs Values
Be creative.

4 Choose and say.



Invent your instrument. Show and say.

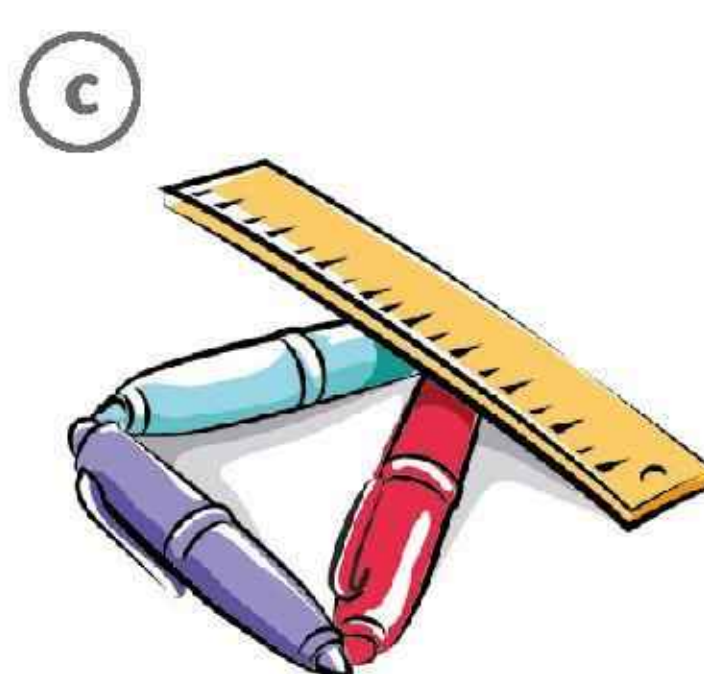
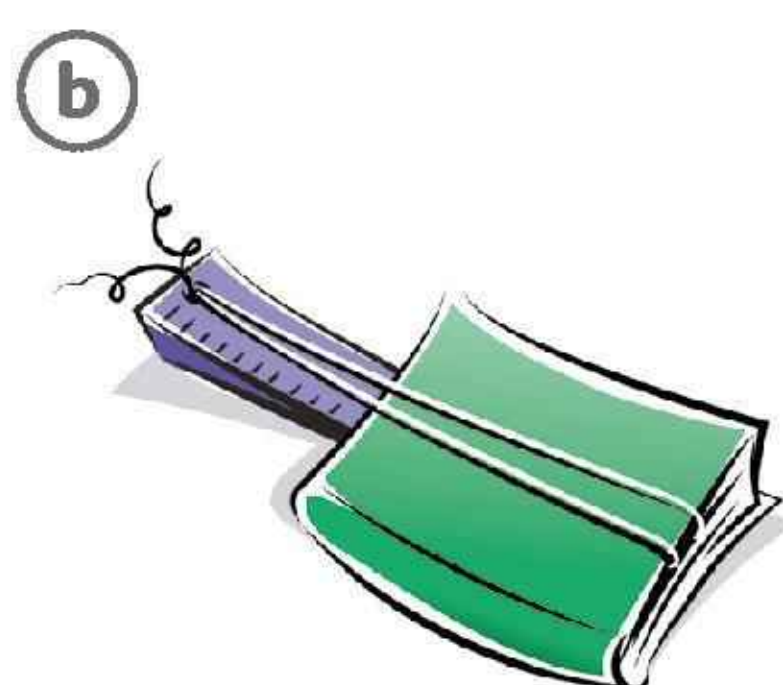
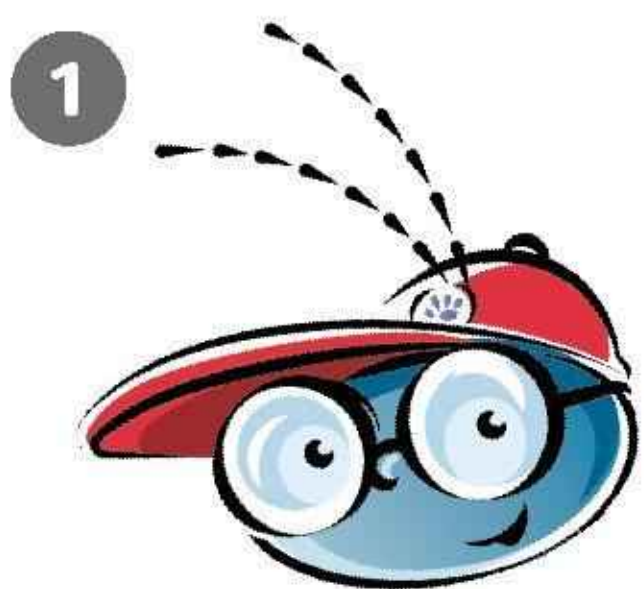
LANGUAGE: What's this? It's (a pen); numbers 1-10

Podstawa programowa: kreatywne myślenie, krytyczne myślenie, dbanie o innych

Lesson 4 Song

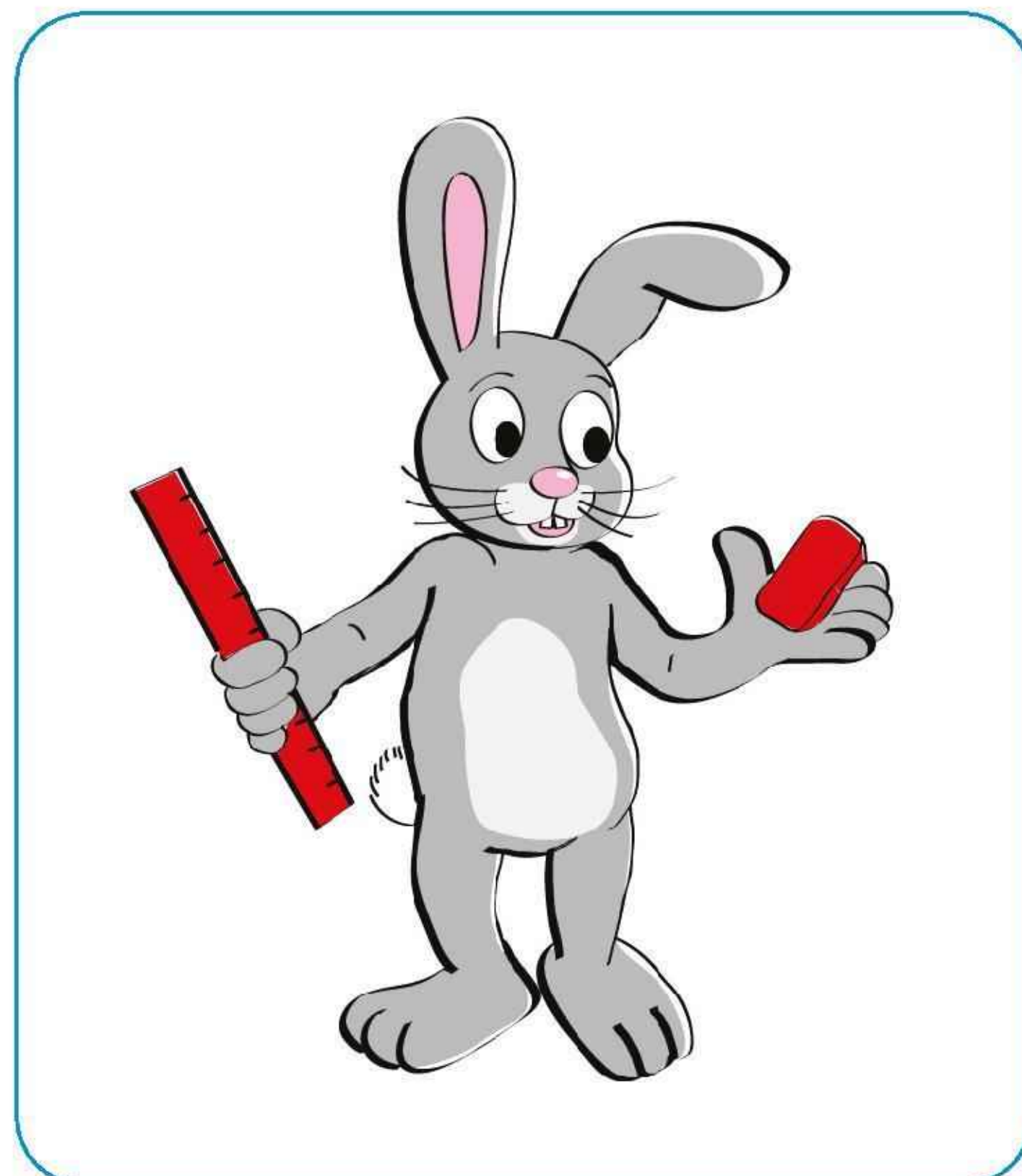
1   1.16 Listen to the story. Say **Stop!** and repeat.

2  Look, match and say.



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

4  1.21 Listen and say
the **Bug twister!**



 Go to page 19, exercise 2.

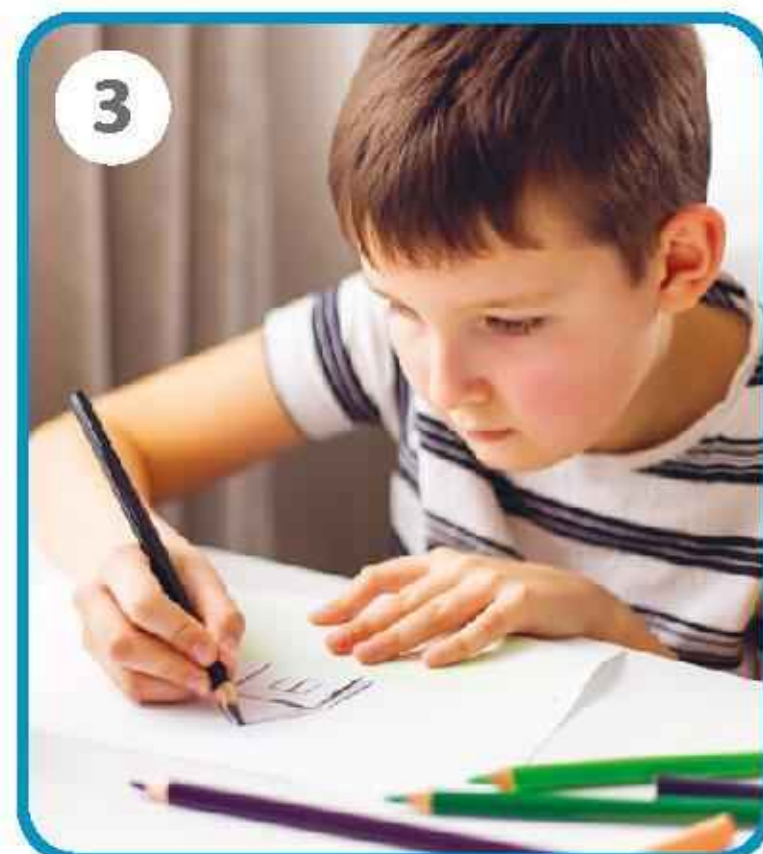
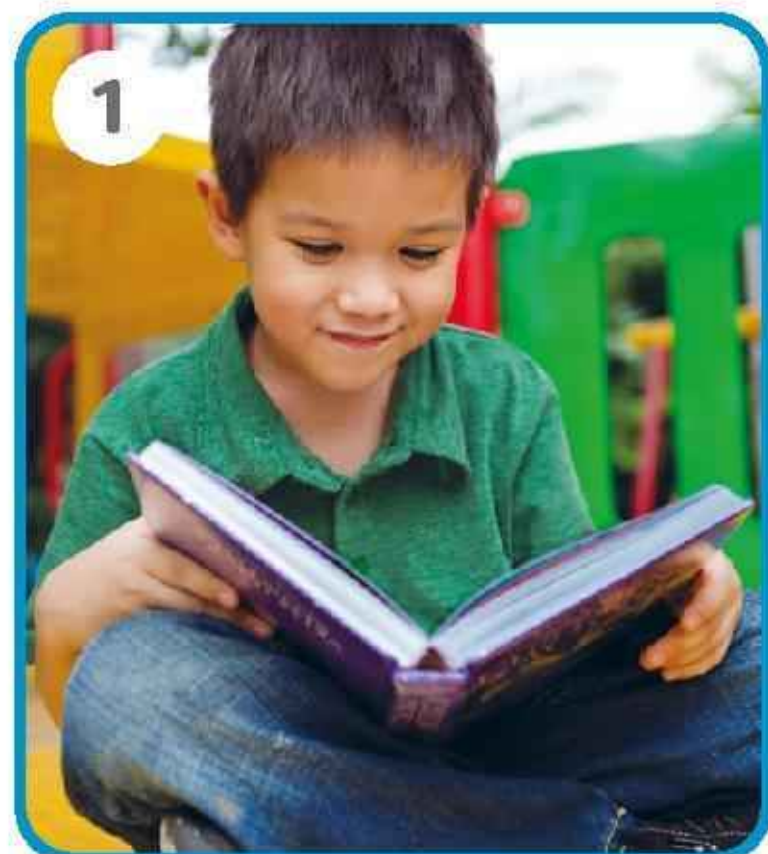
LANGUAGE: What's this? It's (a pen); A rabbit with a red ruler and a red rubber.
Podstawa programowa: krytyczne myślenie, współpraca

Lesson 5 Vocabulary



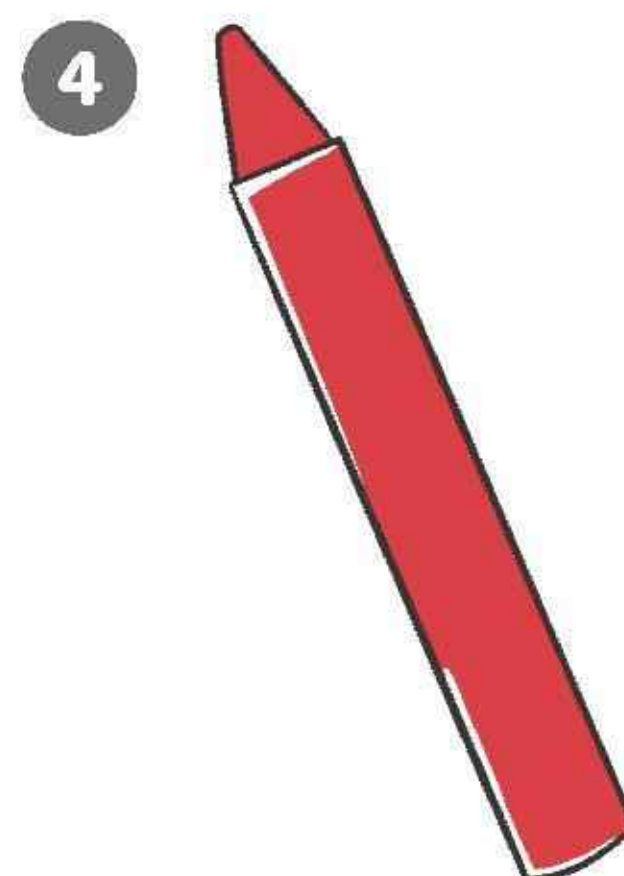
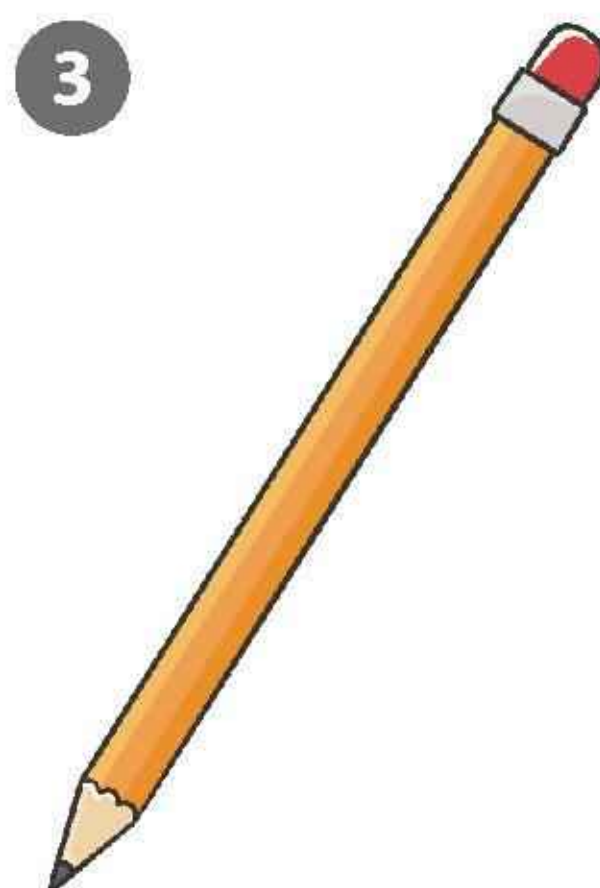
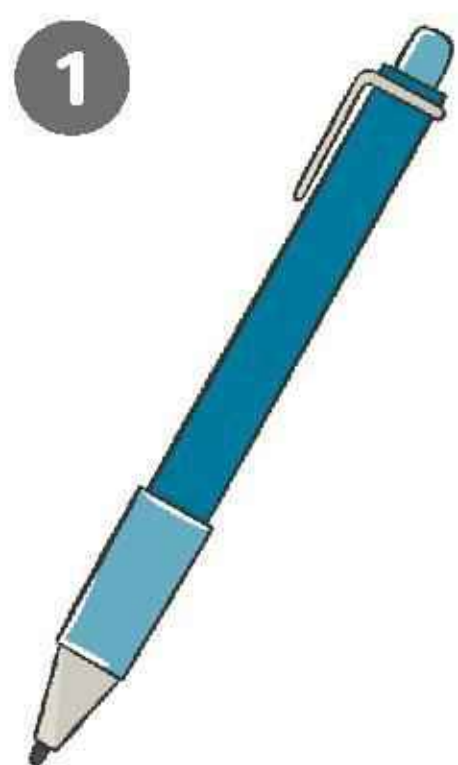
1 1.18 Play and sing *Are you ready?*

2 1.22 Listen and point. Mime and repeat.



3 Play *Find the picture.*

4 1.23 Listen and match. Sing *I write at school.*



5 Play *Guess ...*

Draw a pen and colour it. Write pen.

Lesson 6 Thinking skills

- 1   1.23 Play and sing *I write at school*.
- 2 Look and remember. Close your book and say.



- 3  Play *School chain*.
- 4  Make the pencil case. Ask and say.
- 5 Play *Remember*. 



 Go to page 19, exercise 3.

Lesson 7 Culture

1

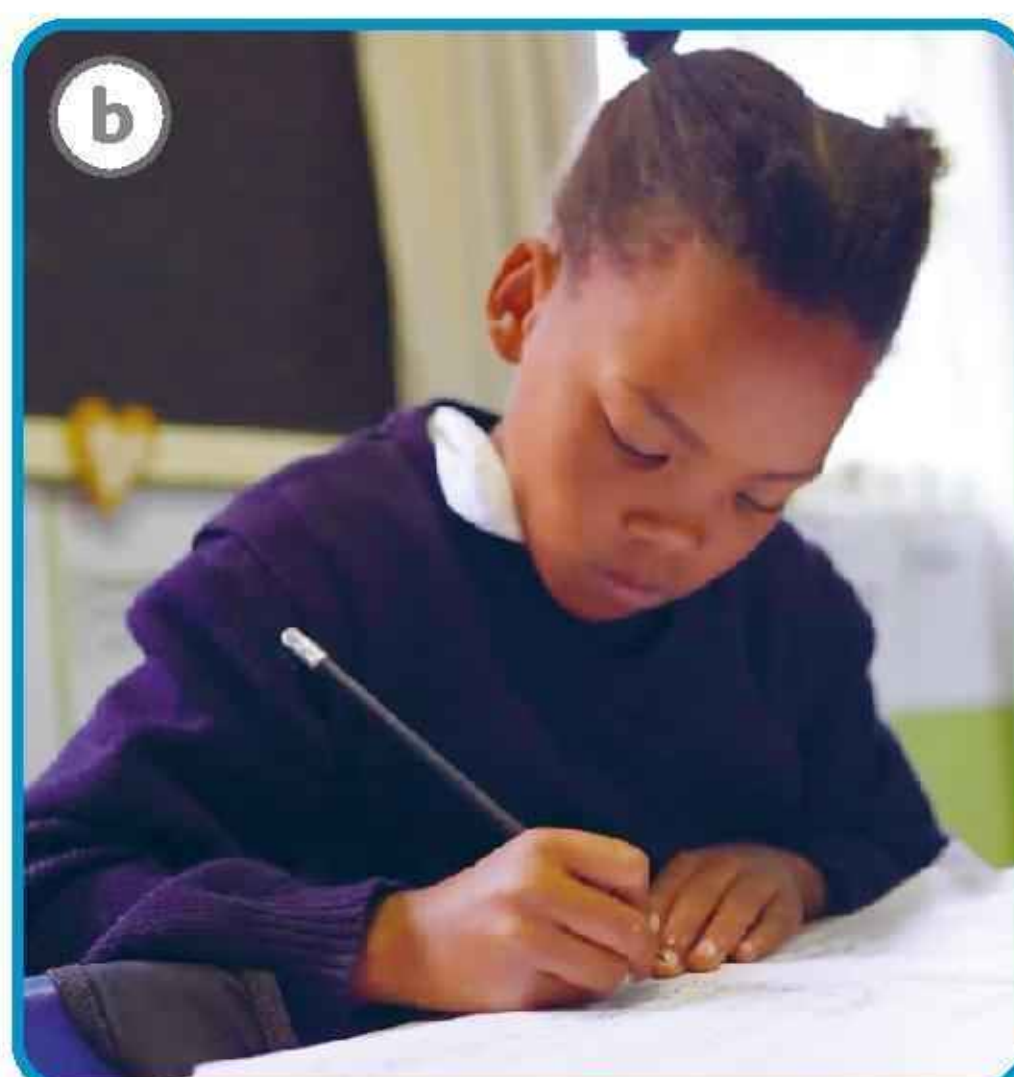
1  Play *What's in the pencil case?*

2  1.24 Listen and say the *One, two, three, four* rhyme.



3  1.25  Listen and repeat. Act out the dialogue. 

4  1.26  Listen and point. Say in Polish.



5 Draw and say.

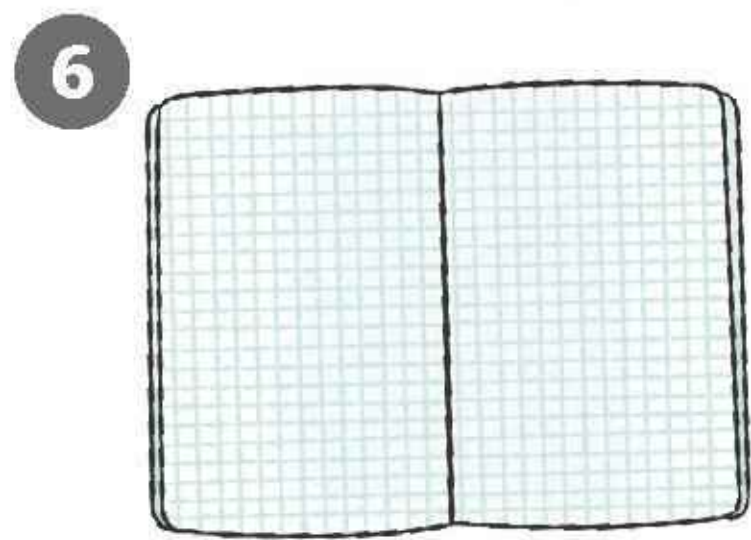
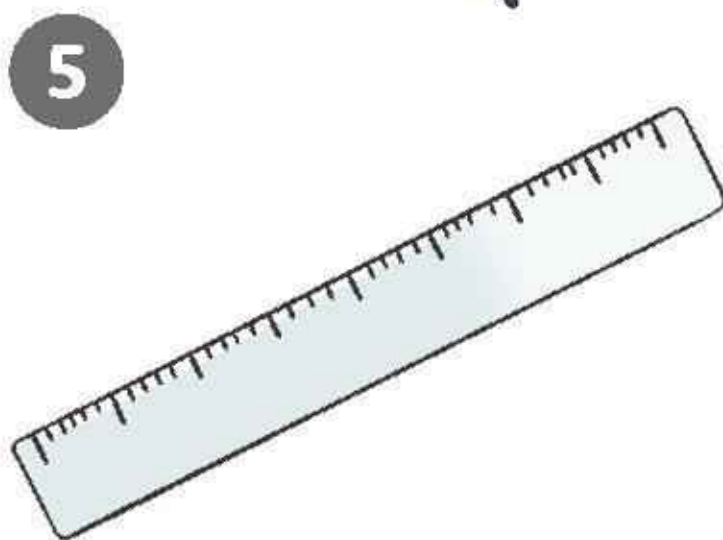
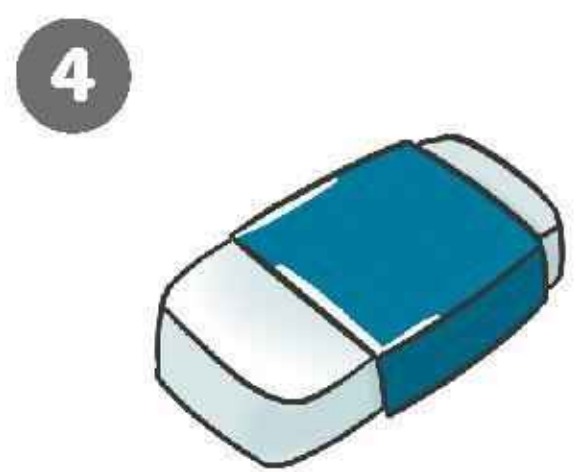
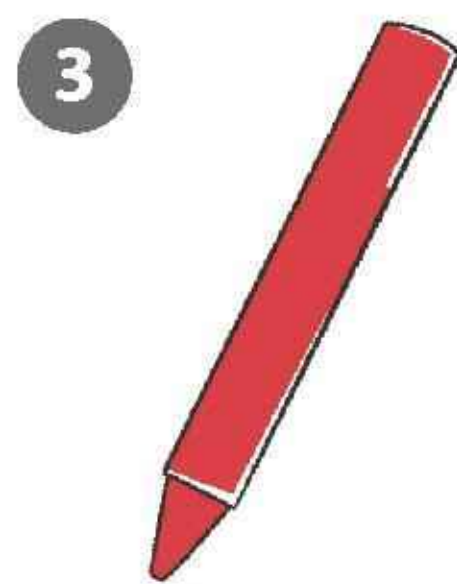
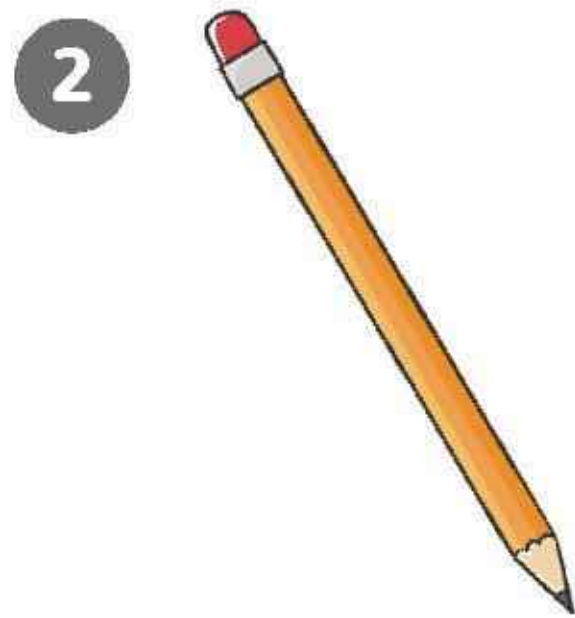
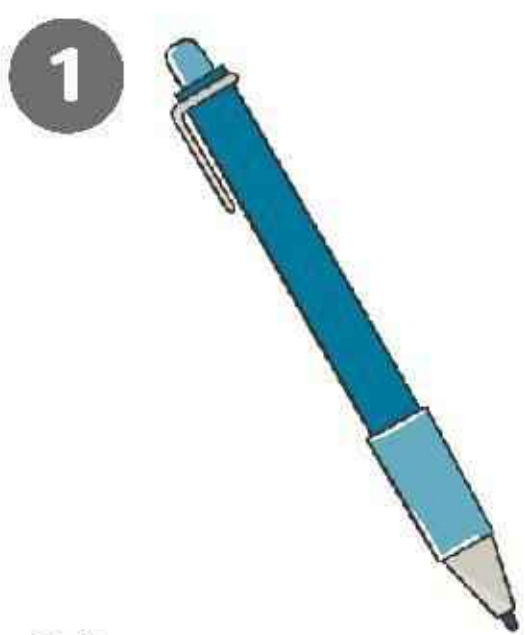


LANGUAGE: numbers; Good morning; Sorry, I'm late; Please come in and close the door; I (use a tablet) at school.

Podstawa programowa: poczucie przynależności do wspólnoty, samoregulacja

Lesson 8 Unit review

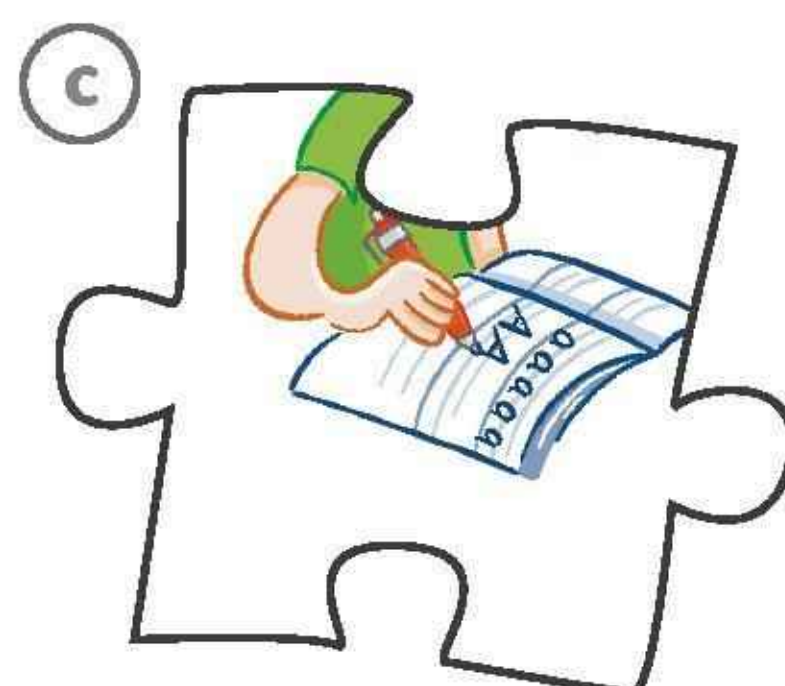
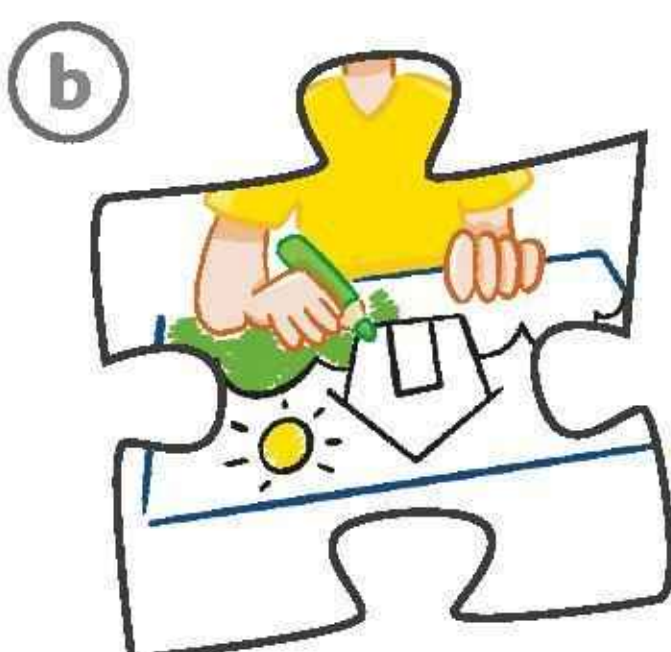
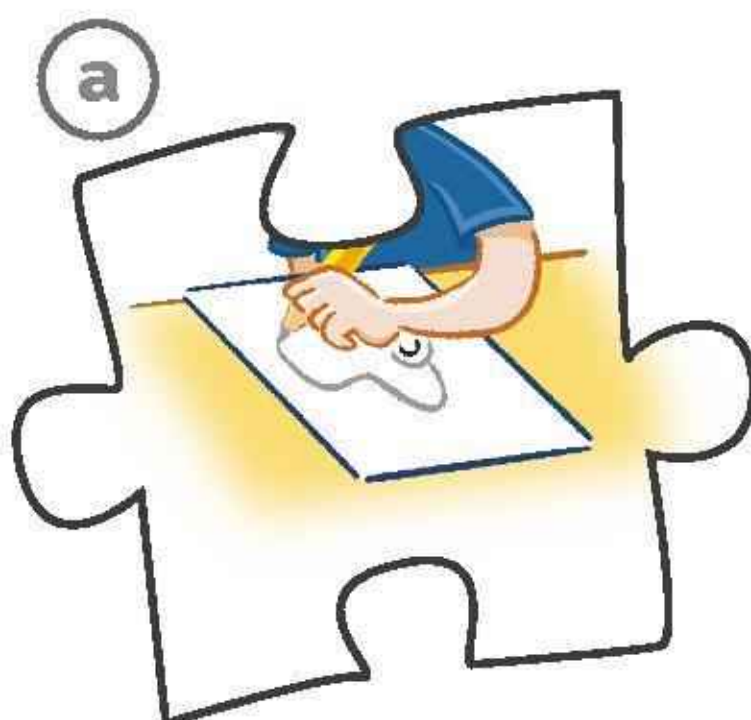
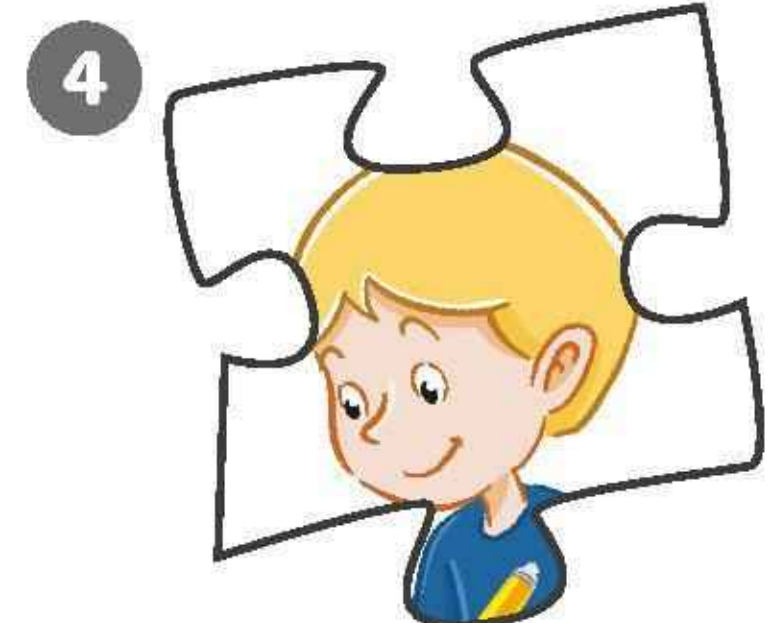
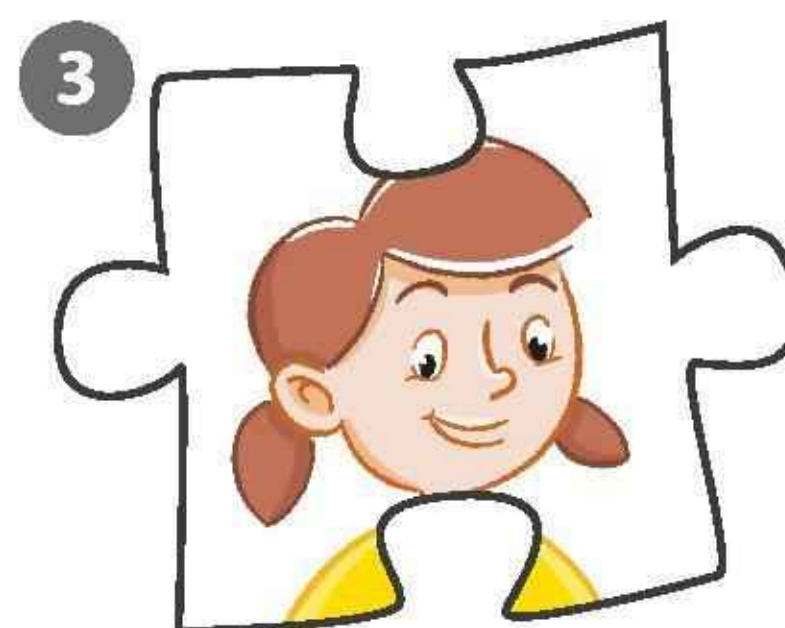
1  1.27 Listen, point and say. Listen and repeat.



2  1.28 Listen, point and say.



3  1.29 Listen and match. Repeat and mime.





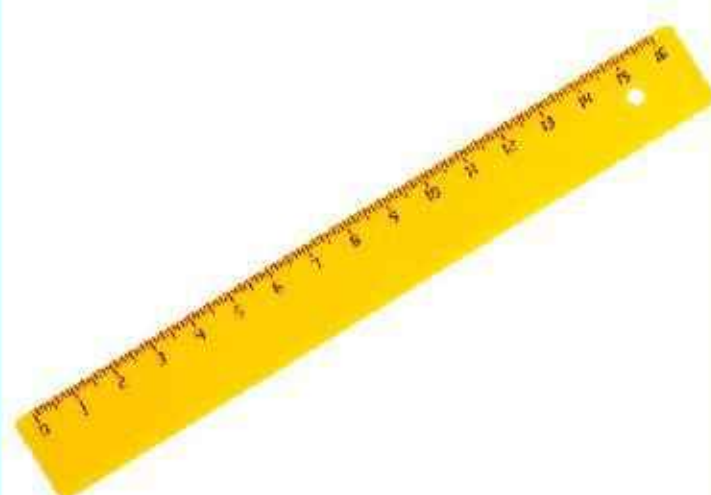
UNIT 1



Gary's dictionary



rubber



ruler



school bag



pencil



pen



notebook



crayon



book



draw



write



colour



read



What's the mystery word?

Cumulative review

Starter

1

2

3

4

5

6

1 Play 10 seconds.

2 Do the class quiz. 

3  1.31 Listen, find and point.

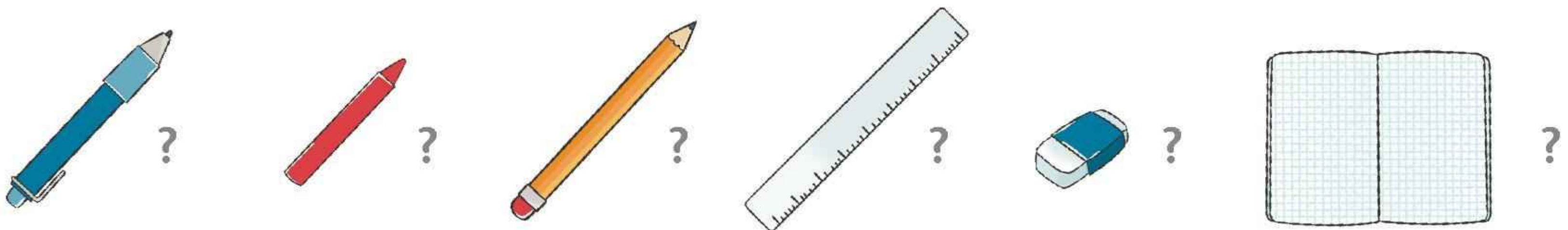
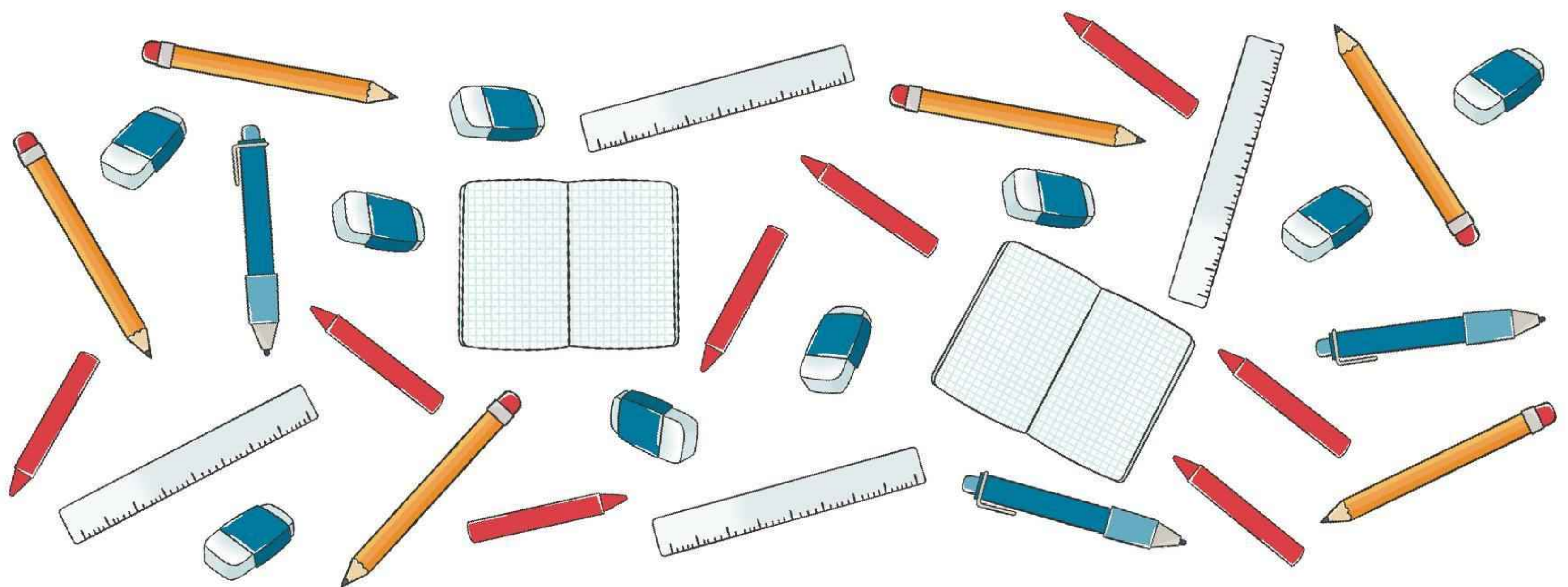


4  Play I spy with Bugs eye.

5 Look and guess.



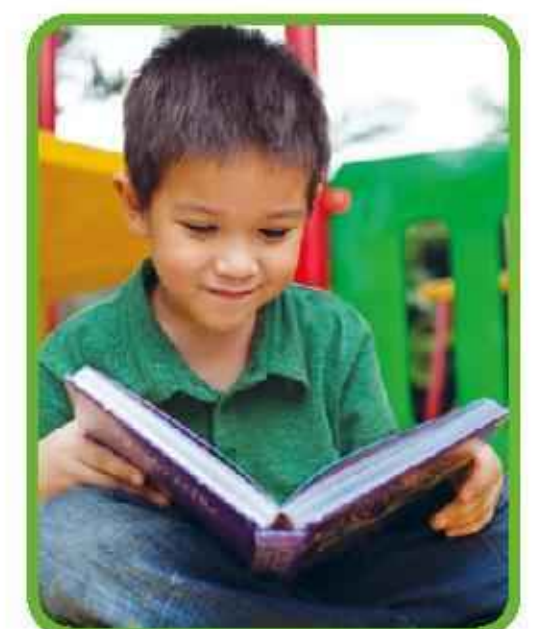
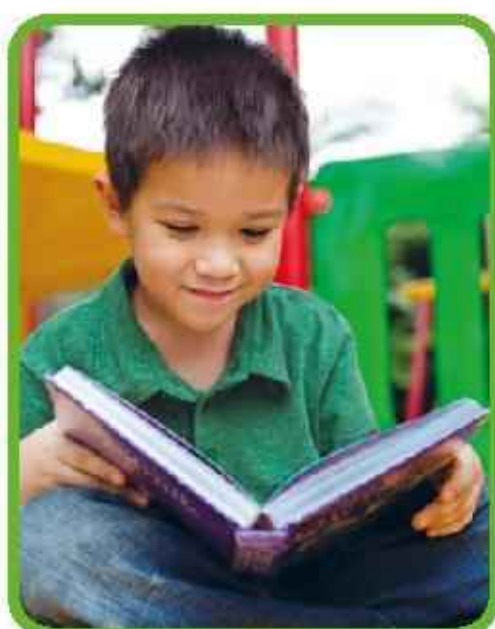
1 Count and say.



2 Look and find 6 differences. Point and say.



3 Look and remember. Close your book and say.



Lesson 1 Vocabulary

1  Play *Where's your pen?*2  1.32 Listen, point and repeat.3  Play *Colin's cards.*4  1.33  Listen, point and say *Colin's chant.*5 Play *Guess the toy.*  Go to page 31, exercise 1.

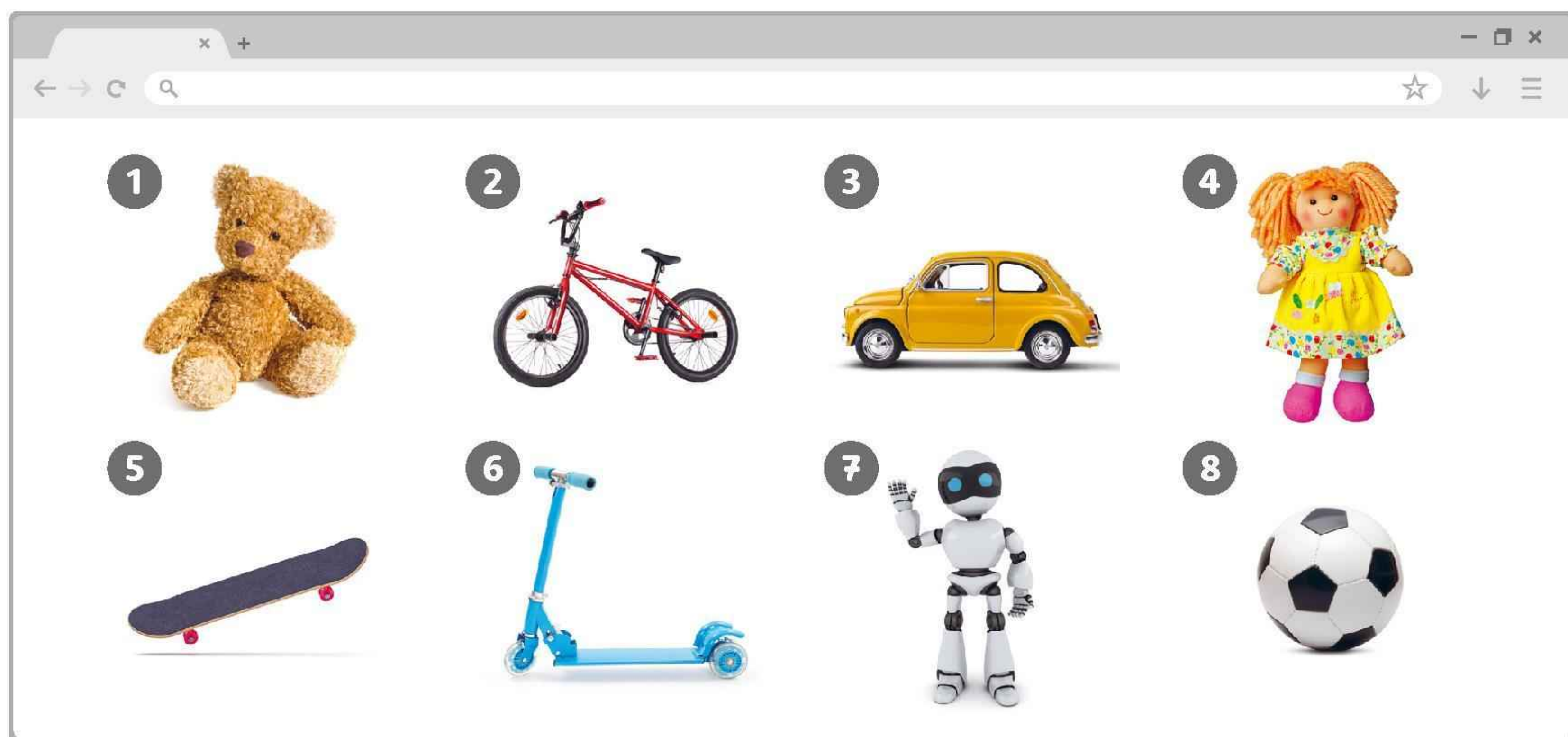
Lesson 2 Song

2

- 1   1.33 Say *Colin's chant* and mime.
- 2 Look, guess and say.



- 3  1.34 Listen and say. Sing *Can I have a scooter, please?*
- 4  Choose and say.

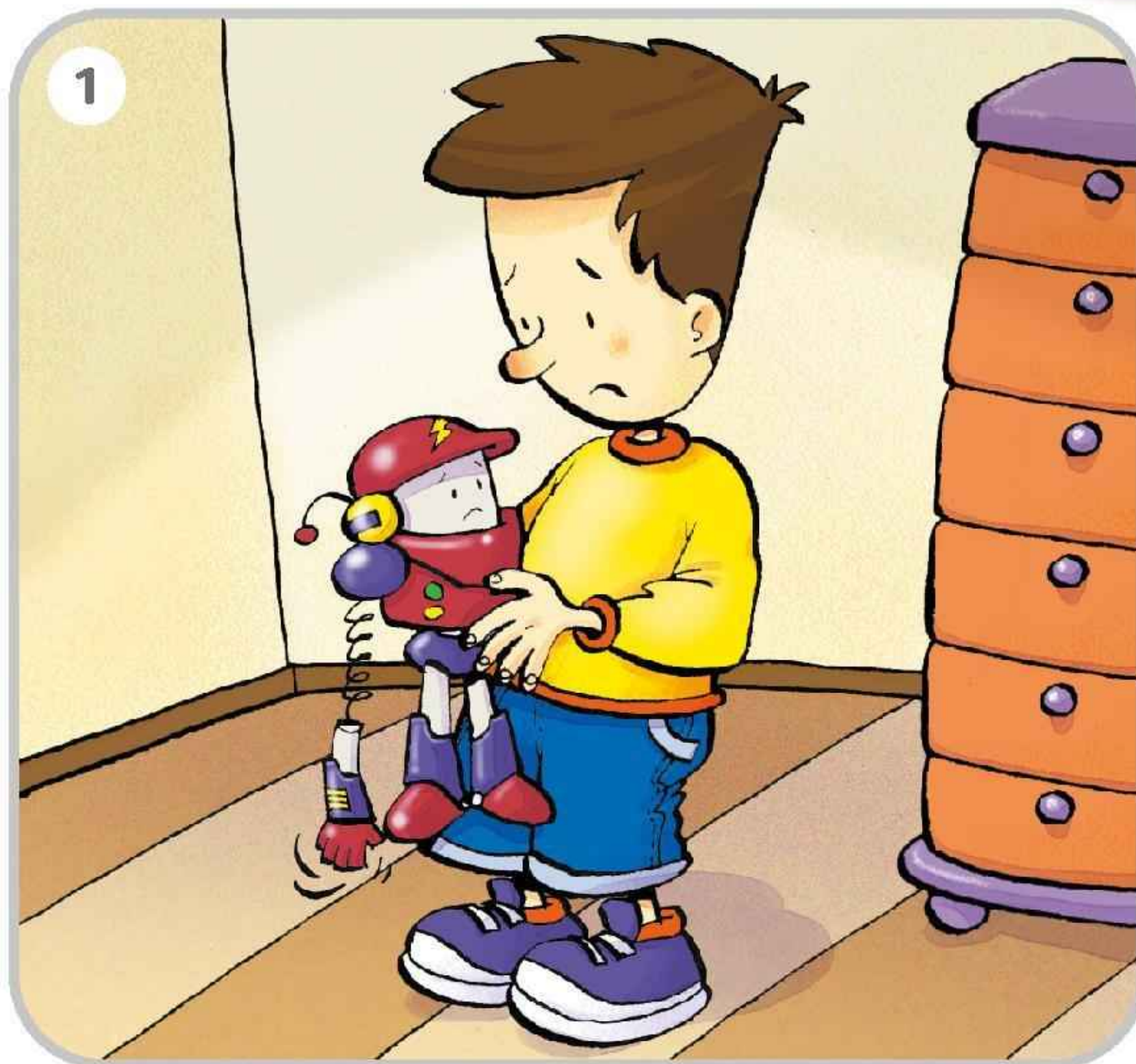


- 5  Make the mini-flashcards. Play *The toy game*. 

LANGUAGE: car, bike, robot, doll, scooter, skateboard, teddy bear + ball;
Can I have (a ball), please? Here you are! Thank you.

Podstawa programowa: rozwiązywanie problemów, współpraca

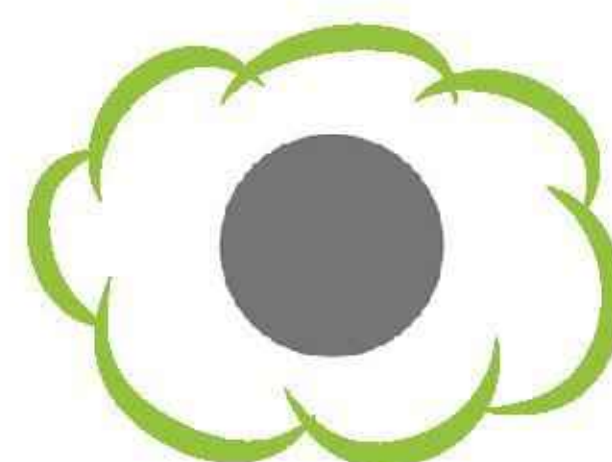
Lesson 3 Story

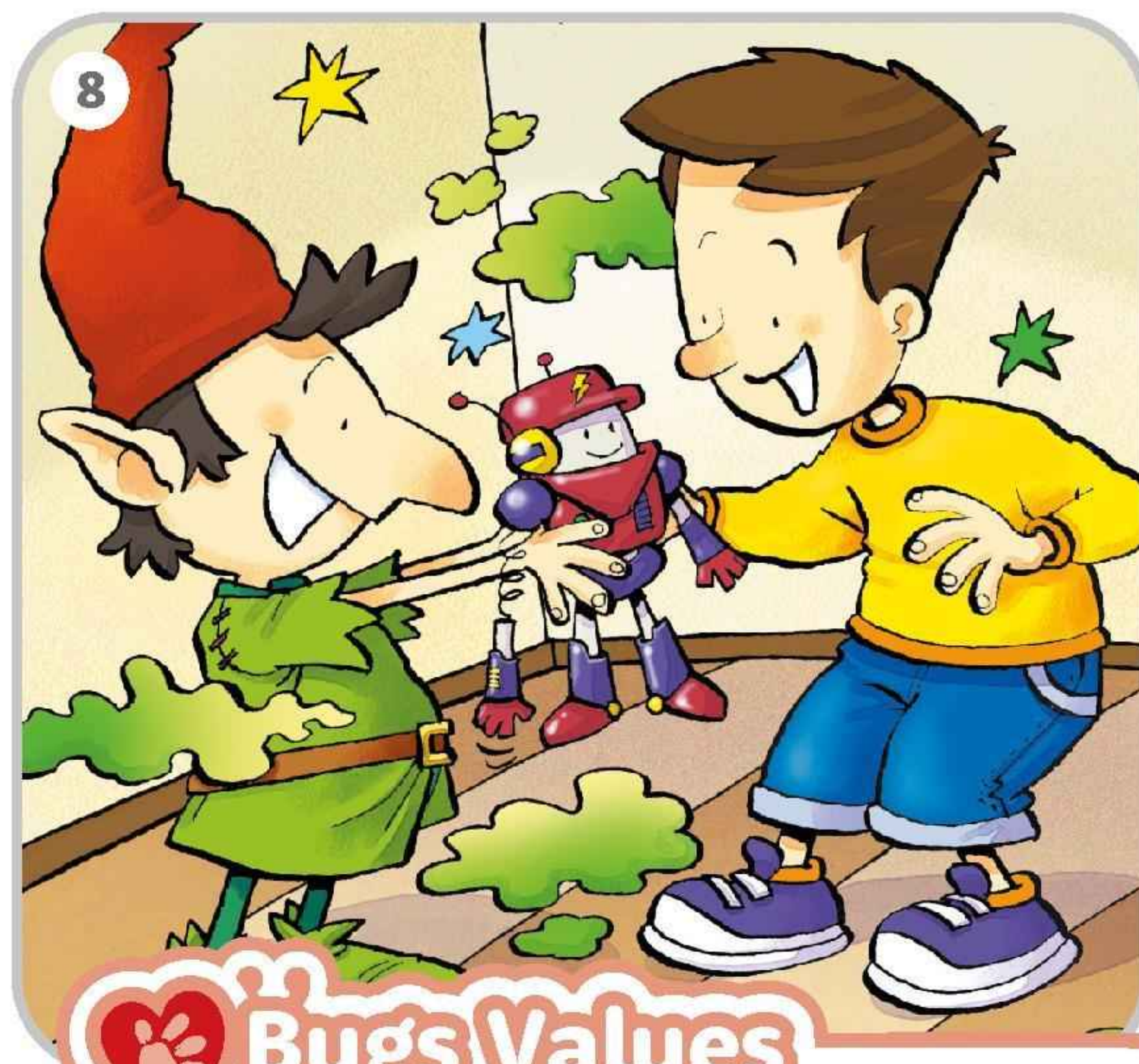


1 1.34 Play and sing *Can I have a scooter, please?*

2 1.37 Listen and point. Answer the questions.

3 Point and name the toys in order.

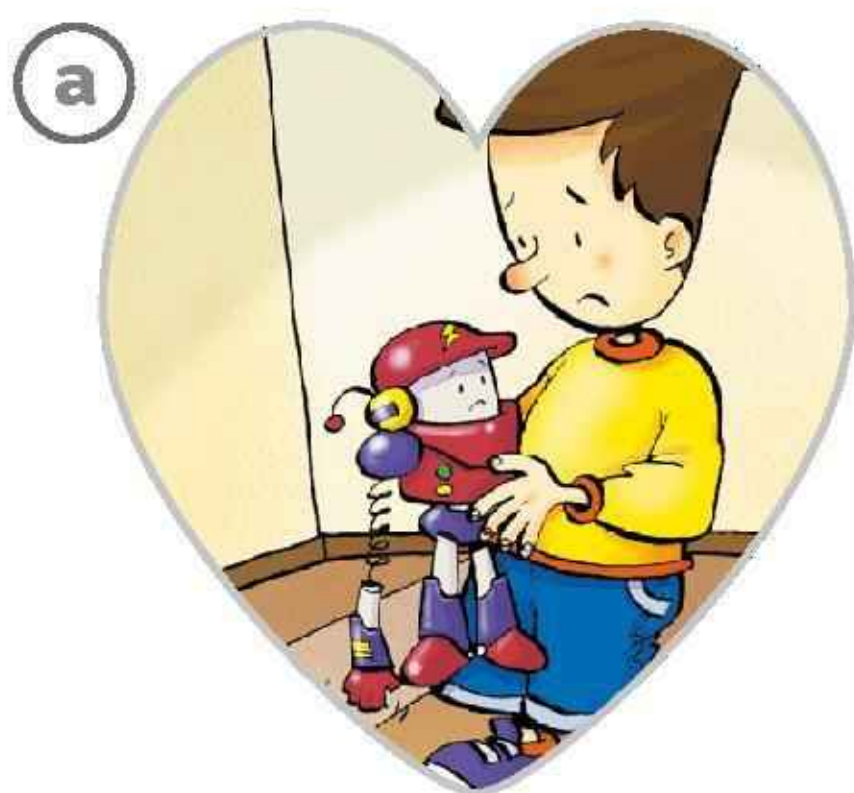




 **Bugs Values**

Be happy with what you have.

4 Choose and say.



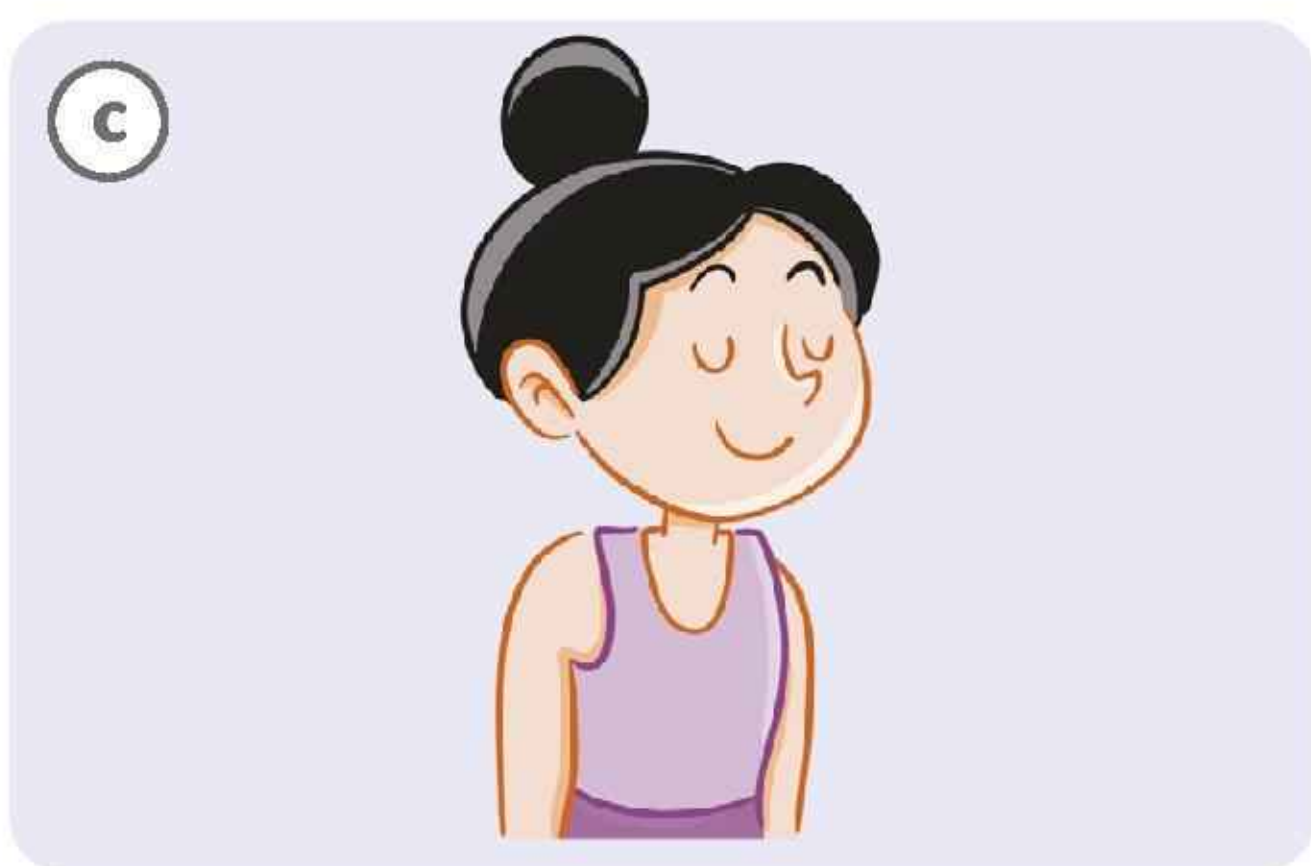
Draw a toy you want. Ask the elf.

LANGUAGE: Can I have (a robot), please? Here you are! Thank you.
Podstawa programowa: kreatywne myślenie, samoregulacja

Lesson 4 Song

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*.

4  1.42 Listen and say
the *Bug twister!*



 Go to page 31, exercise 2.

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.

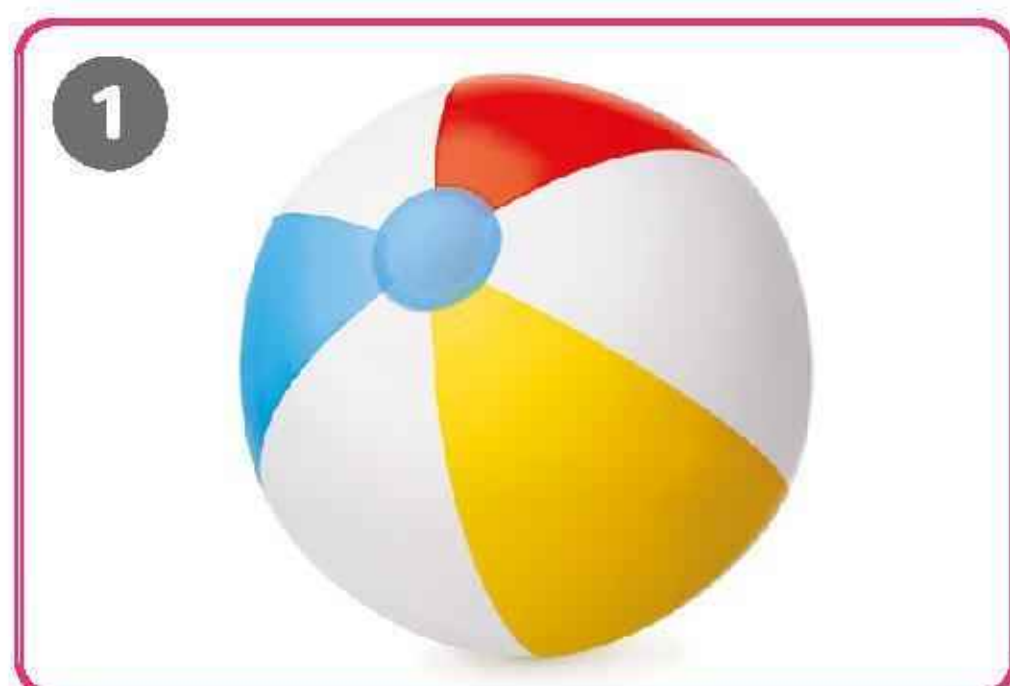
Podstawa programowa: kreatywne myślenie, współpraca

Lesson 5 Vocabulary

2

1   1.39 Play and sing *The magic elf*.

2  1.43 Listen and point. Mime and repeat.



3   Play *Find the picture*.

4  1.44 Listen and point. Sing *Look at my bike*.



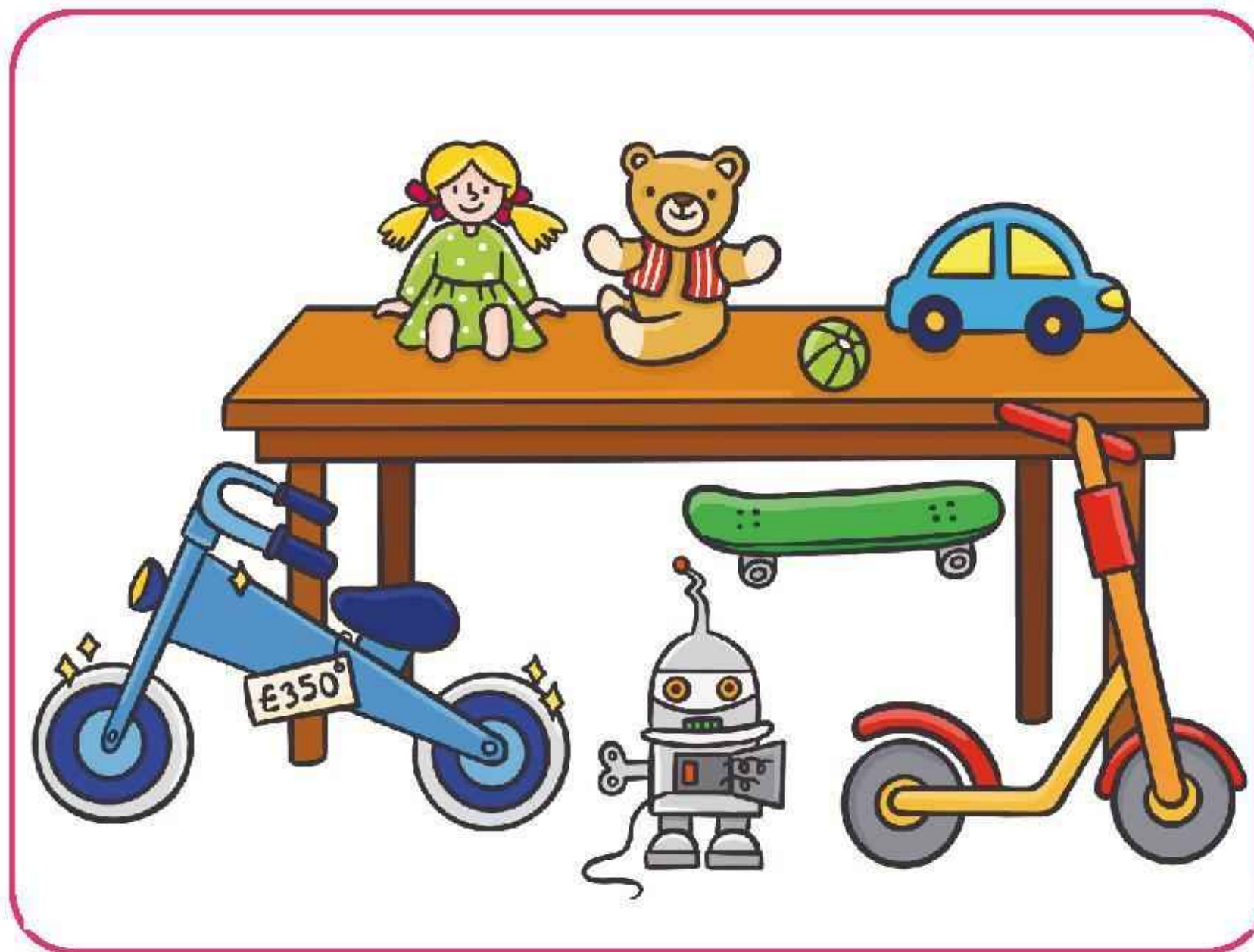
5  Play *Guess ...* 

 Draw a toy: long and old or new and small.

Lesson 6 Thinking skills

1   1.44 Look and say. Sing *Look at my bike.*

2 Look and find 6 differences. Point and say.



3 ✂ Make the comparison cards. Ask and say.

4  Play *The comparison game.* 



5 Play *Odd one out.* 

 Go to page 31, exercise 3.

Lesson 7 Culture

2

1  Play *What's missing?*

2  1.45 Listen and say the *Queenie, Queenie* rhyme.

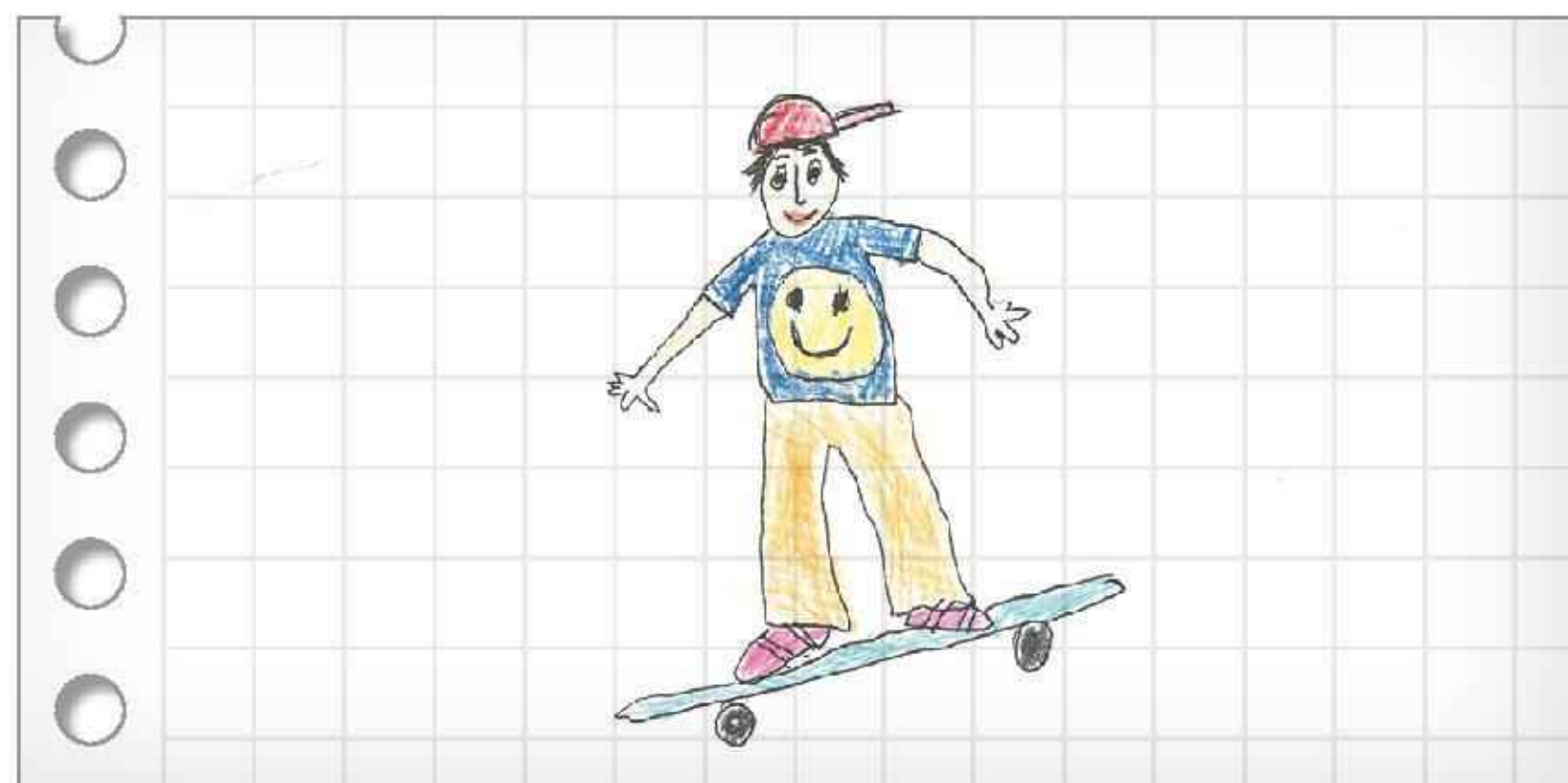


3  1.46 Listen and repeat the dialogue. Play *Queenie, Queenie*. 

4  1.47  Listen and point. Say in Polish.

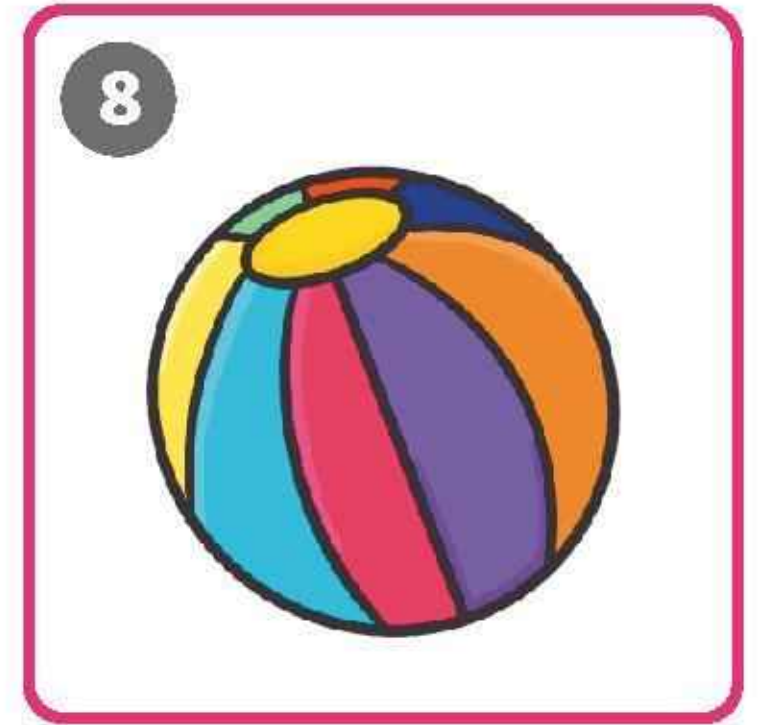
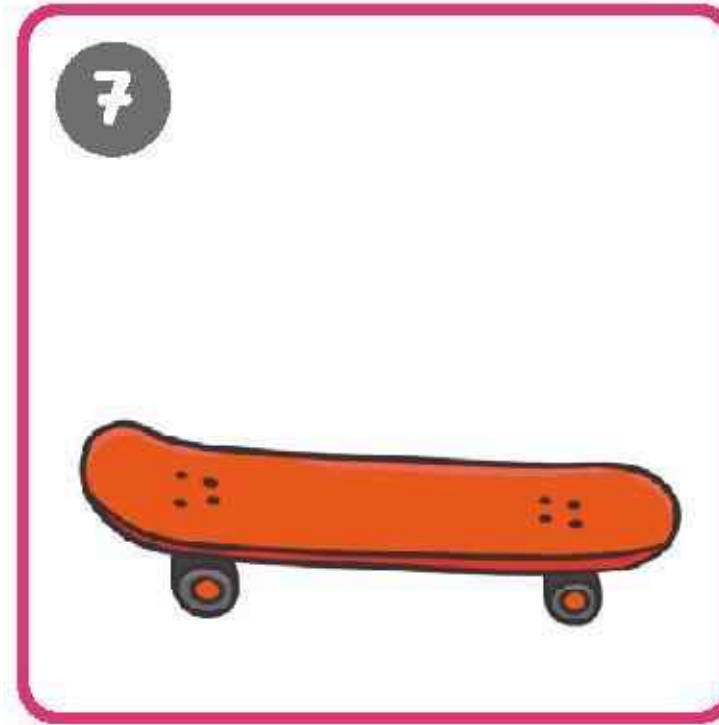
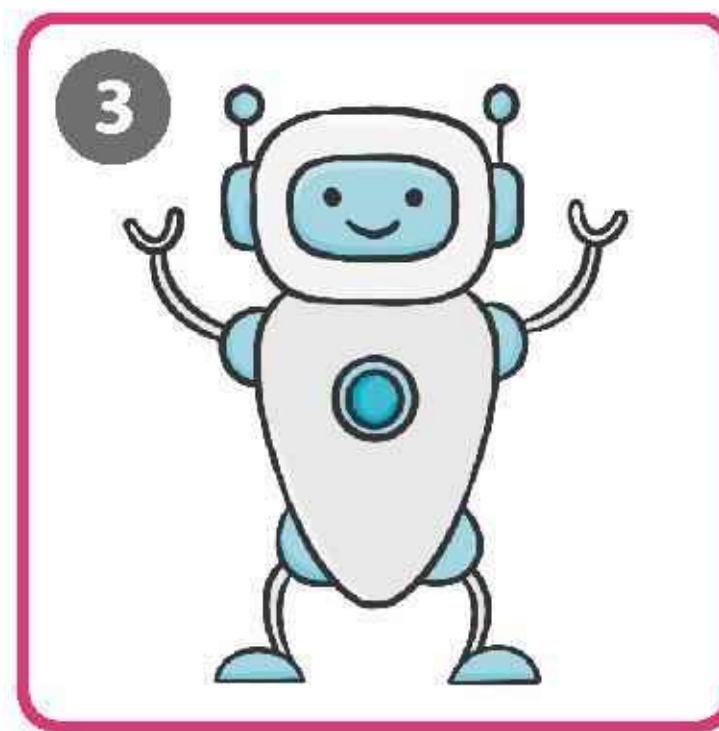
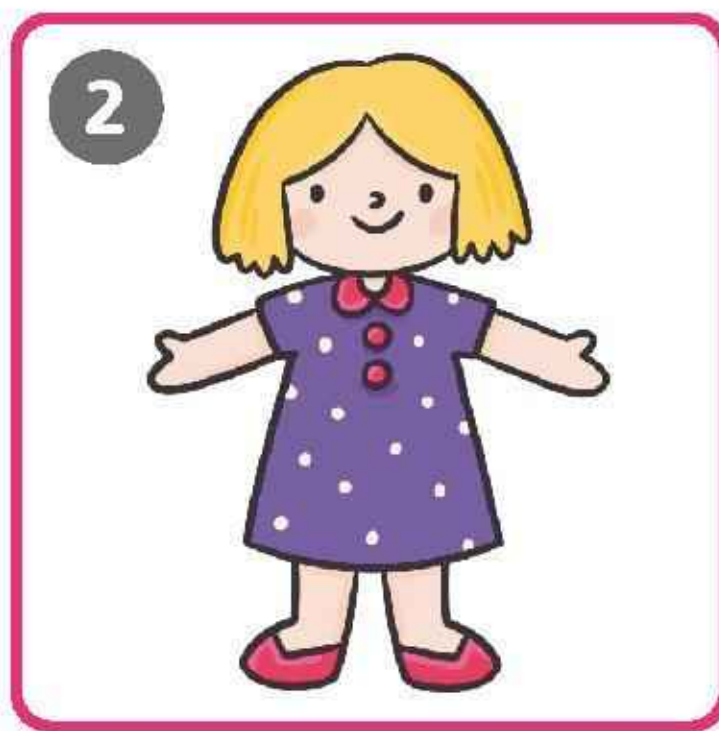
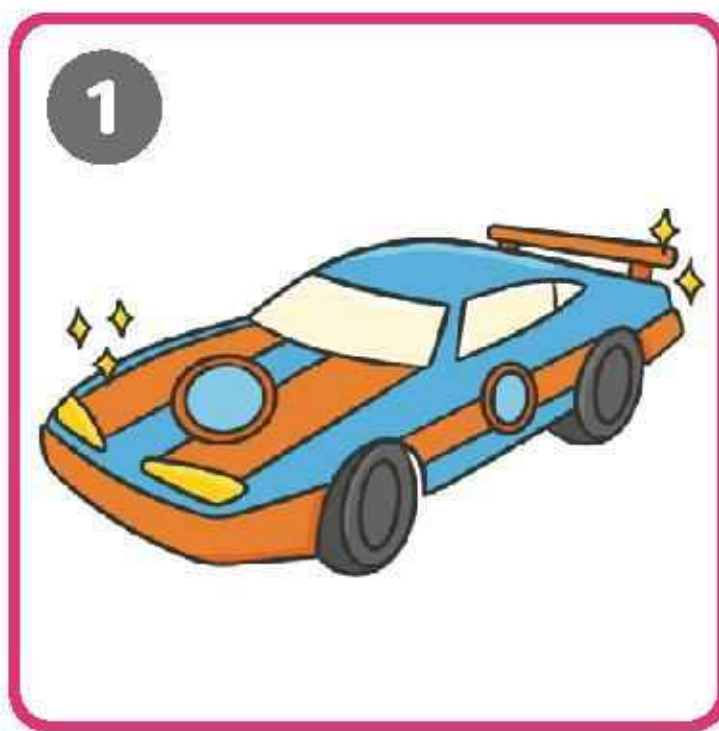


5 Draw and say.



Lesson 8 Unit review

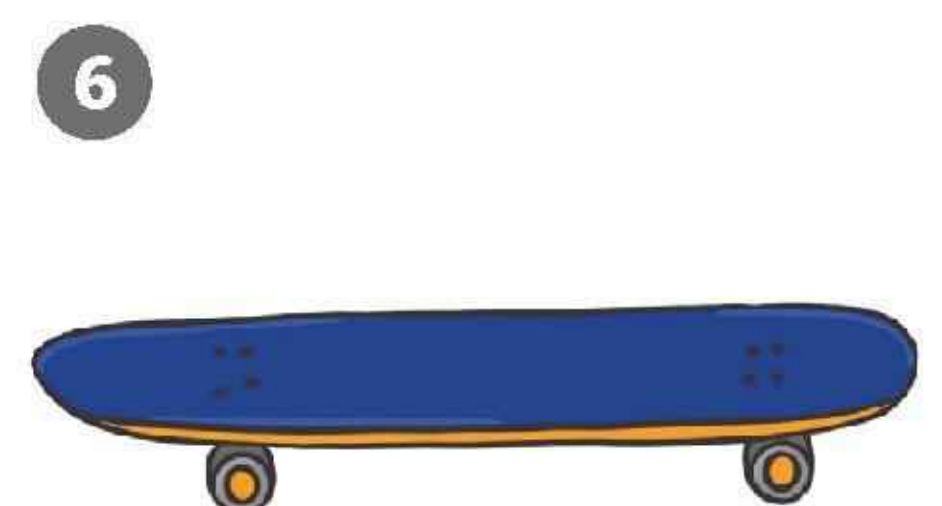
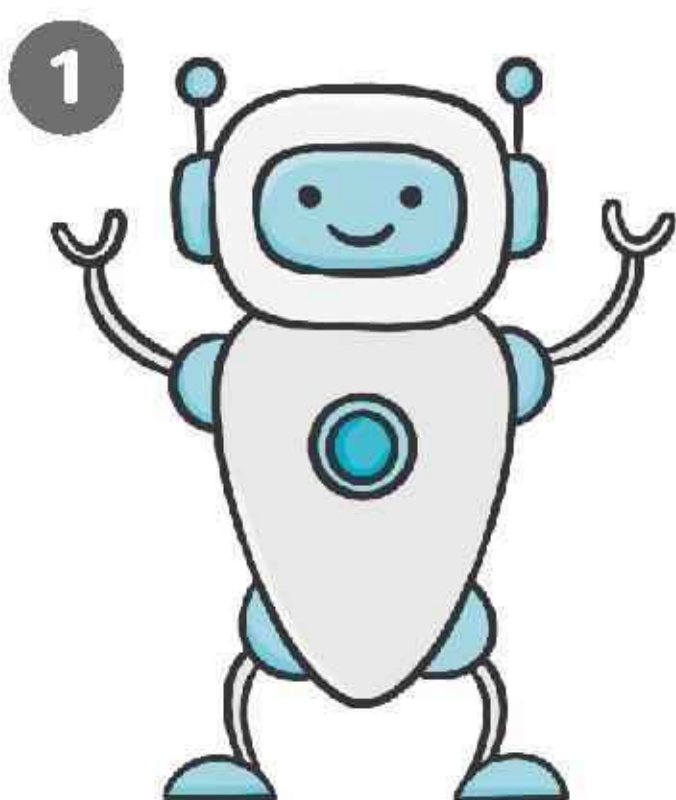
1  1.48 Listen, point and say. Listen and repeat.



2  1.49 Listen, point and say.



3  1.50 Listen, look and correct the sentences.





UNIT 2



Gary's dictionary



car



bike



robot



scooter



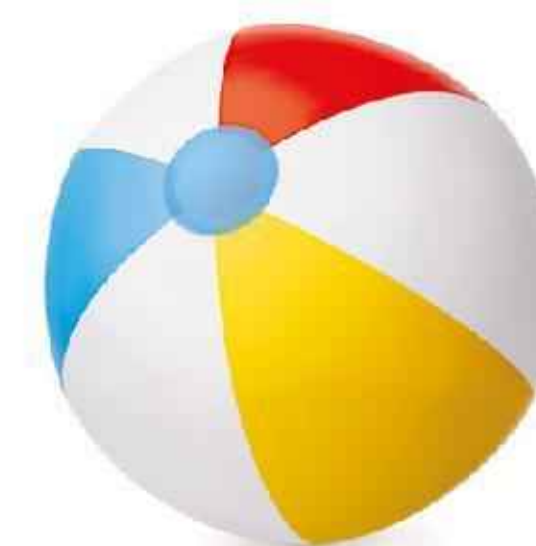
skateboard



teddy bear



doll



ball



small



big



new



old



long



short



What's the mystery word?

Cumulative review

Starter

1

2

3

4

5

6

1 Play *10 seconds*.

2 Do the class quiz. 

3  1.52 Listen, find and point.

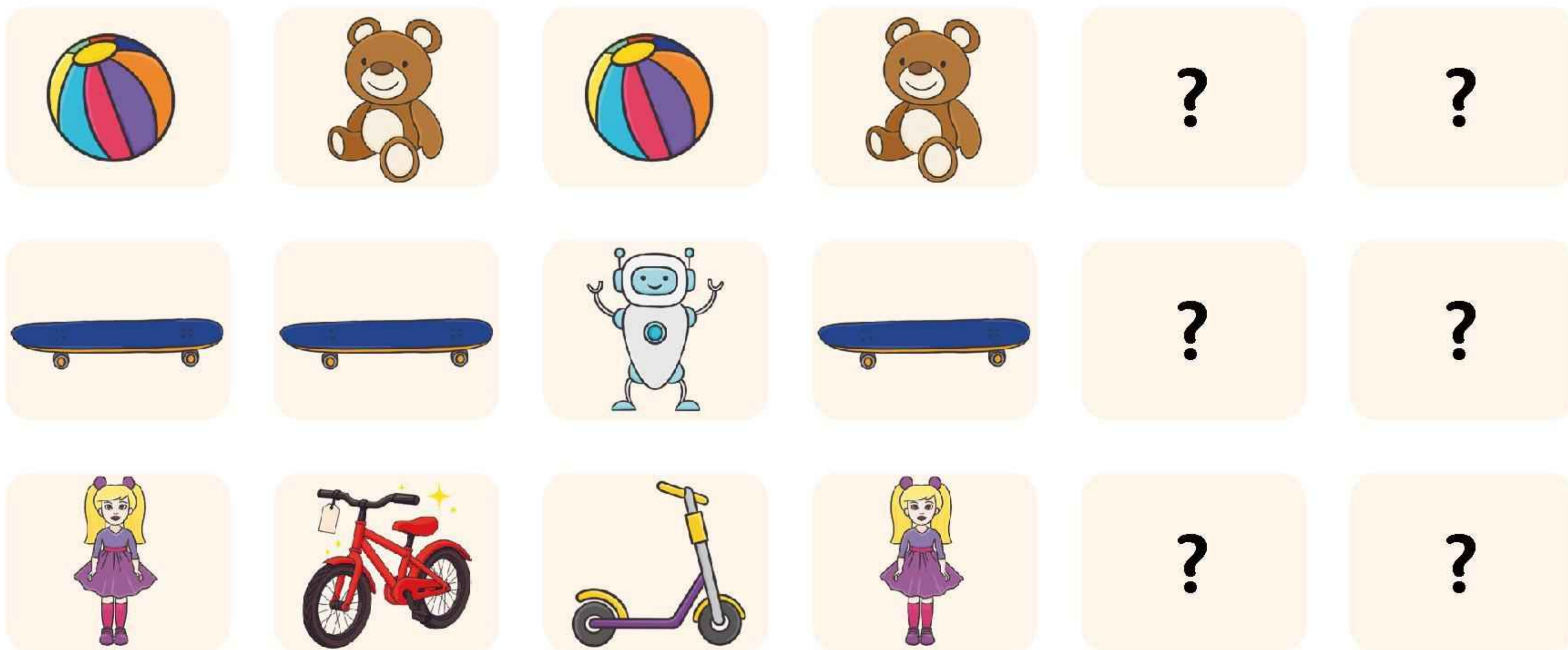


4  Play *I spy with Bugs eye*.

5 Look and guess.



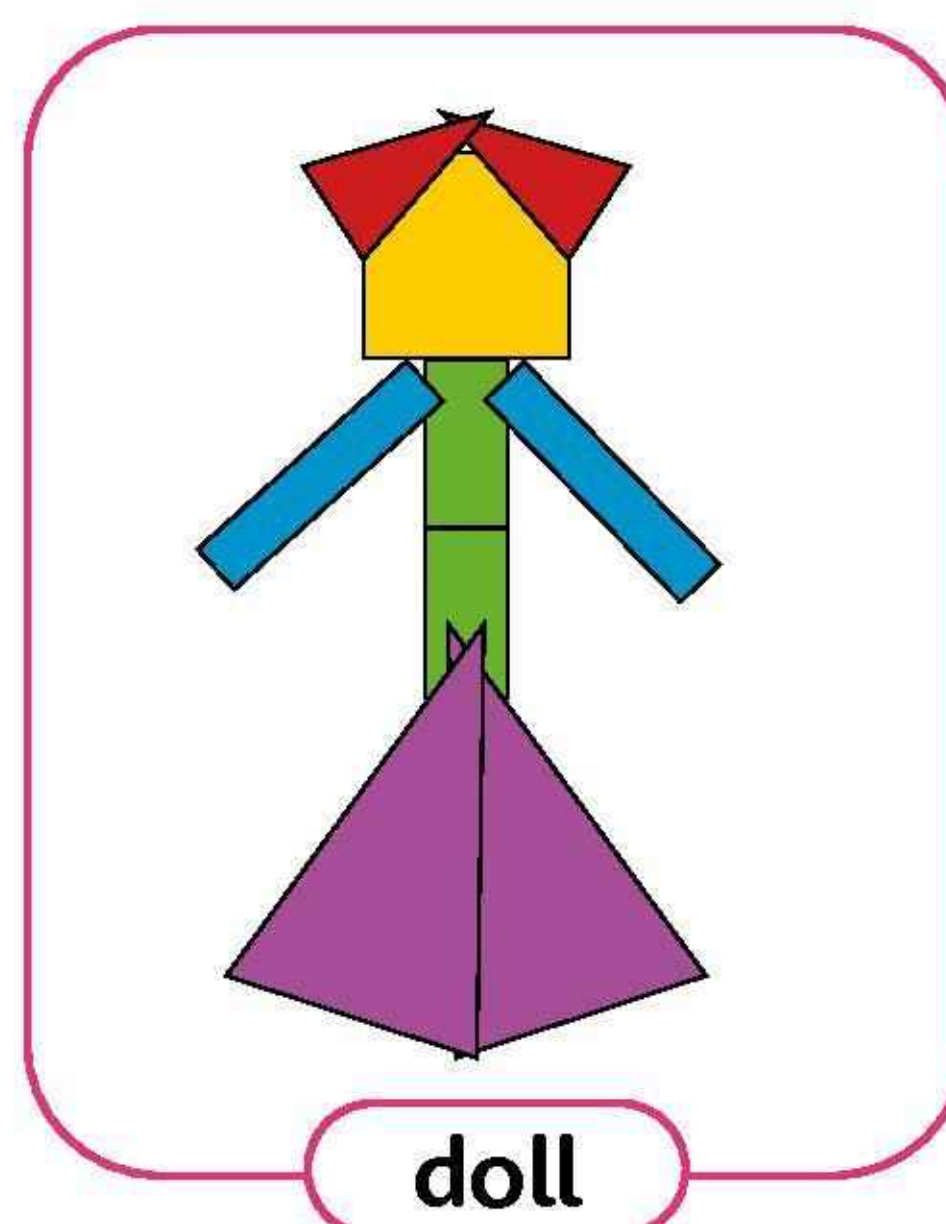
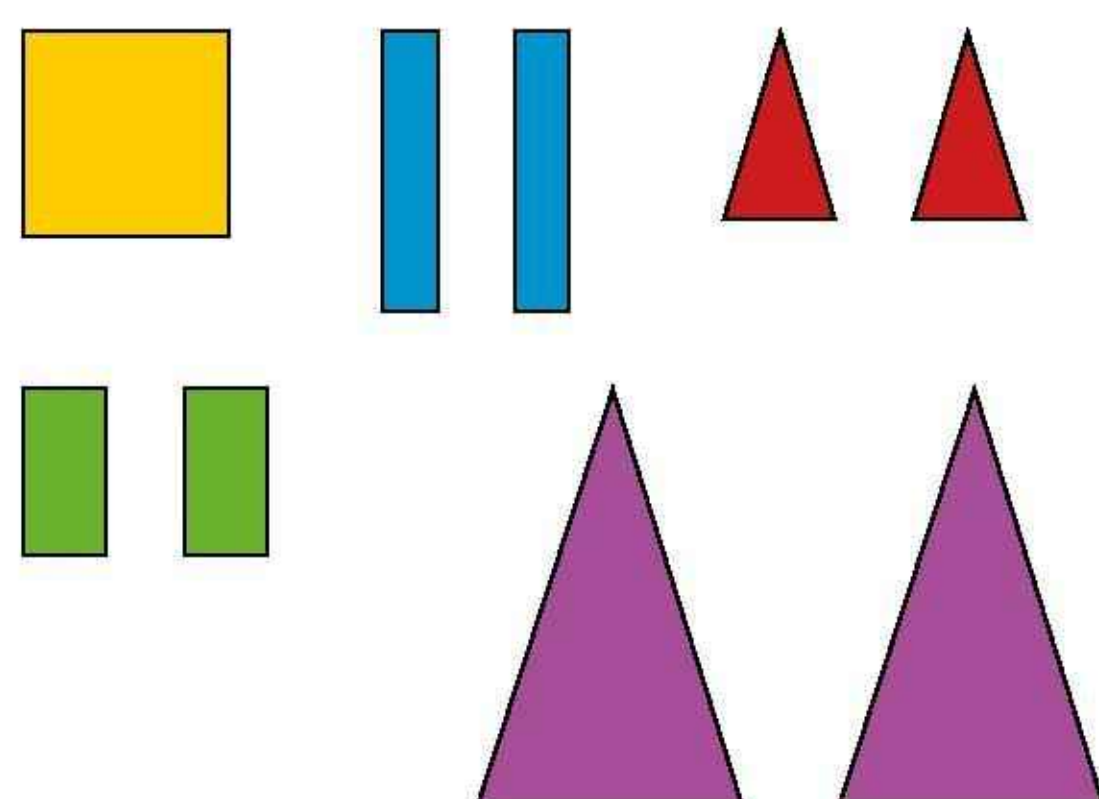
1 Look and say.



2 Find the odd one out. Say.



3 Think. Use the shapes to draw a robot.

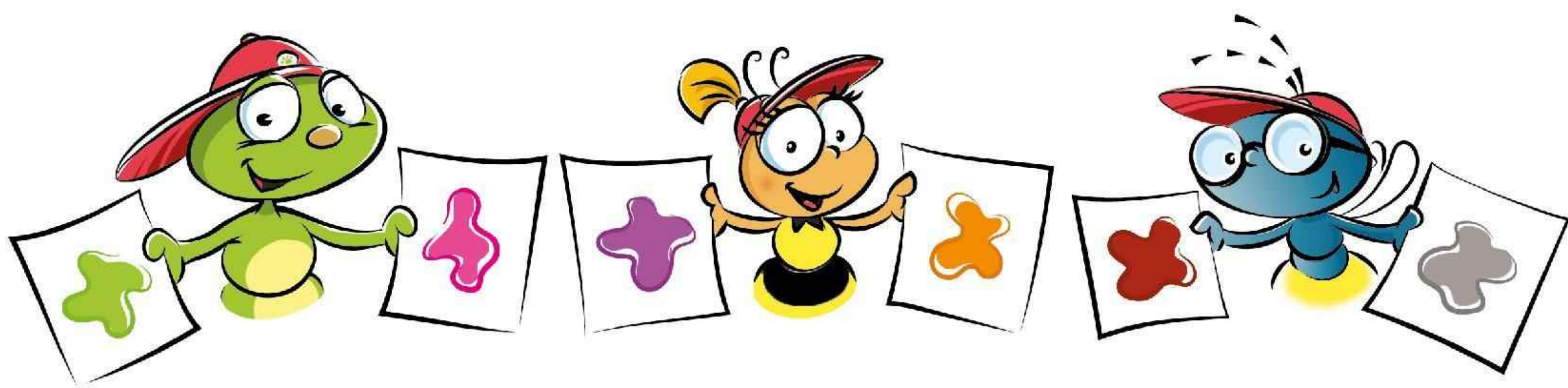


Units 1 & 2 Game

- 1  Play *Categories*.
- 2 Find the answers in your book. 
- 3   Make the Bugs counters. Play the game.



- 1  Play *Touch something blue!*
- 2  1.53 Listen, point and repeat.
- 3  1.54 Listen and guess. Point and say.



- 4  Play *Colour groups.* 
- 5 Do a class experiment and find out about mixing colours.



Lucy's Lab



Lesson 1 Vocabulary

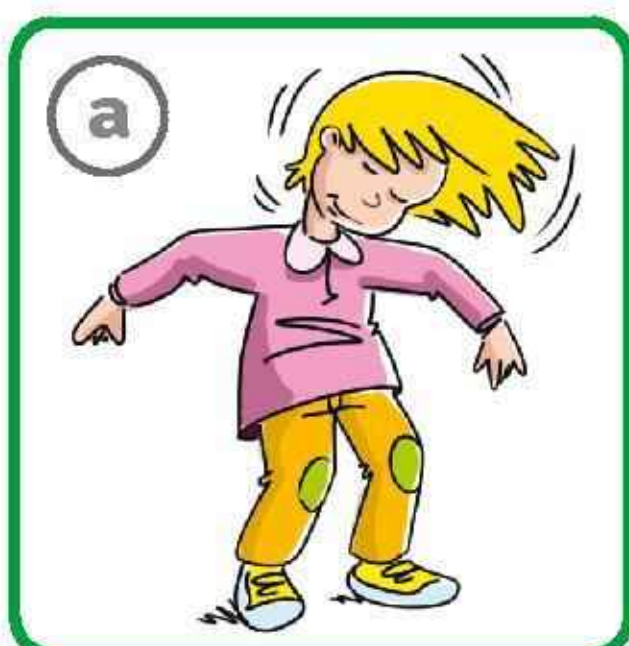
1  Play *Can I have a ball, please?* 

2  1.57 Listen, point and repeat.



3  Play *Colin's cards.*

4  1.58  Listen, point and say *Colin's chant.*



5 Play *Colin says ...*

 Go to page 45, exercise 1.

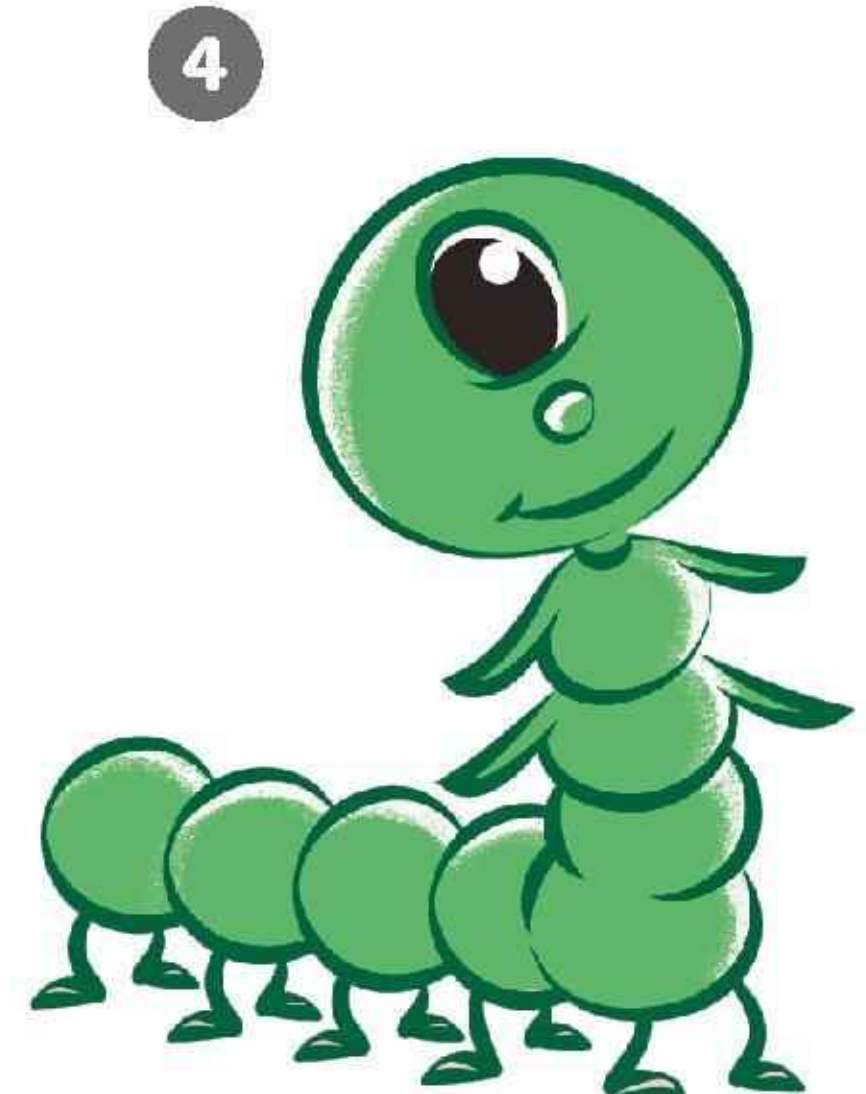
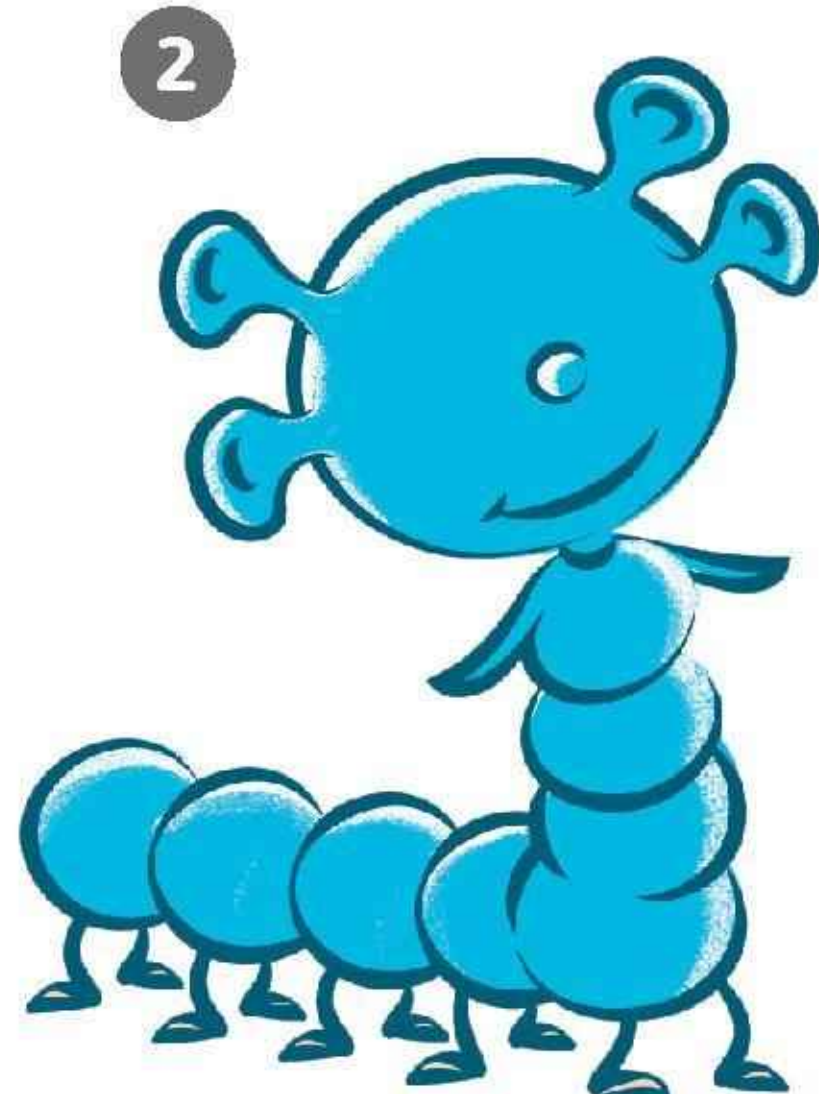
Lesson 2 Song

3

- 1   1.58 Say *Colin's chant* and mime.
- 2 Look and count the legs. Say.



- 3  1.59 Listen and point. Sing *I've got a head*.
- 4  Choose, say and guess. 



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

Lesson 3 Story

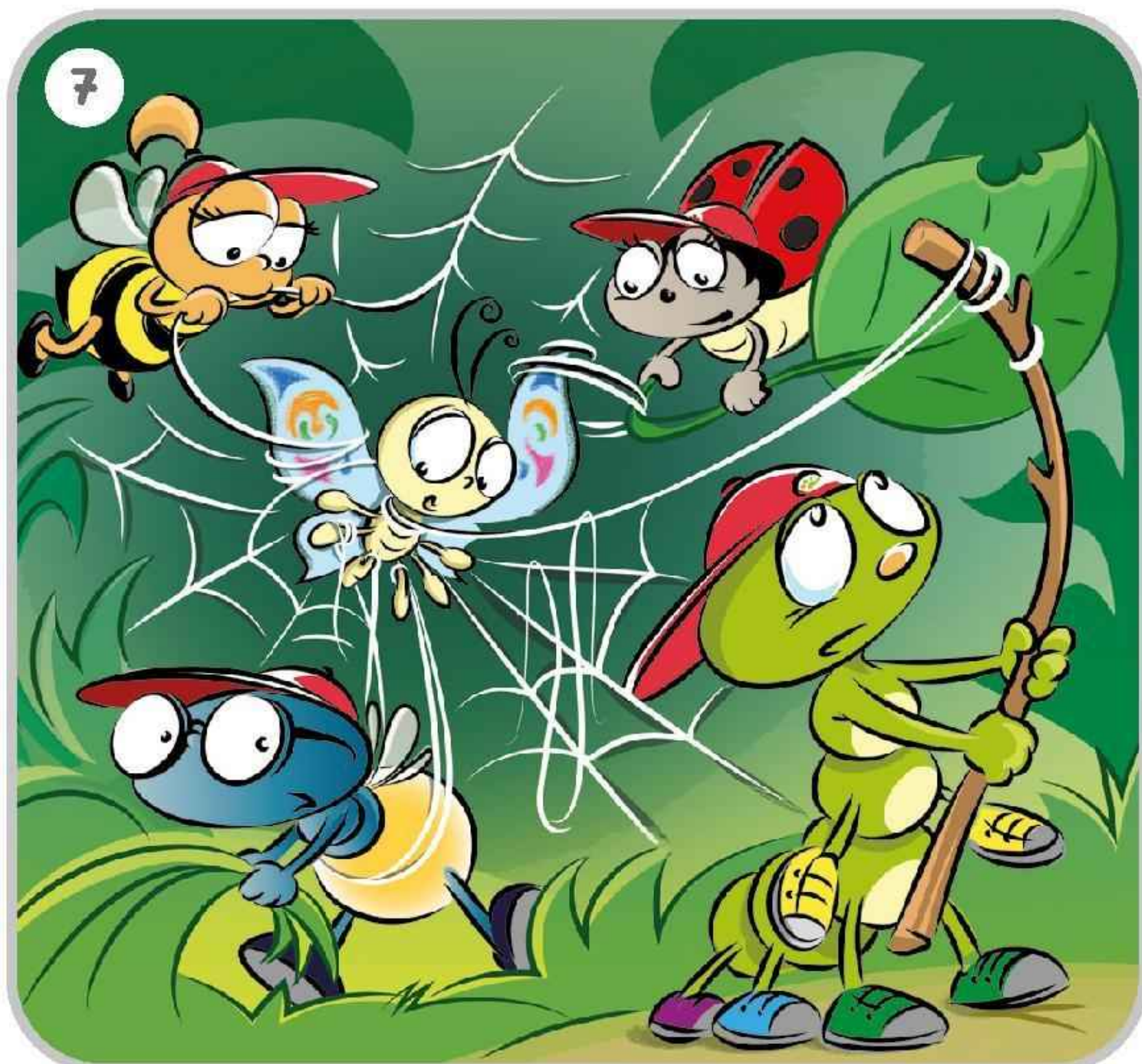
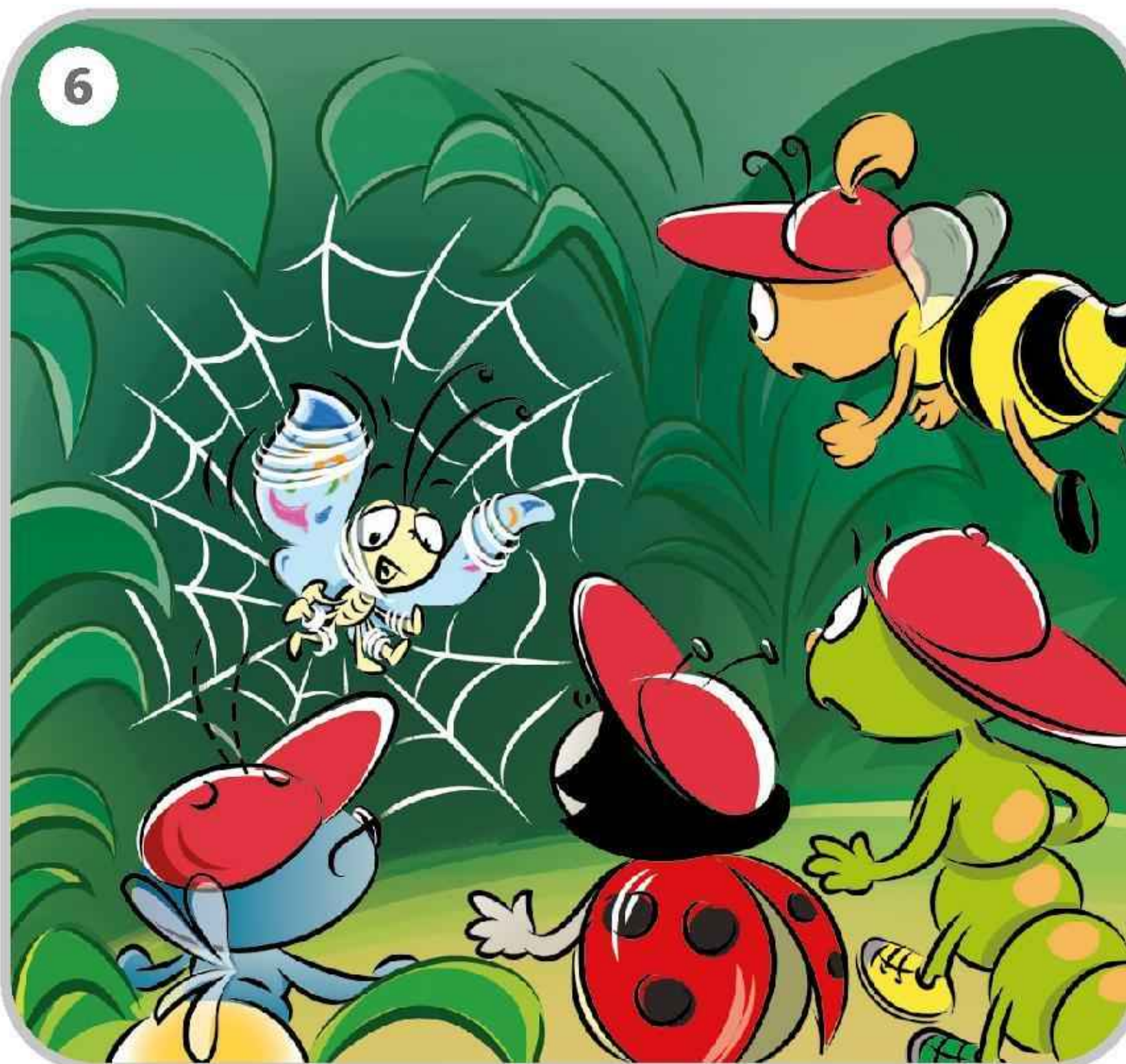


1  1.59 Play and sing *I've got a head*.

2  2.01  Listen and point. Answer the questions.

3  Point and say.





Bugs Values
Help others.

4 Choose and say.

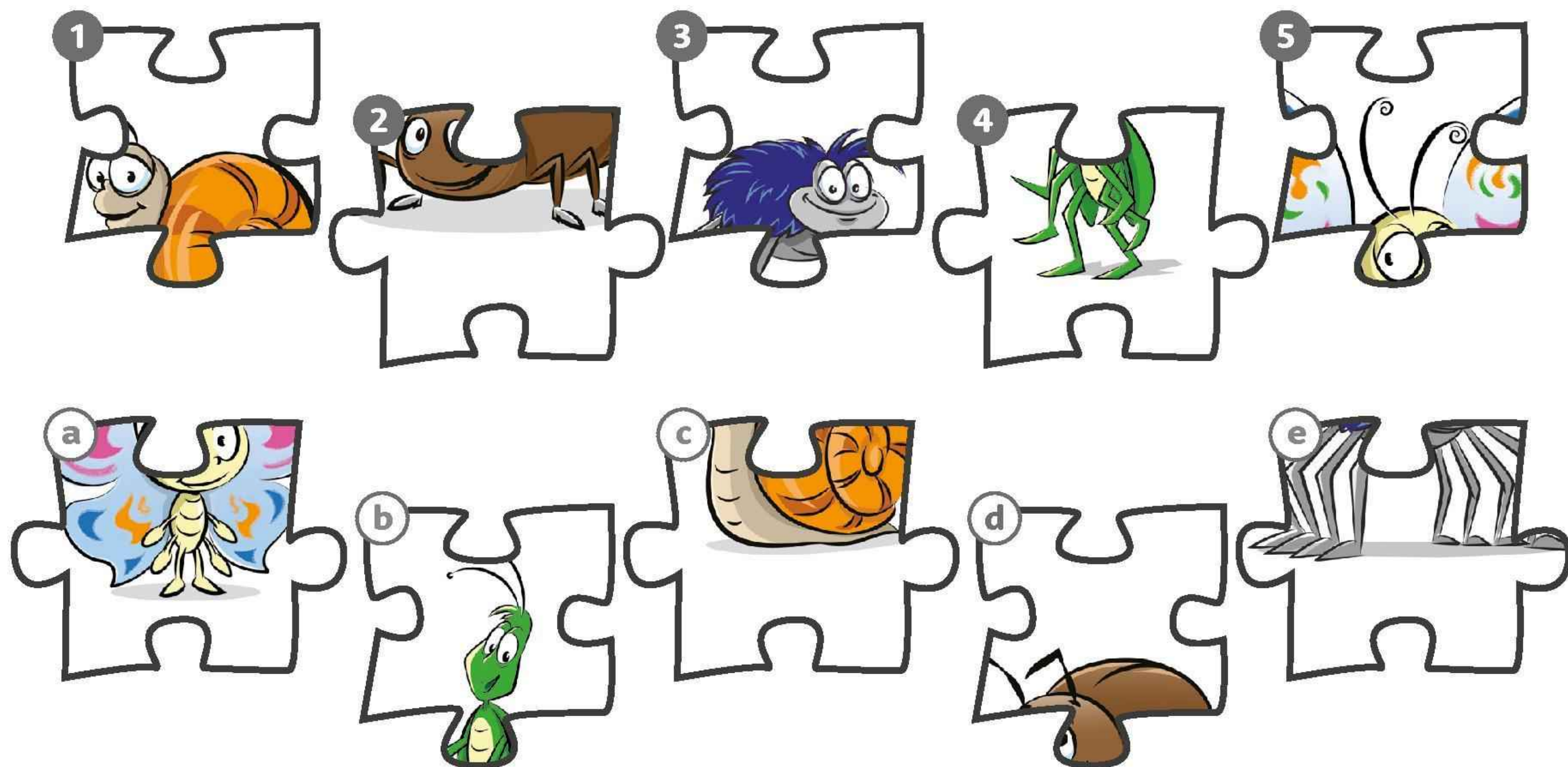


What are you scared of? Draw and say.

Lesson 4 Song

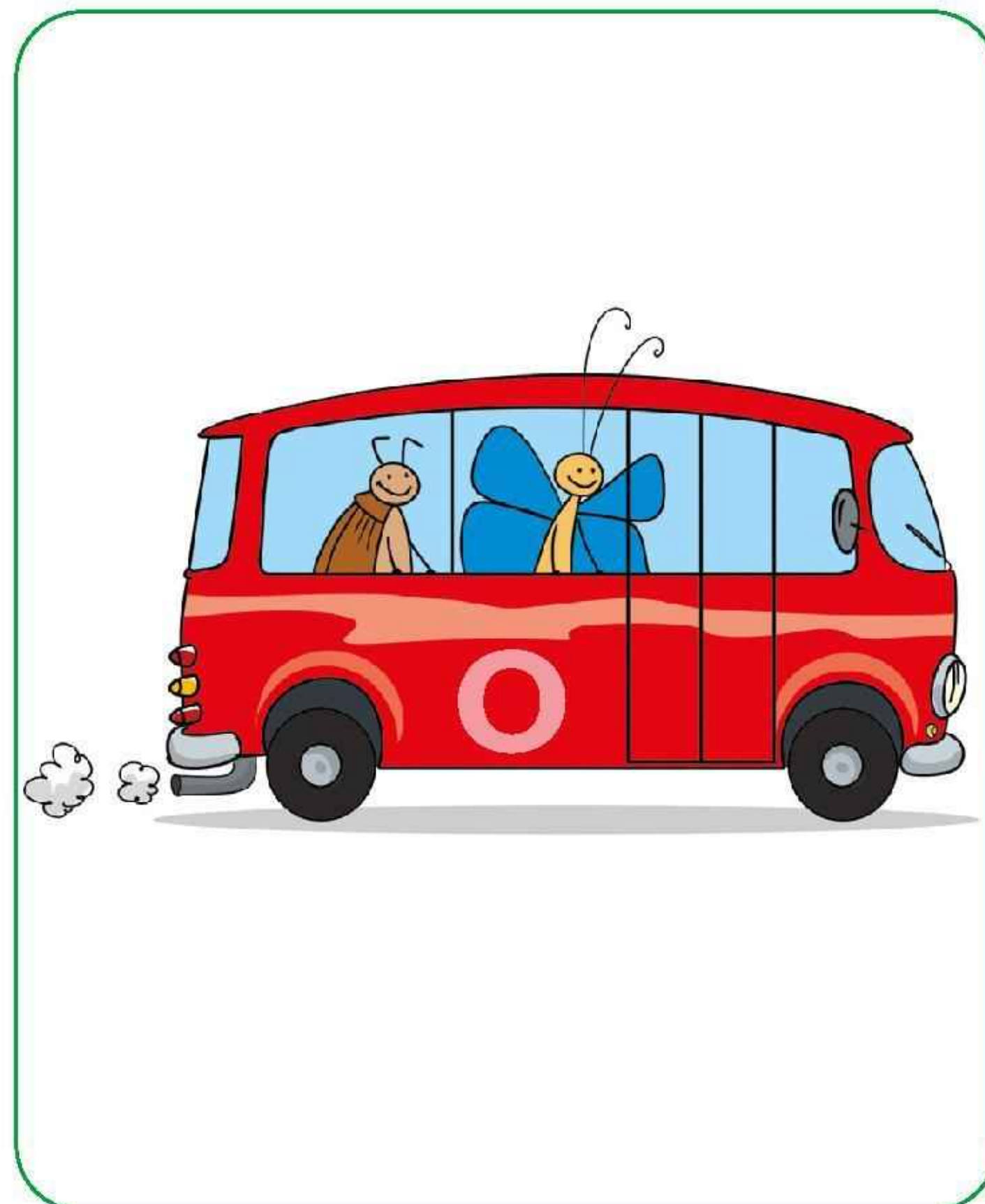
1   2.01 Listen to the story. Say **Bug!** or **Body!**

2  Match and say. Show the bug. 



3  2.03 Listen and point.
Sing **The butterfly's song.**

4  2.06 Listen and say
the **Bug twister!**



 Go to page 45, exercise 2.

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

Podstawa programowa: kreatywne myślenie, współpraca, dbanie o innych

Lesson 5 Vocabulary



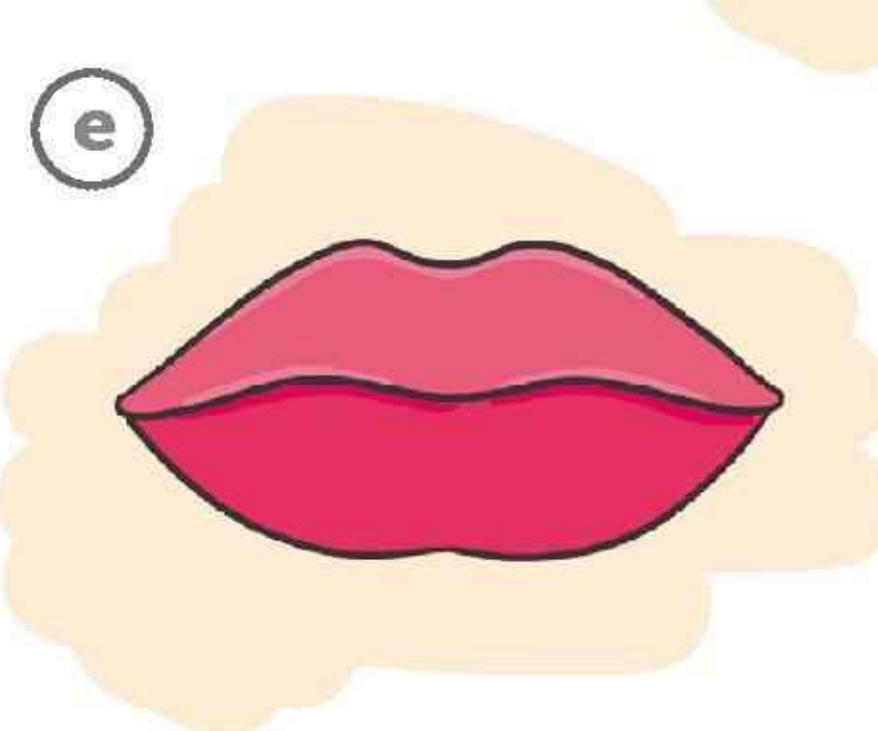
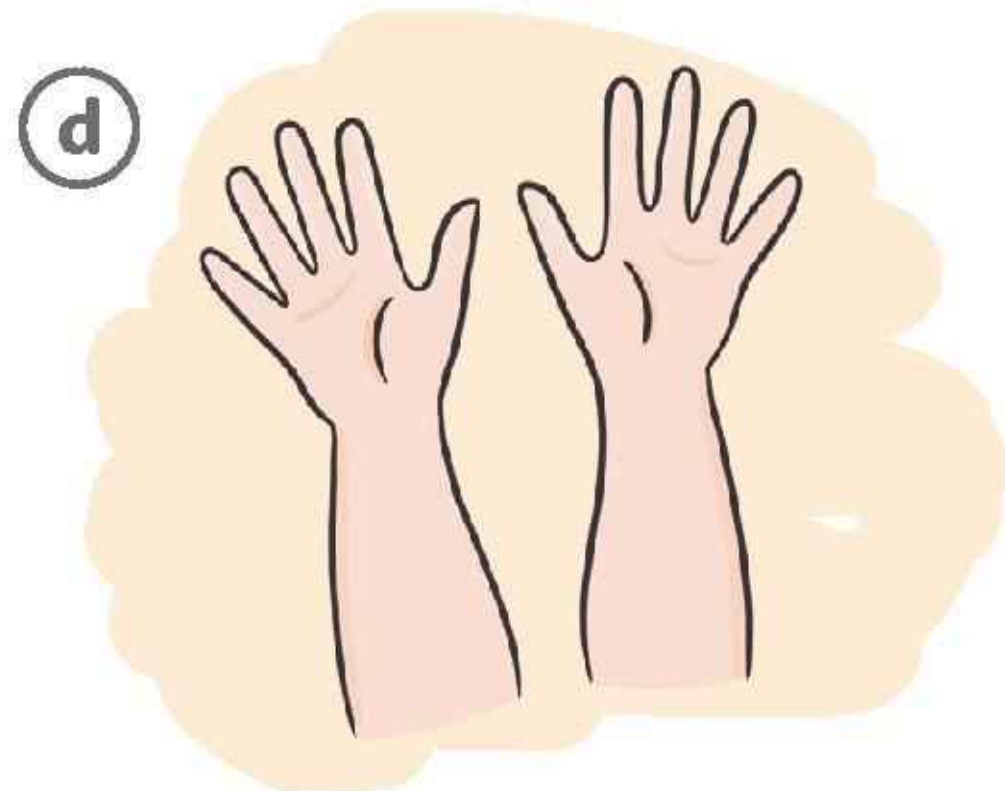
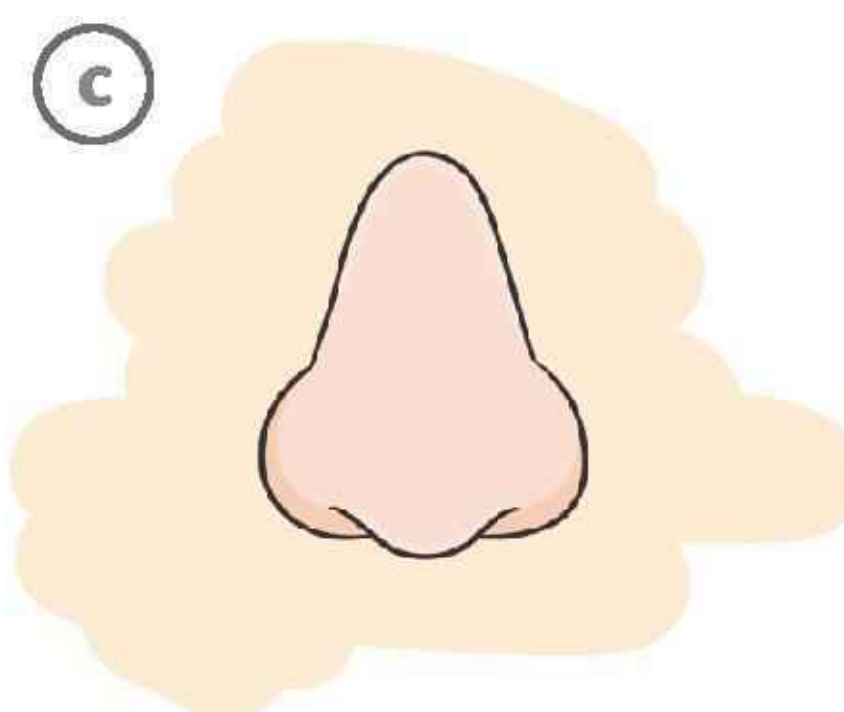
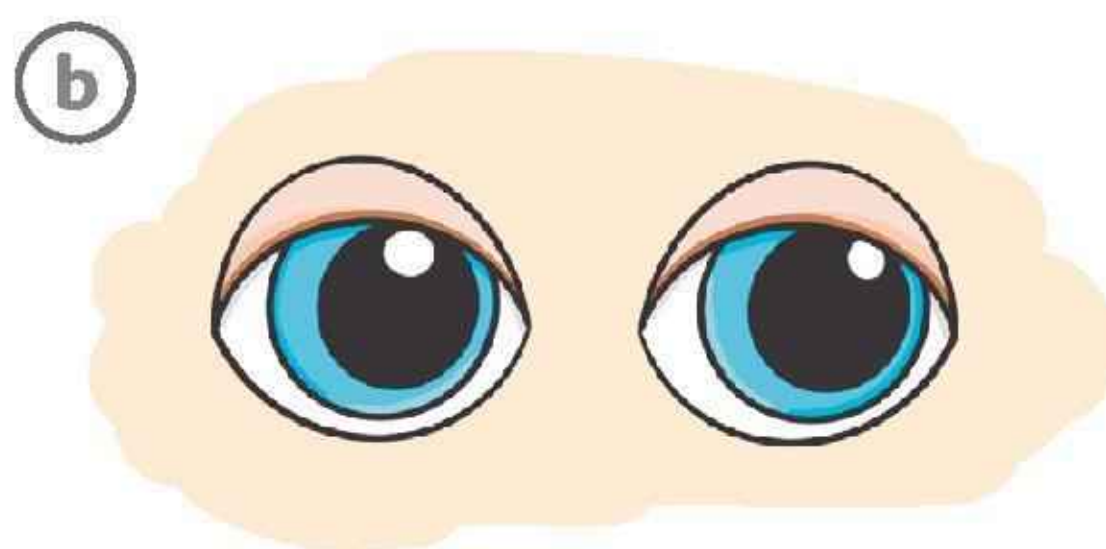
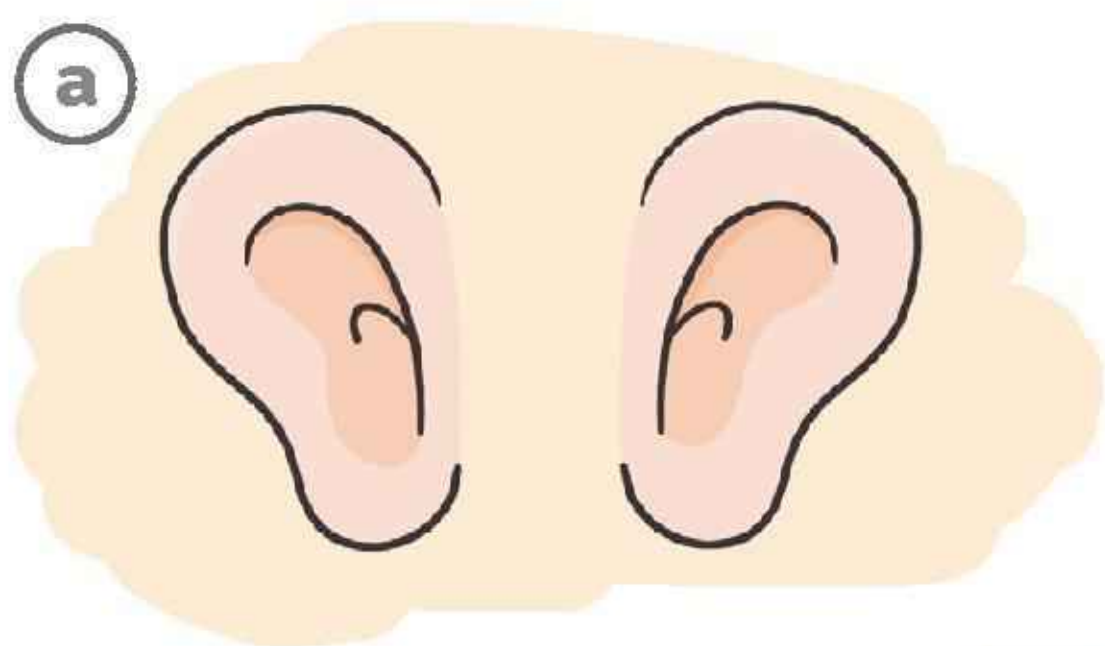
1 2.03 Play and sing *The butterfly's song*.

2 2.07 Listen and point. Mime and repeat.



3 Play *Show, remember and say*.

4 2.08 Listen and point. Sing *I've got five senses*.



5 Point and say.



Draw five objects and say.

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

Podstawa programowa: kreatywne myślenie, krytyczne myślenie, współpraca

Lesson 6 Thinking skills

1   2.08 Play and sing *I've got five senses.*

2 Look and think. Say.

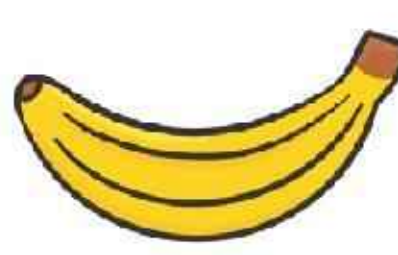
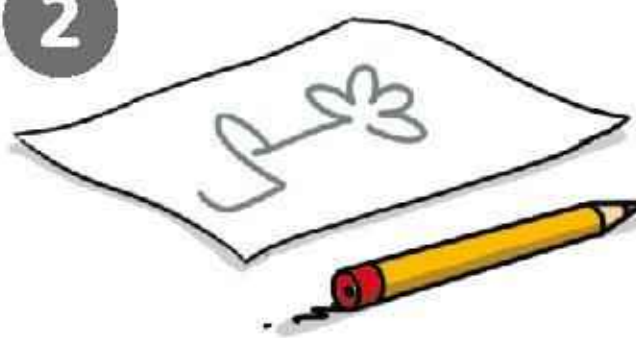
					
					
					
					

3  Make the domino cards. Find and say.

4  Play *Association dominoes.* 



5 Look and say.

1 	2 	3 	4 	5 
---	---	--	---	---

 Go to page 45, exercise 3.

LANGUAGE: eyes, ears, nose, mouth, hands; hear, see, touch, taste, smell; I (see) with my (eyes).
Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie, współpraca

Lesson 7 Culture

3

1  Play *One, two, three!*

2  2.09 Listen and sing *This is the way.*

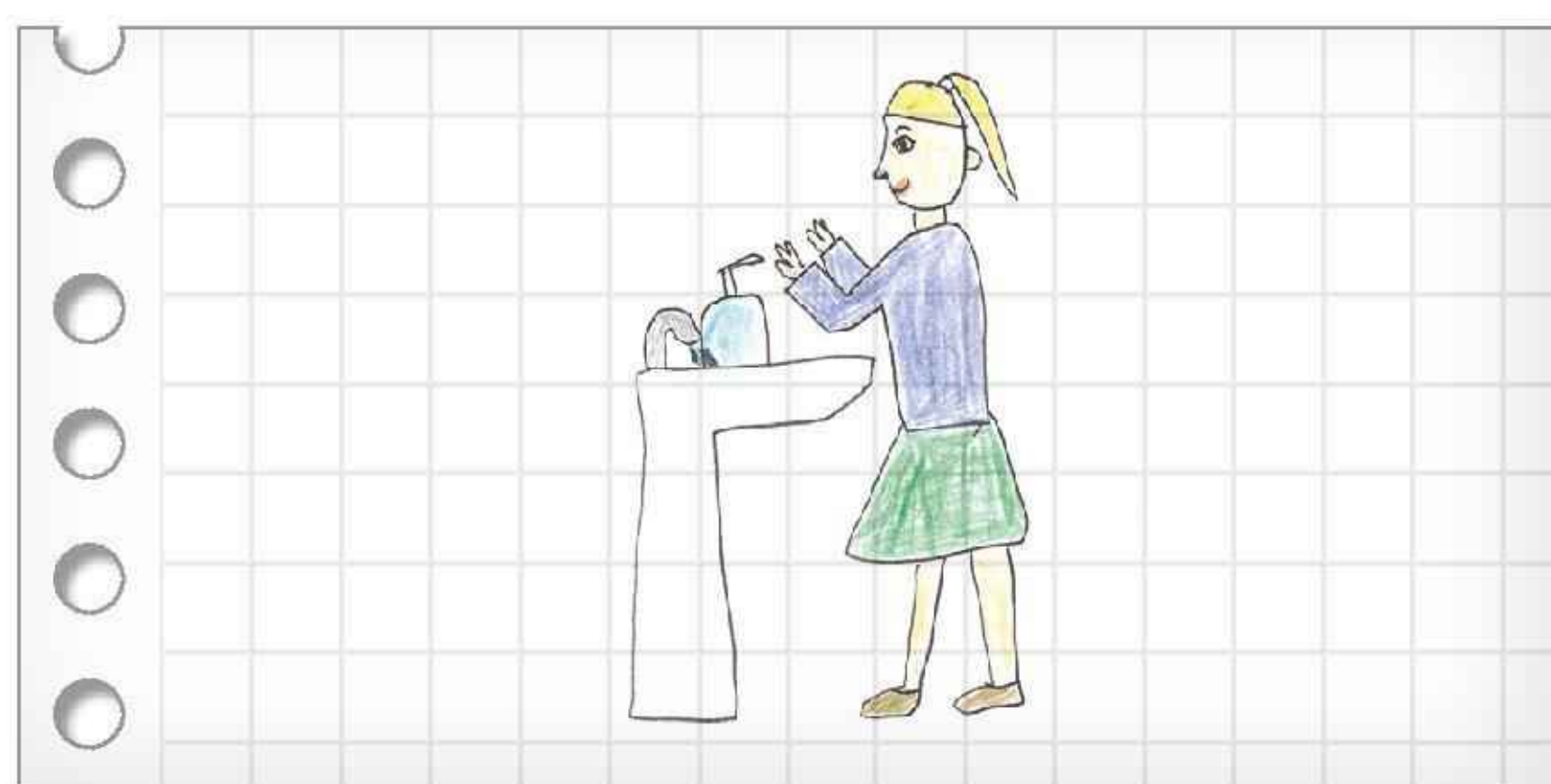


3  2.10  Listen and repeat. Act out the dialogue. 

4  2.11  Listen and point. Say in Polish.

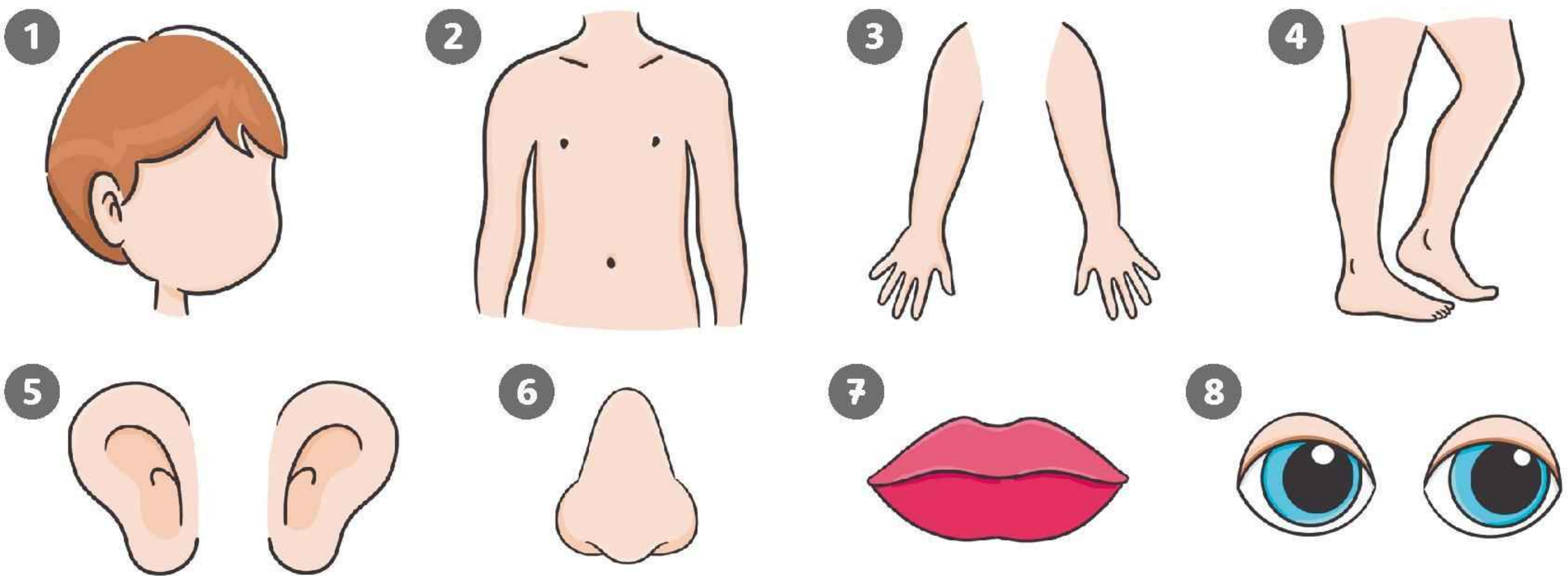


5 Draw and say.

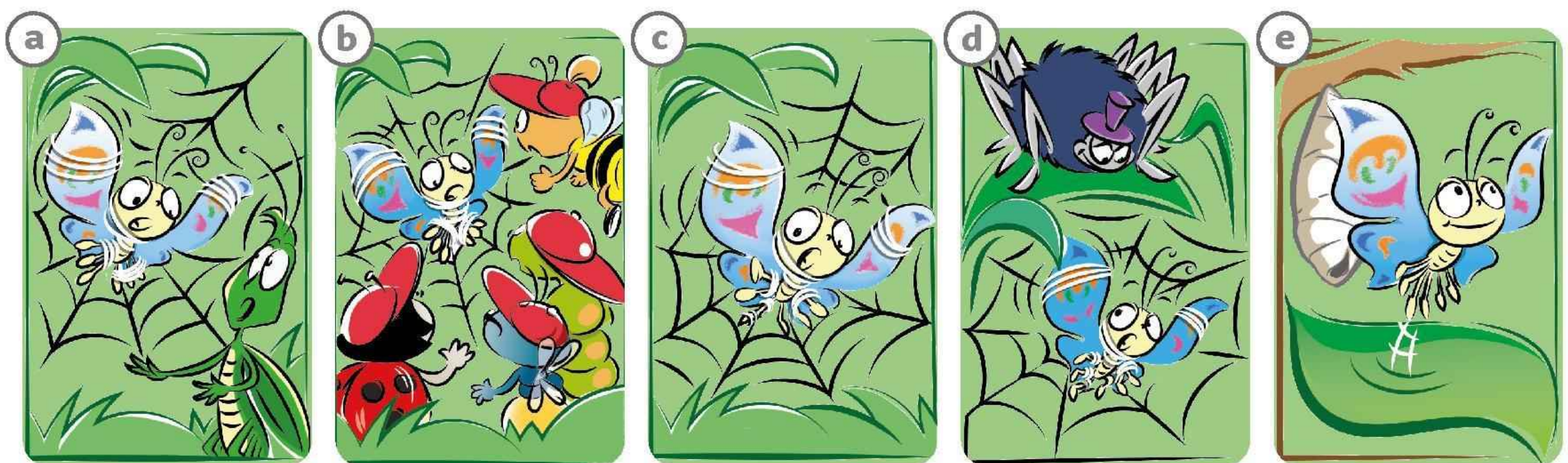


Lesson 8 Unit review

1 Listen, point and say. Listen and repeat.

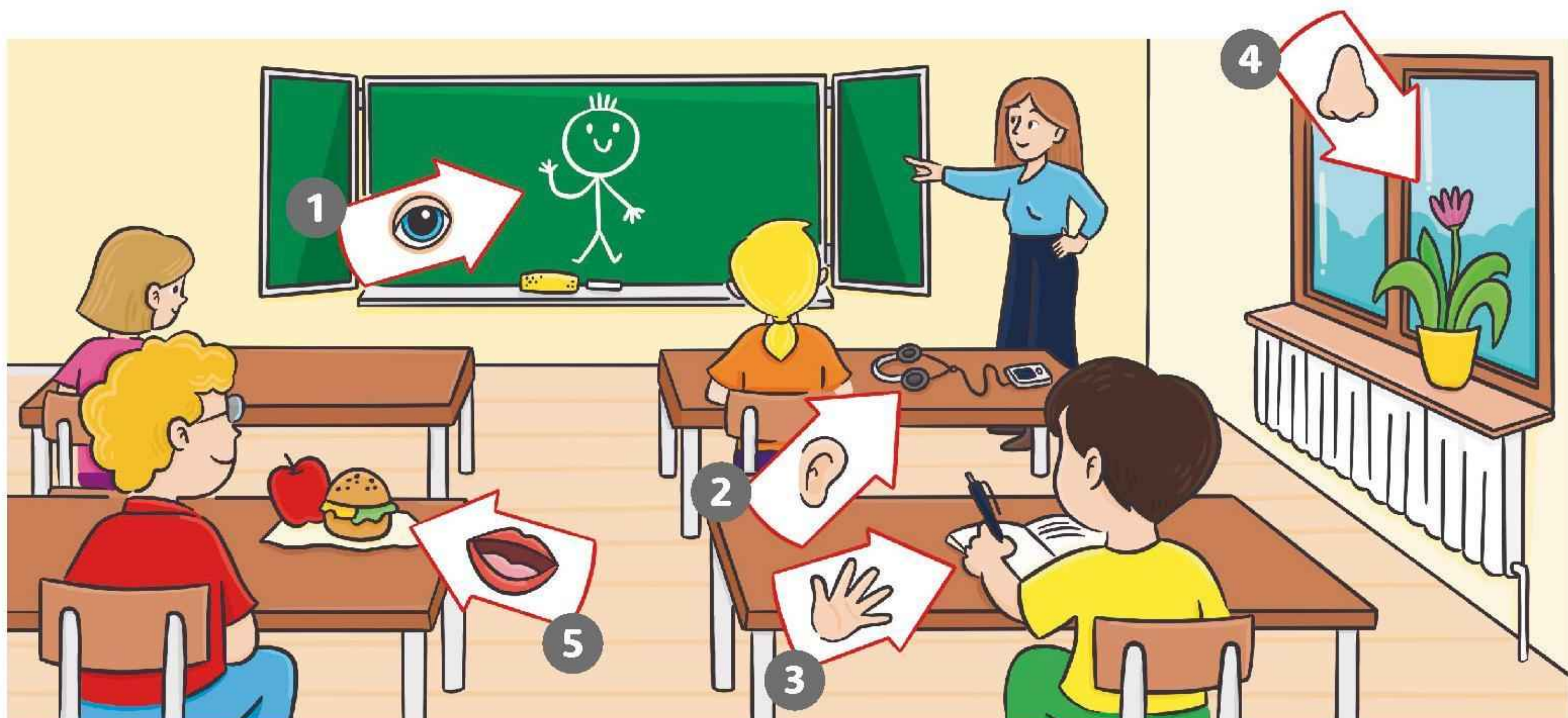


2 Listen, find and point.



3 Listen and say the missing words.

4 Listen, point and repeat. Say.





UNIT 3



Gary's dictionary



head



body



arms



legs



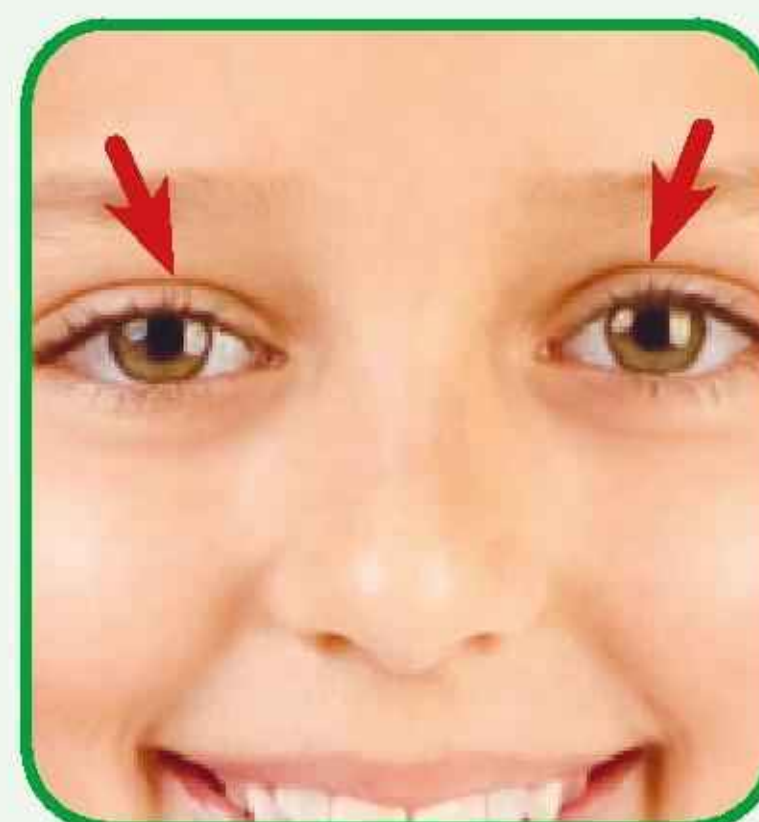
ears



nose



mouth



eyes



hear



see



smell



touch



taste



What's the mystery word?

Cumulative review

Starter

1

2

3

4

5

6

1 Play 10 seconds.

2 Do the class quiz. 

3  2.17 Listen, find and point.



4  Play I spy with Bugs eye.

5 Look and guess.



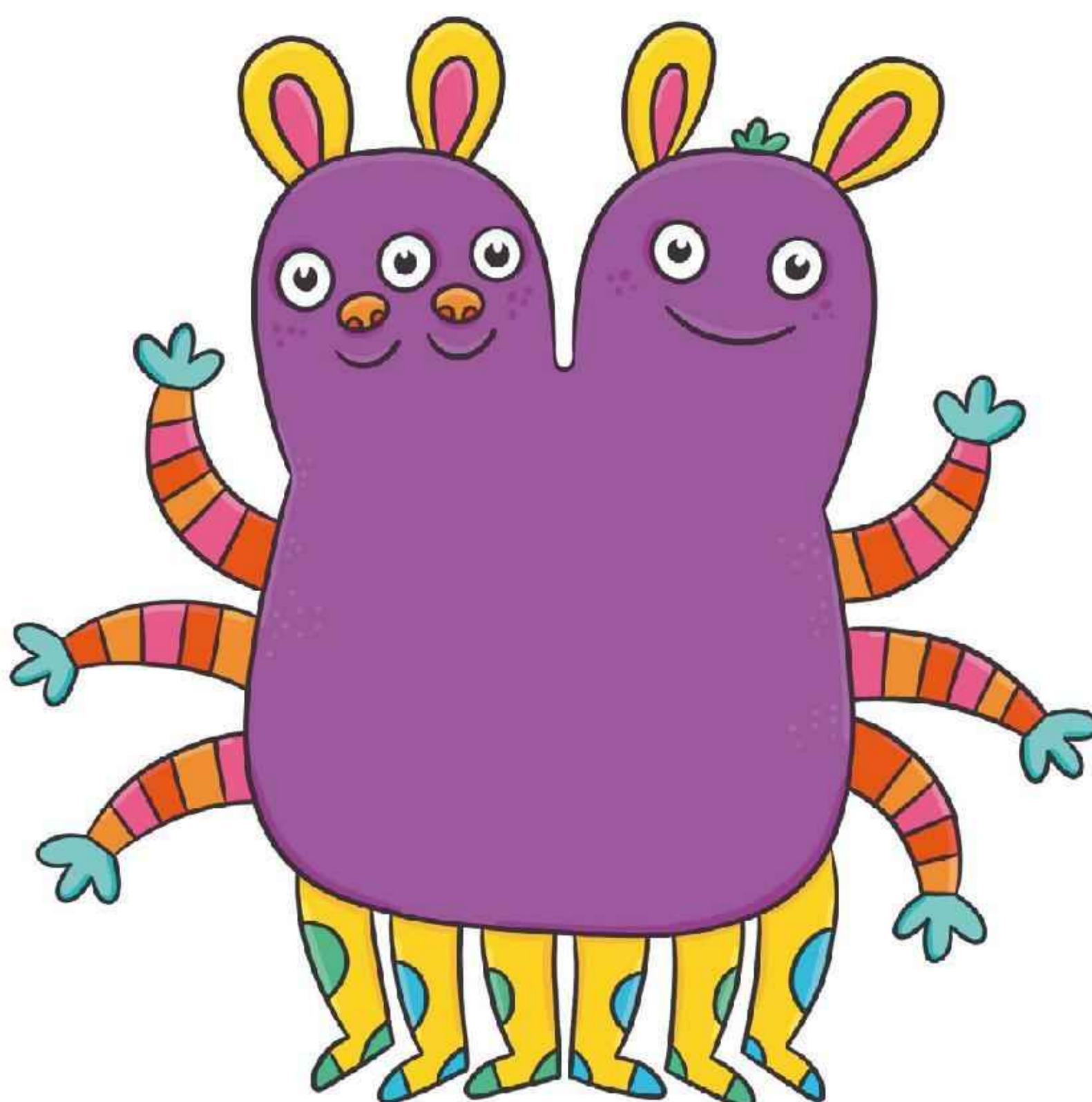
1 Look, count and say.

body ?

heads ?

mouths ?

noses ?



eyes ?

ears ?

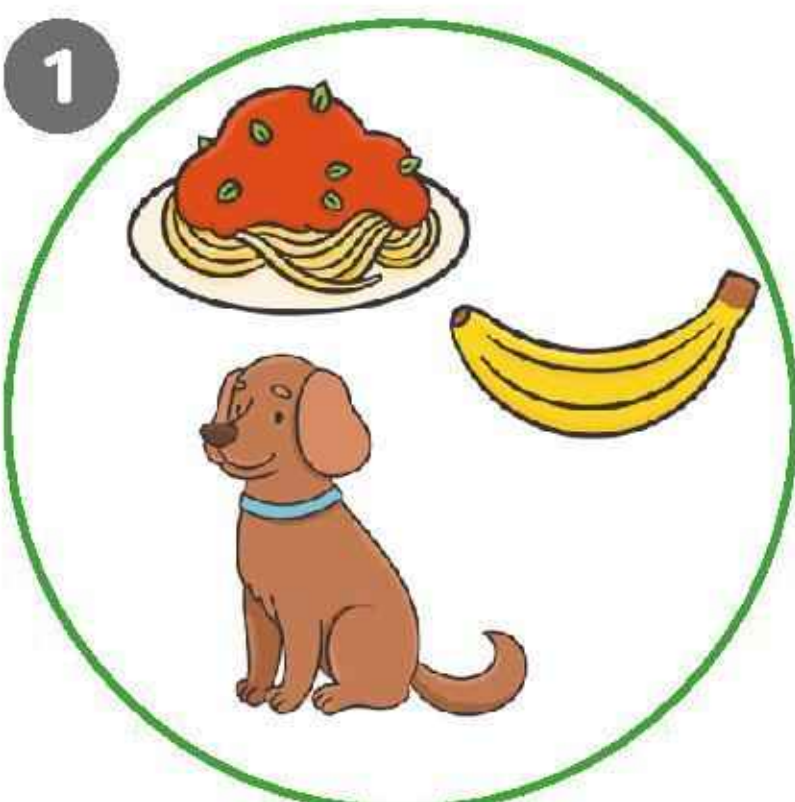
legs ?

arms ?

2 Look and find 6 differences. Point and say.



3 Find the odd one out. Say.



Lesson 1 Vocabulary

1  Play *Everything!* 2  2.18 Listen, point and repeat.

giraffe



zebra



elephant



parrot



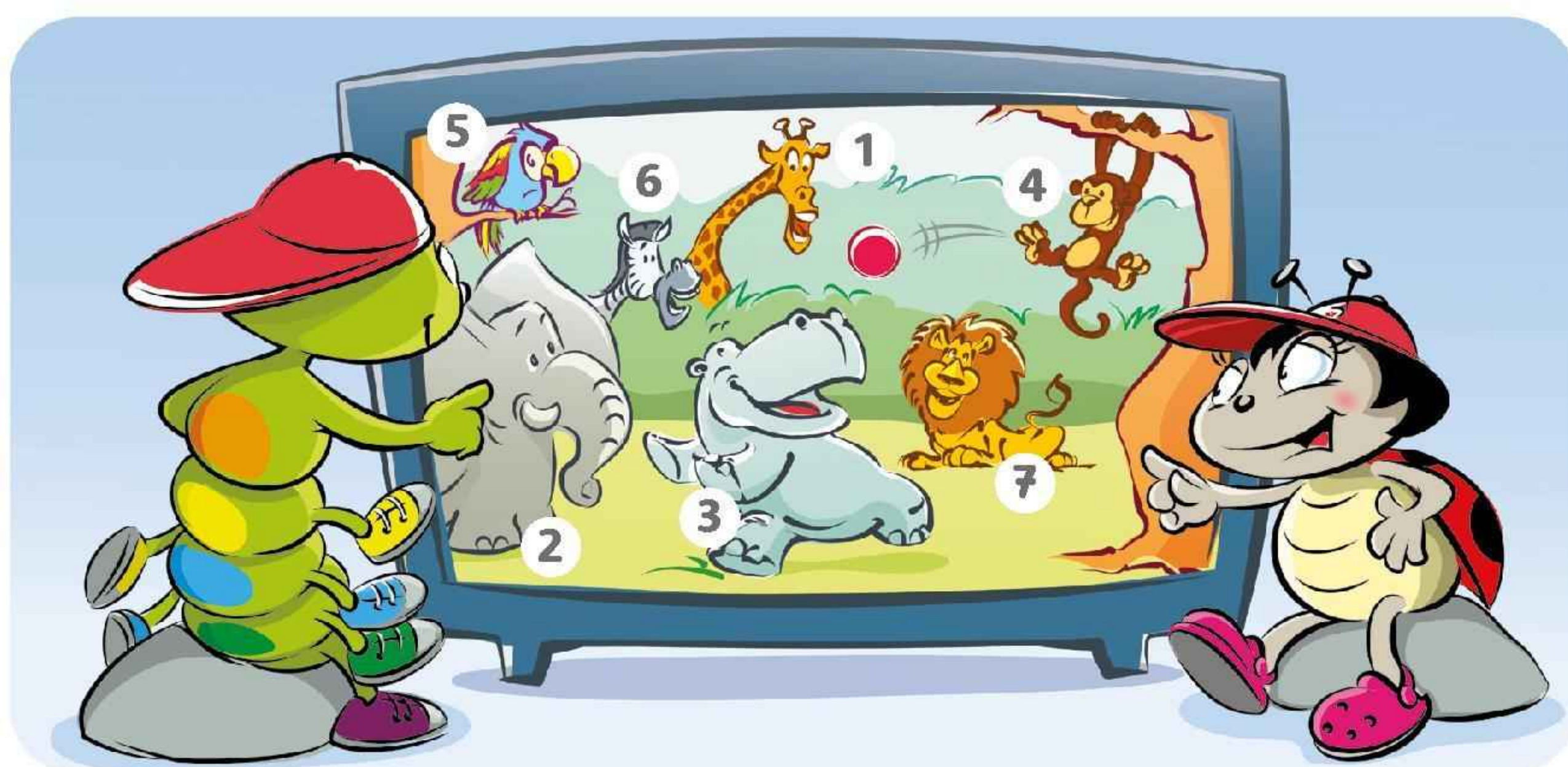
lion



hippo



monkey

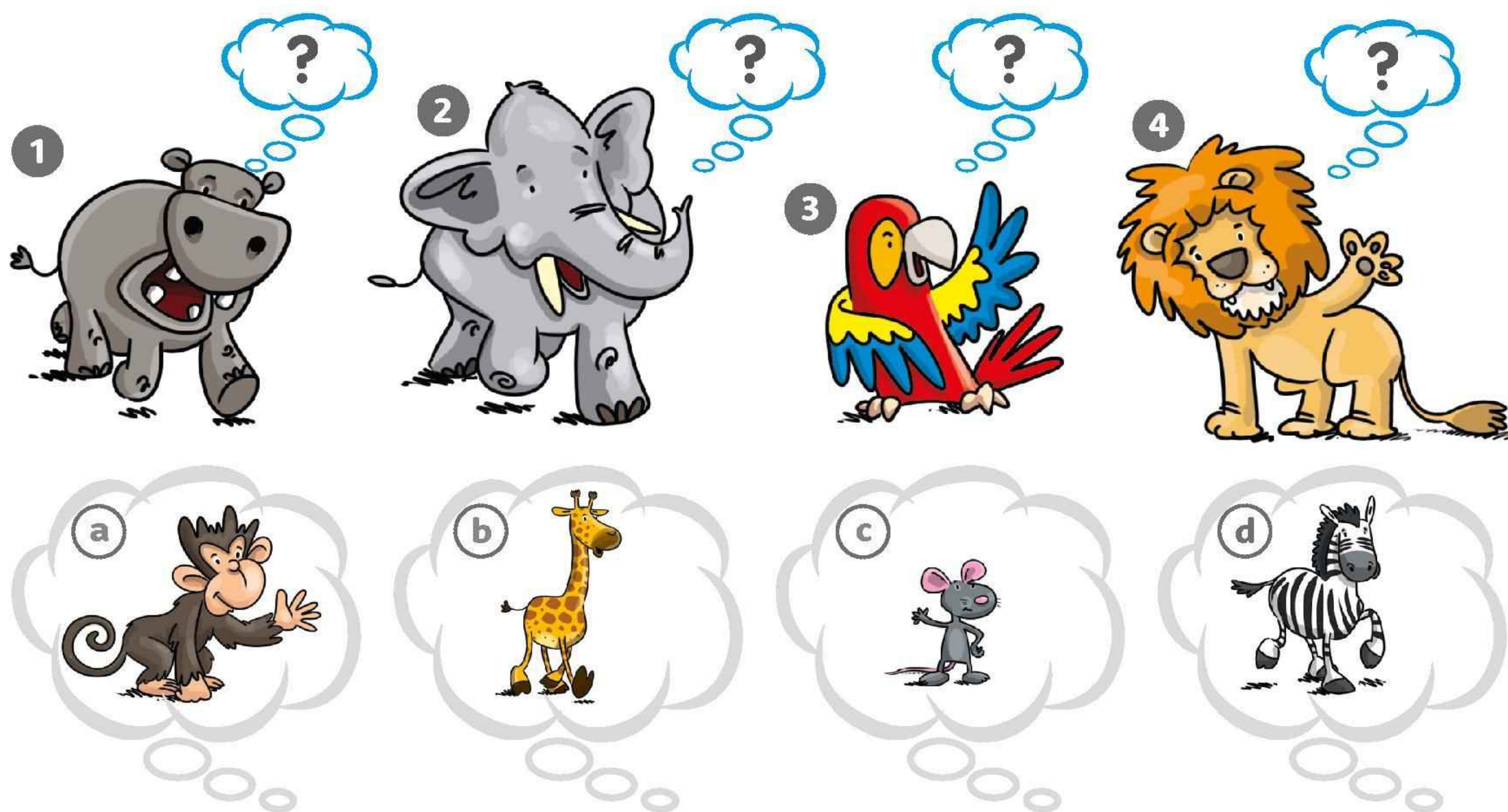
3  Play *Colin's cards.*4  2.19  Listen, point and say *Colin's chant.*5 Play *Guess the animal.*  Go to page 57, exercise 1.

Lesson 2 Song

4

1  Guess and mime.

2 Look, think and say.



3  2.20 Listen and point. Sing *Here's the hippo.*

4  Look and say.

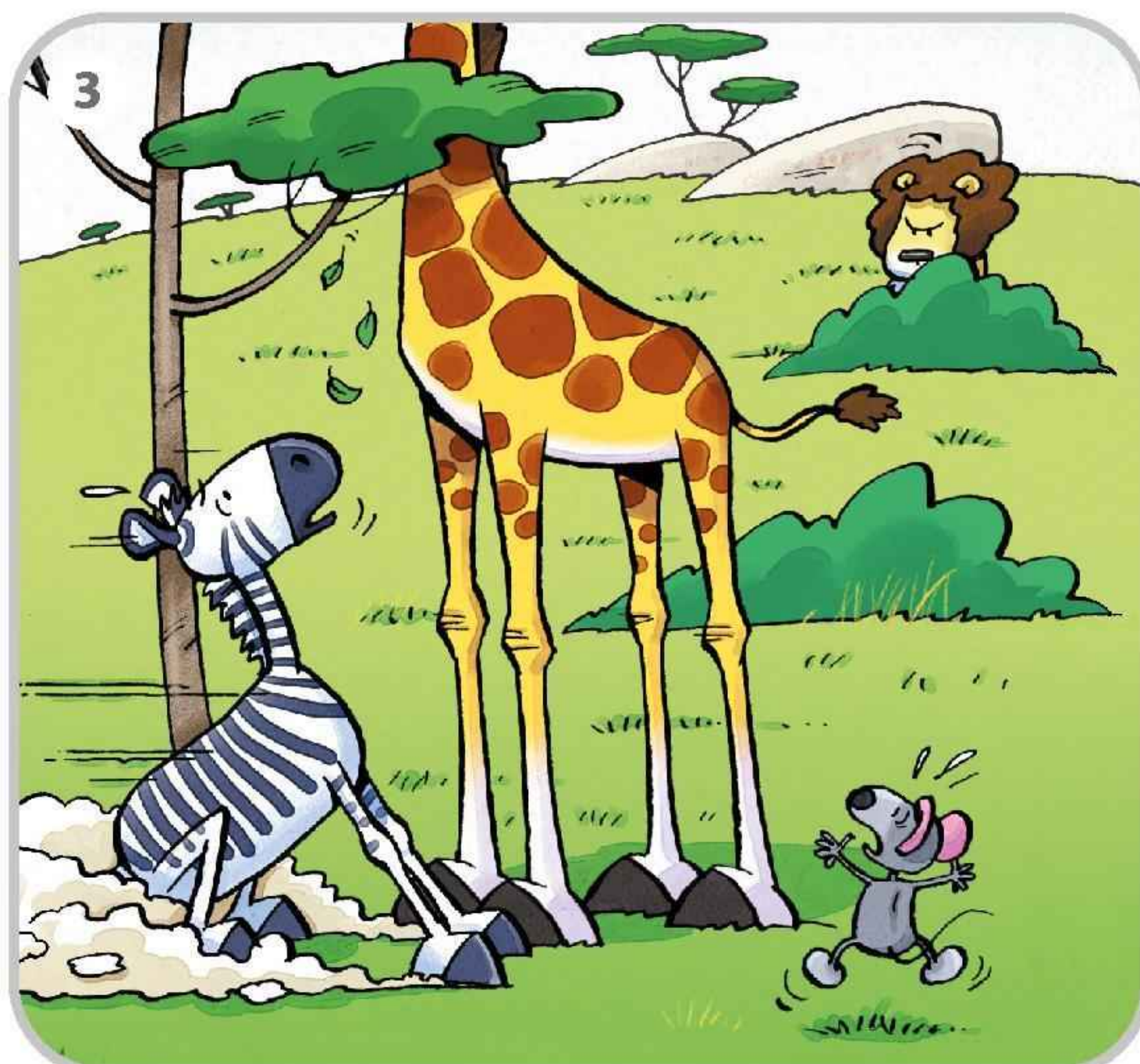
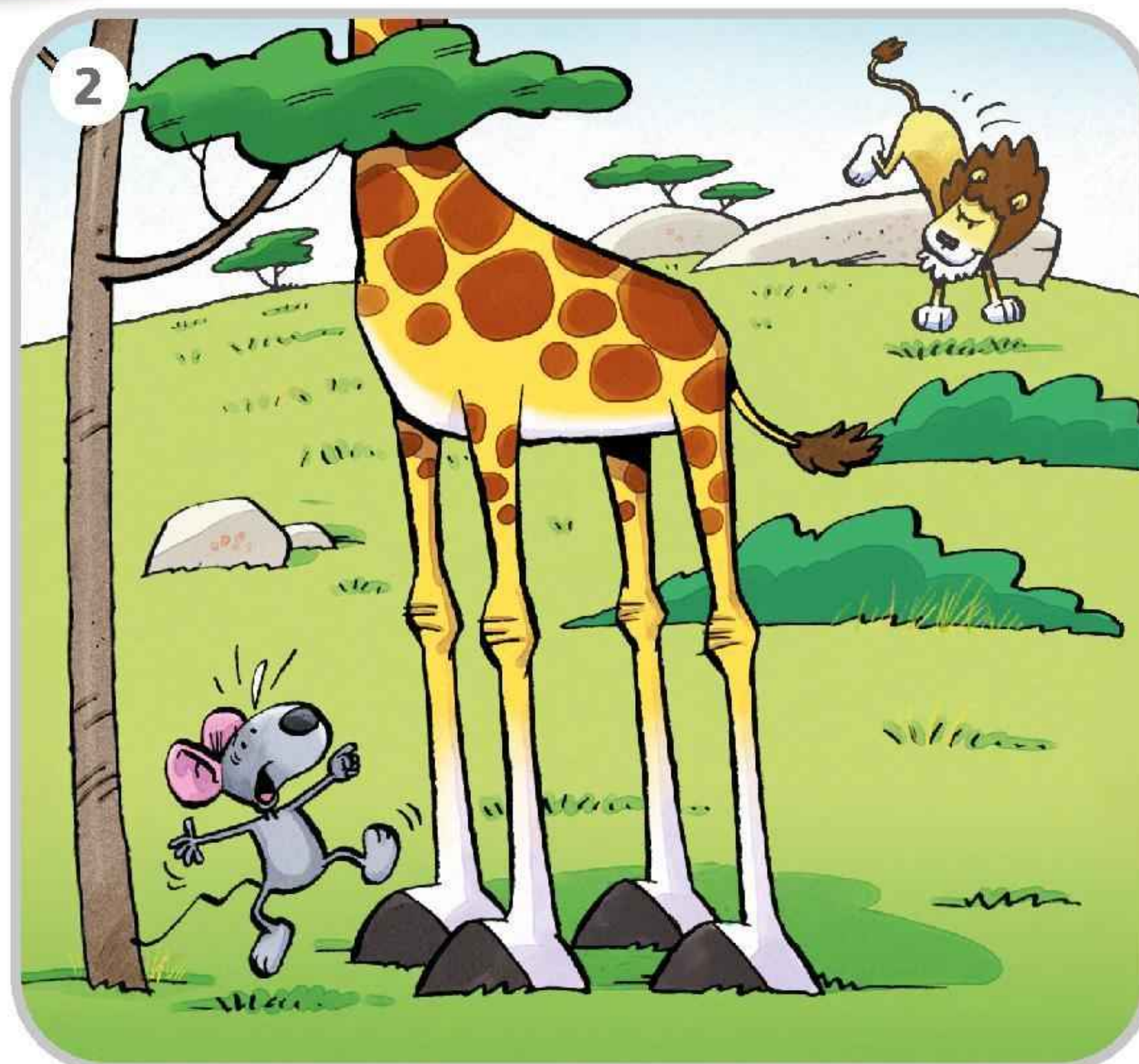
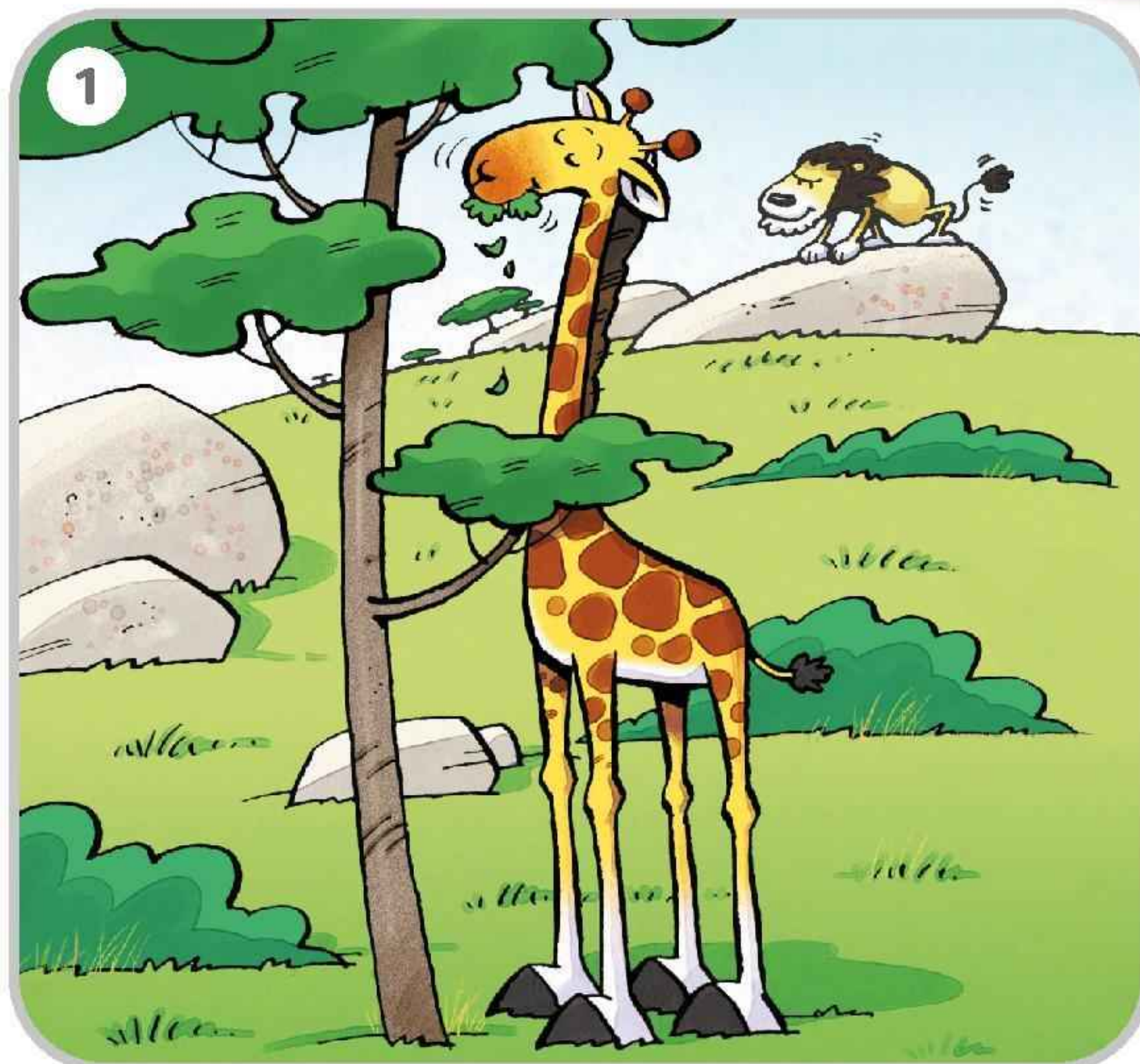


5  Make the mini-flashcards. Play *Who's coming?* 

LANGUAGE: elephant, giraffe, hippo, lion, monkey, parrot, zebra + mouse; *Here's the (parrot); The (giraffe) is coming; Hello, (elephant).*

Podstawa programowa: rozwiązywanie problemów, kreatywne myślenie, współpraca

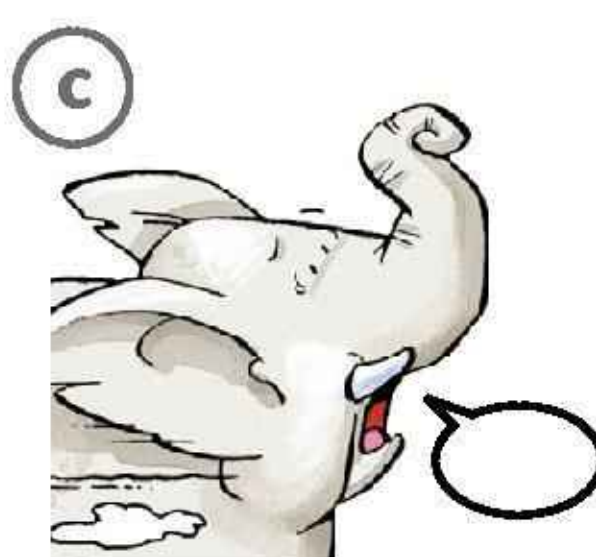
Lesson 3 Story



1 Play **Picture halves**.

2 2.23 Listen and point. Answer the questions.

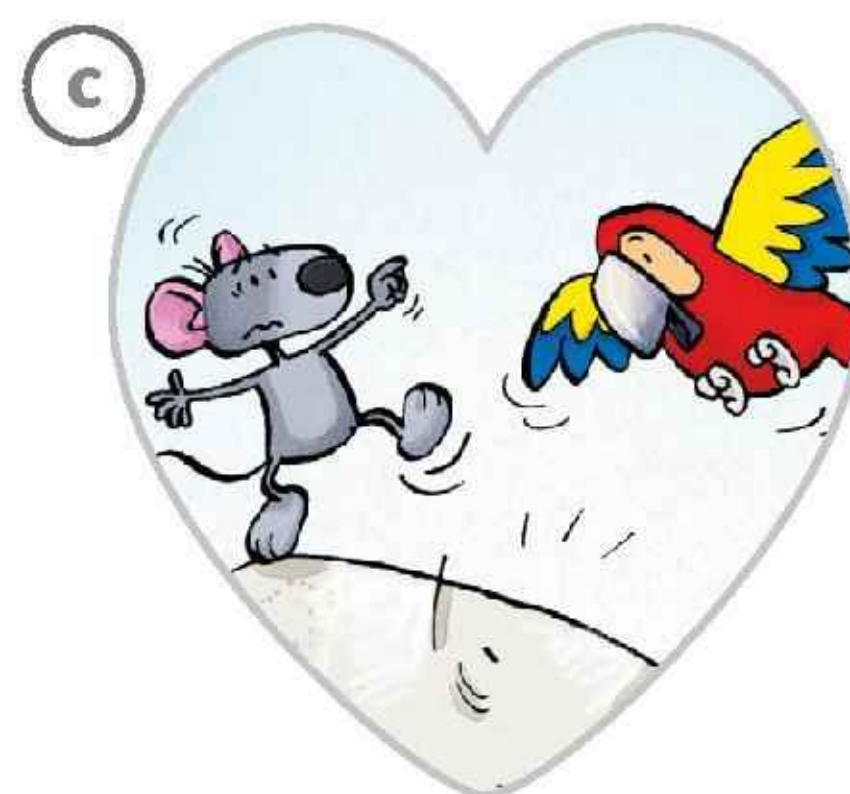
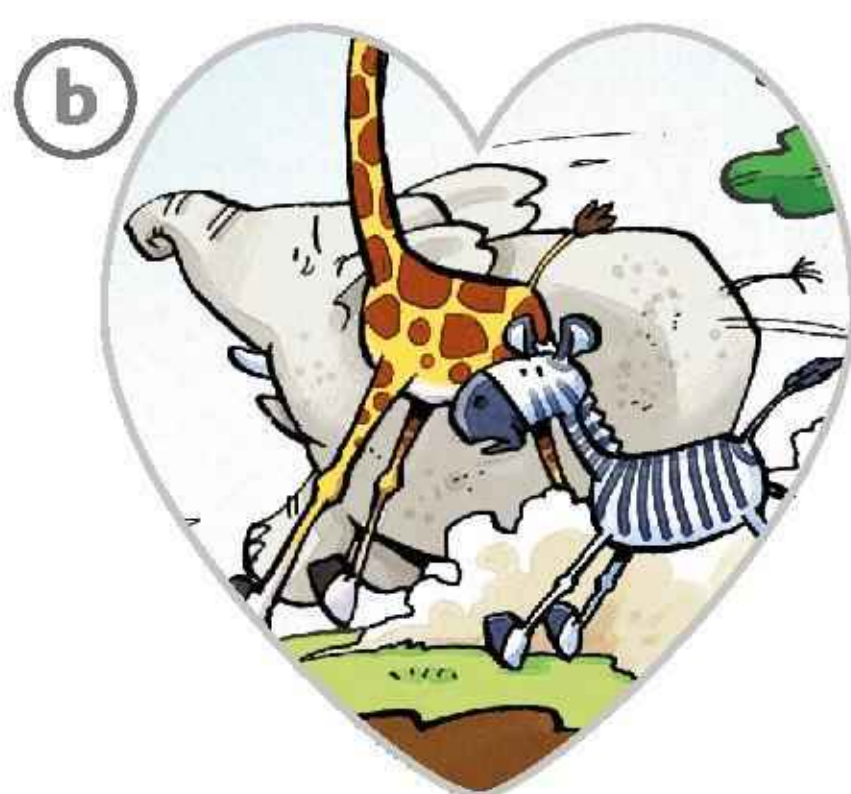
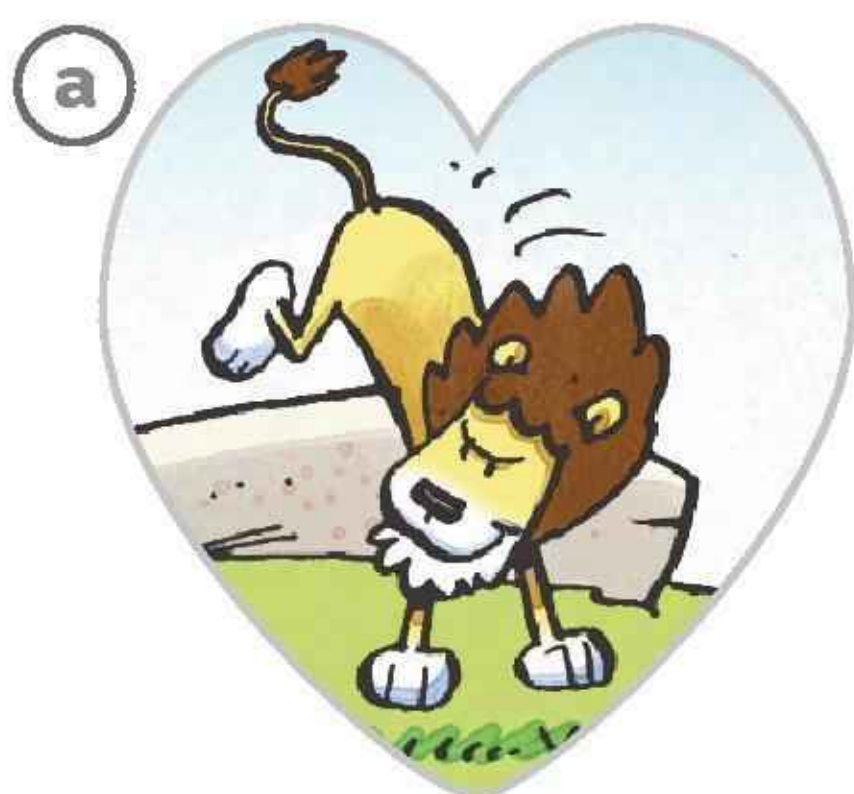
3 Look, order and say.





 **Bugs Values**
Ask for help.

4 Choose and say.



Draw a lion. Write lion.

LANGUAGE: The lion is coming; Please tell giraffe; Run, run, run.

Podstawa programowa: rozwiązywanie problemów, dbanie o innych

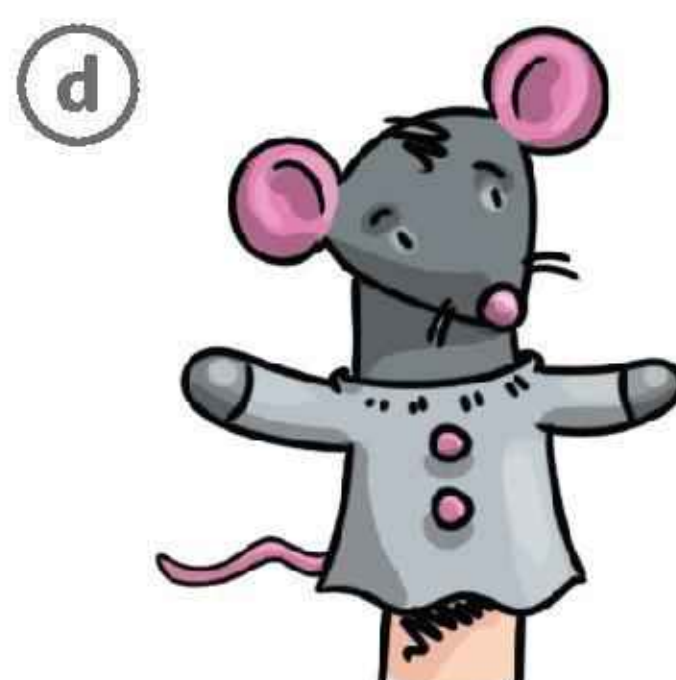
Lesson 4 Song

- 1   2.23 Listen to the story, mime and say.
- 2 Find the way and say.



- 3  2.25  Listen and point.
Sing *The lion is coming.* 

- 4  2.28 Listen and say
the *Bug twister!*



Go to page 57, exercise 2.

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

Podstawa programowa: współpraca, dbanie o innych

Lesson 5 Vocabulary

4

1 Play *Lip reading*.

2 2.29 Listen and point. Mime and repeat.



walk



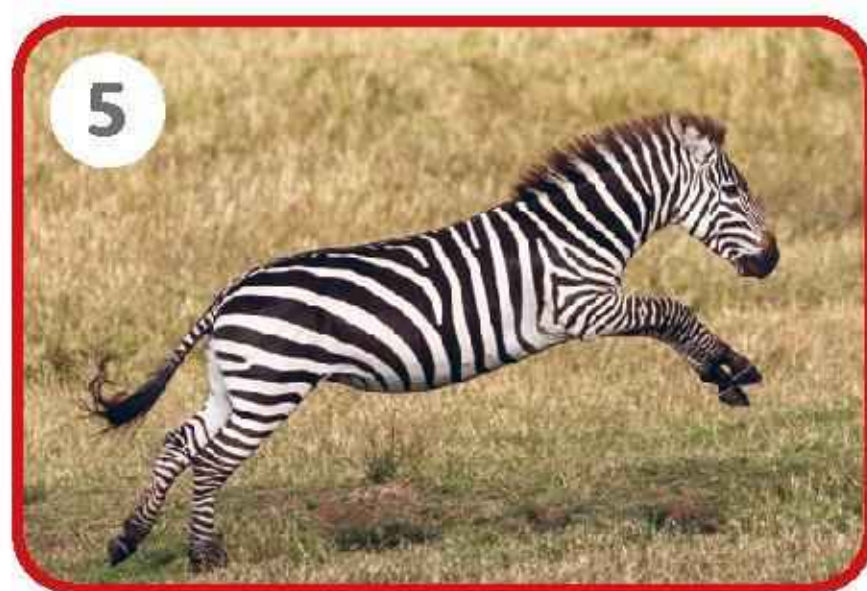
run



fly



swim



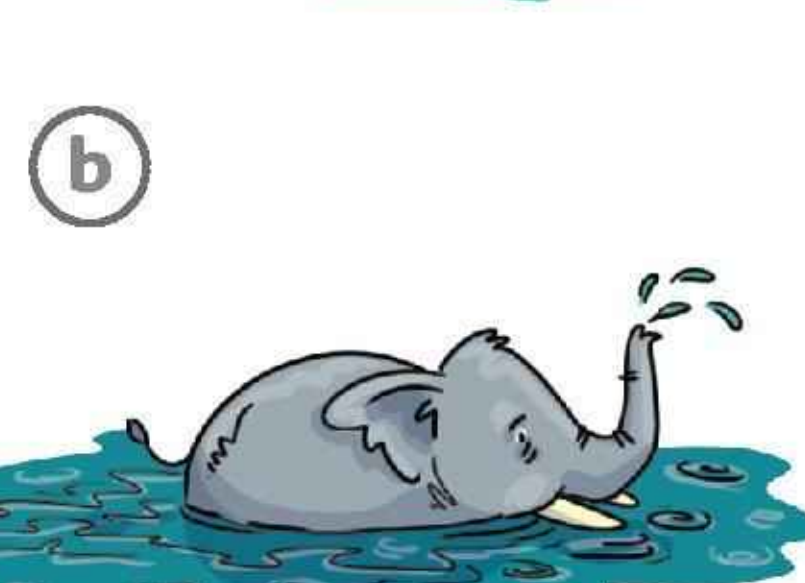
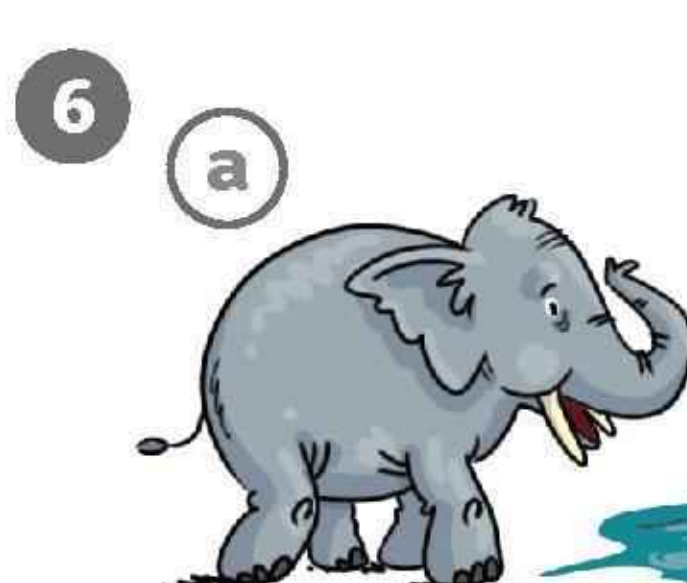
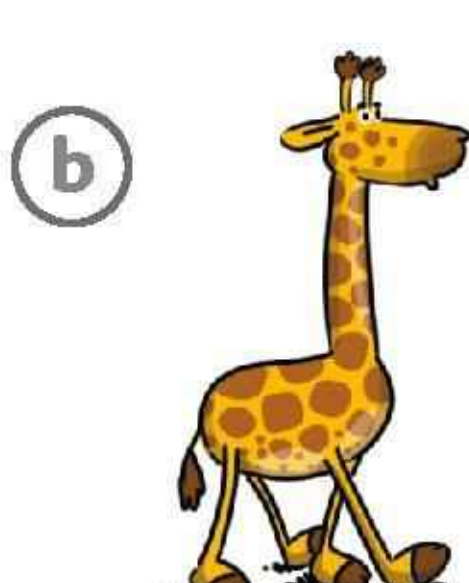
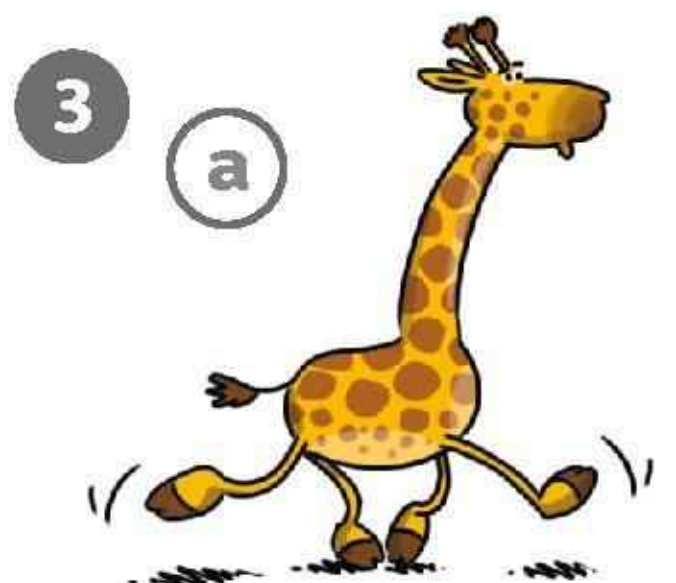
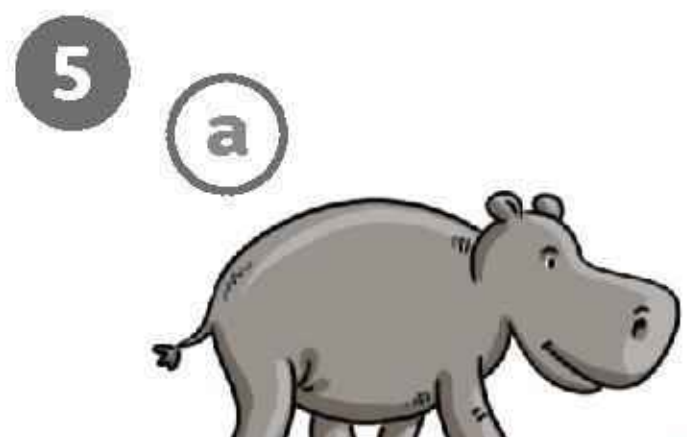
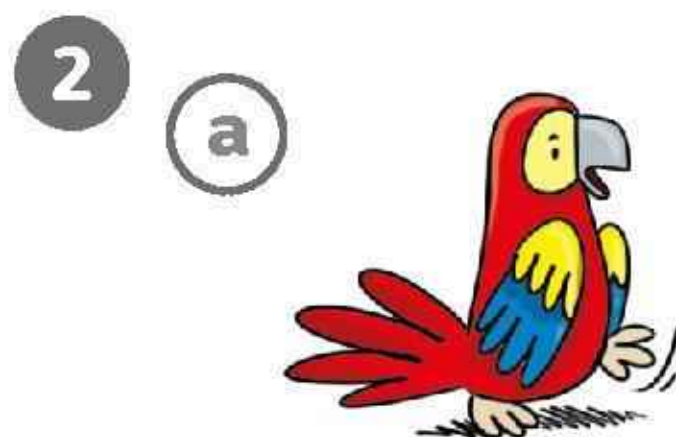
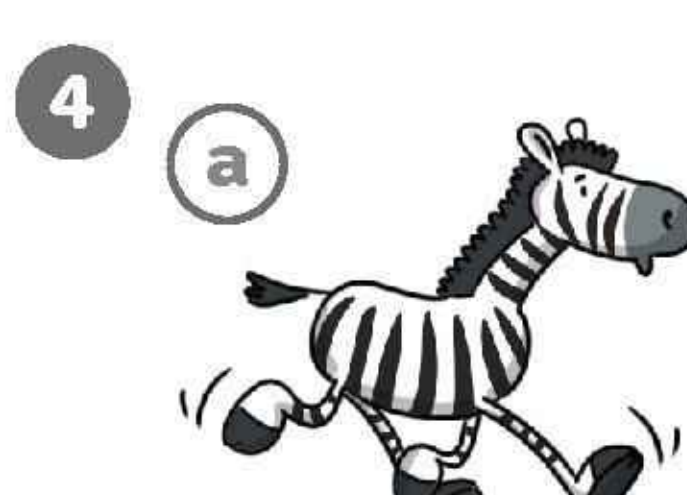
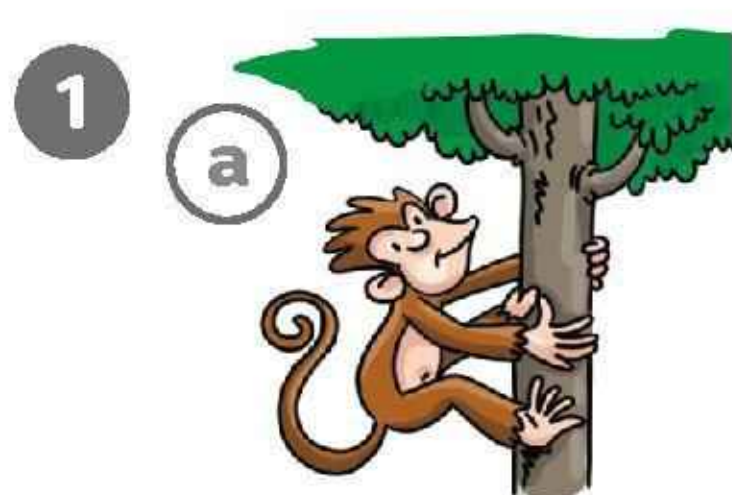
jump



climb

3 Play *Do what I say*.

4 2.30 Listen and choose. Sing *A monkey can climb*.



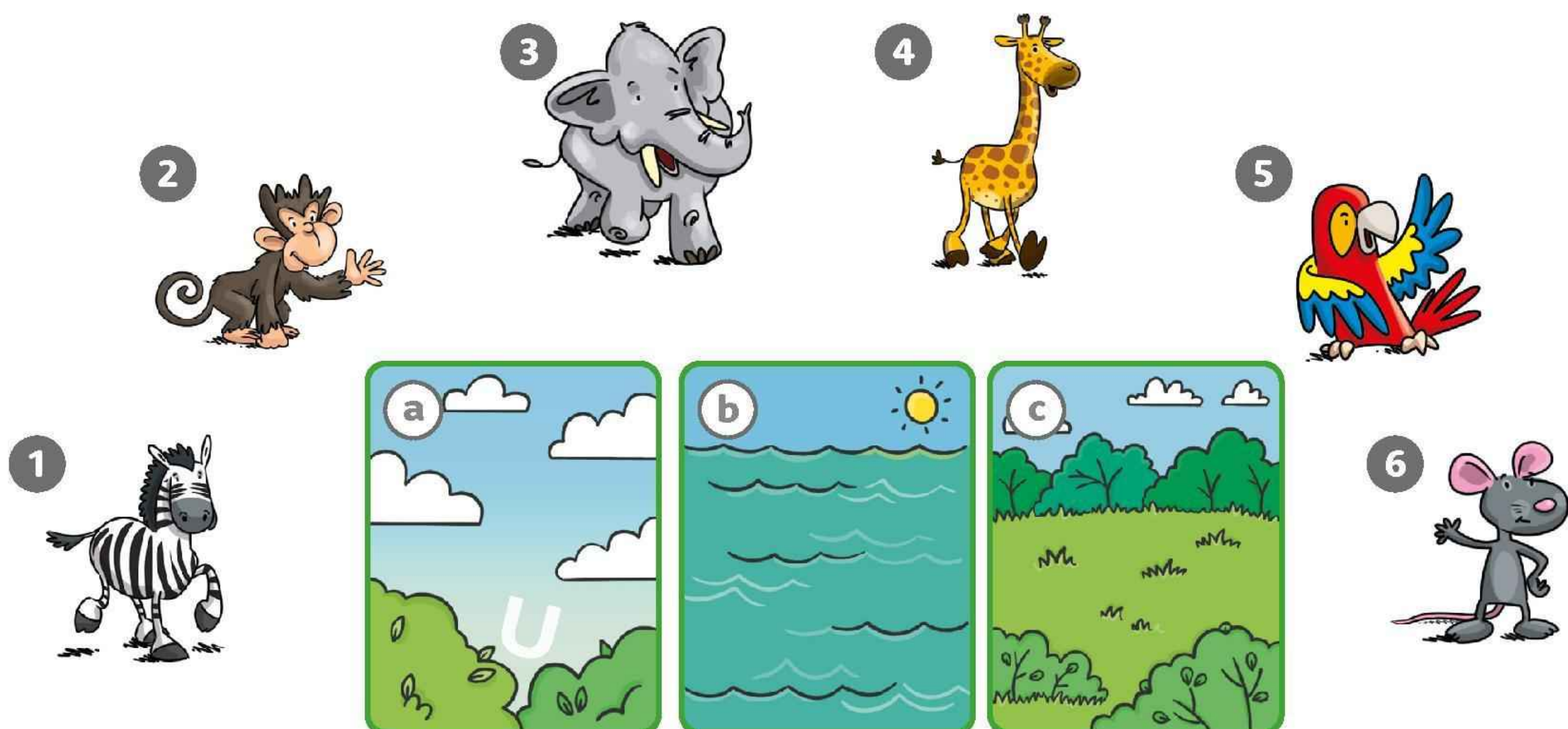
5 Play *Repeat if it's true*.

Draw what you can do. Say.

Lesson 6 Thinking skills

1   2.30 Play and sing *A monkey can climb*.

2  2.31 Listen and match. Say.



3  Make the animal cards. Say.

4  Play *Animal category*. 



5 Play *Animal groups*.

 Go to page 57, exercise 3.

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

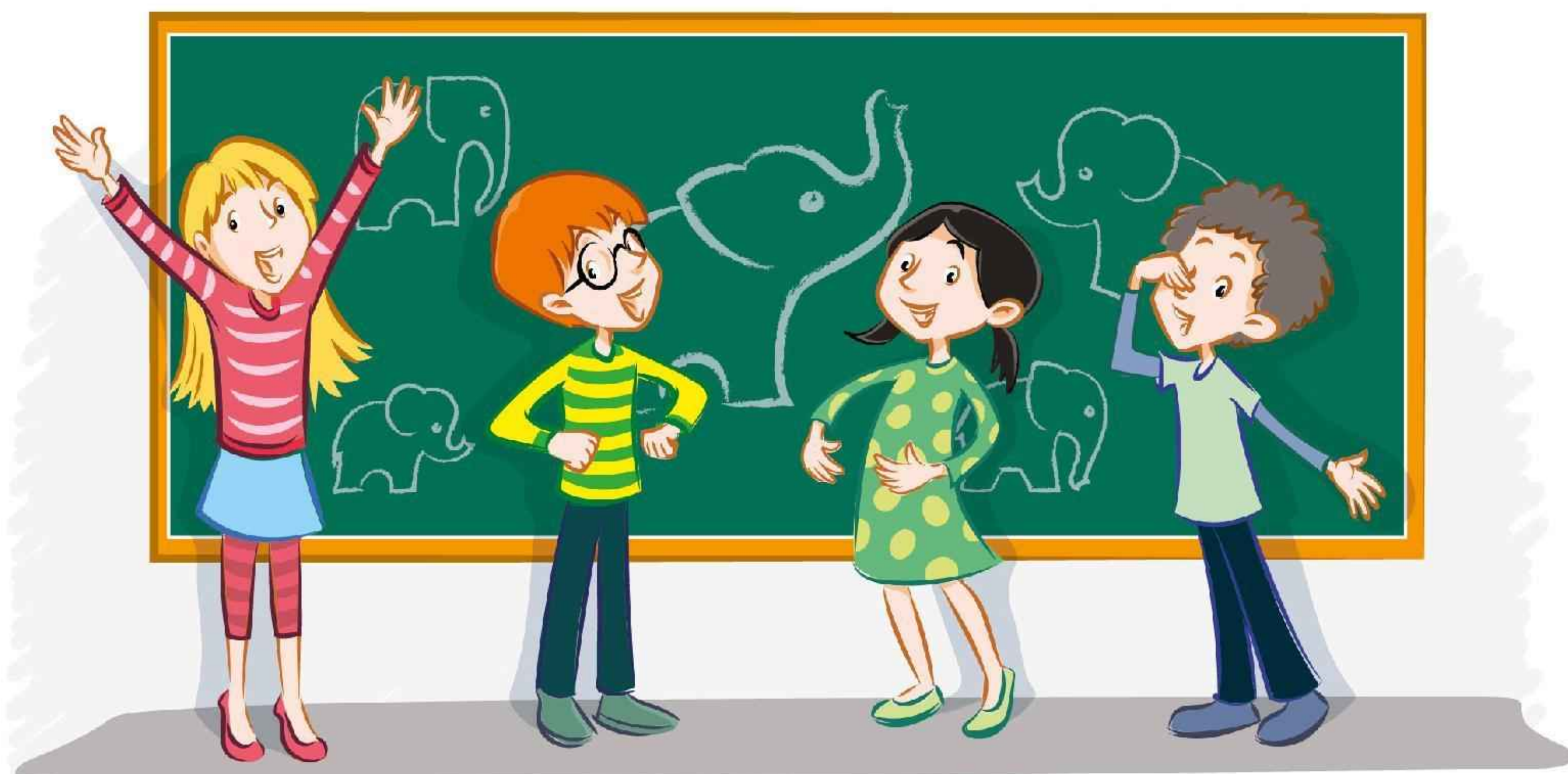
Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie, współpraca

Lesson 7 Culture

4

1  Play *They can ...*

2  2.32 Listen and say the *The elephant* rhyme.

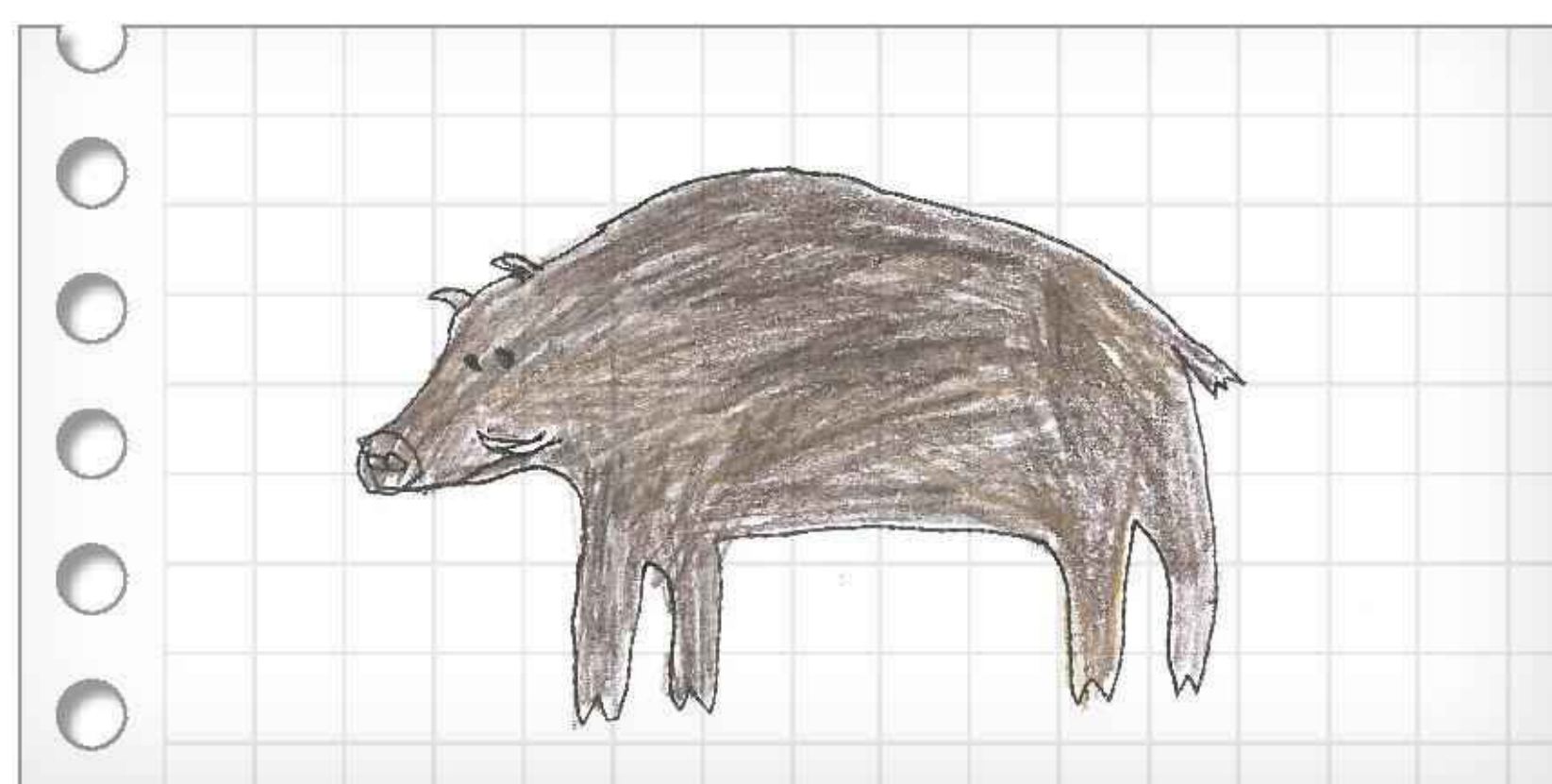


3  2.33  Listen and repeat. Act out the dialogue. 

4  2.34  Listen and point. Say in Polish.

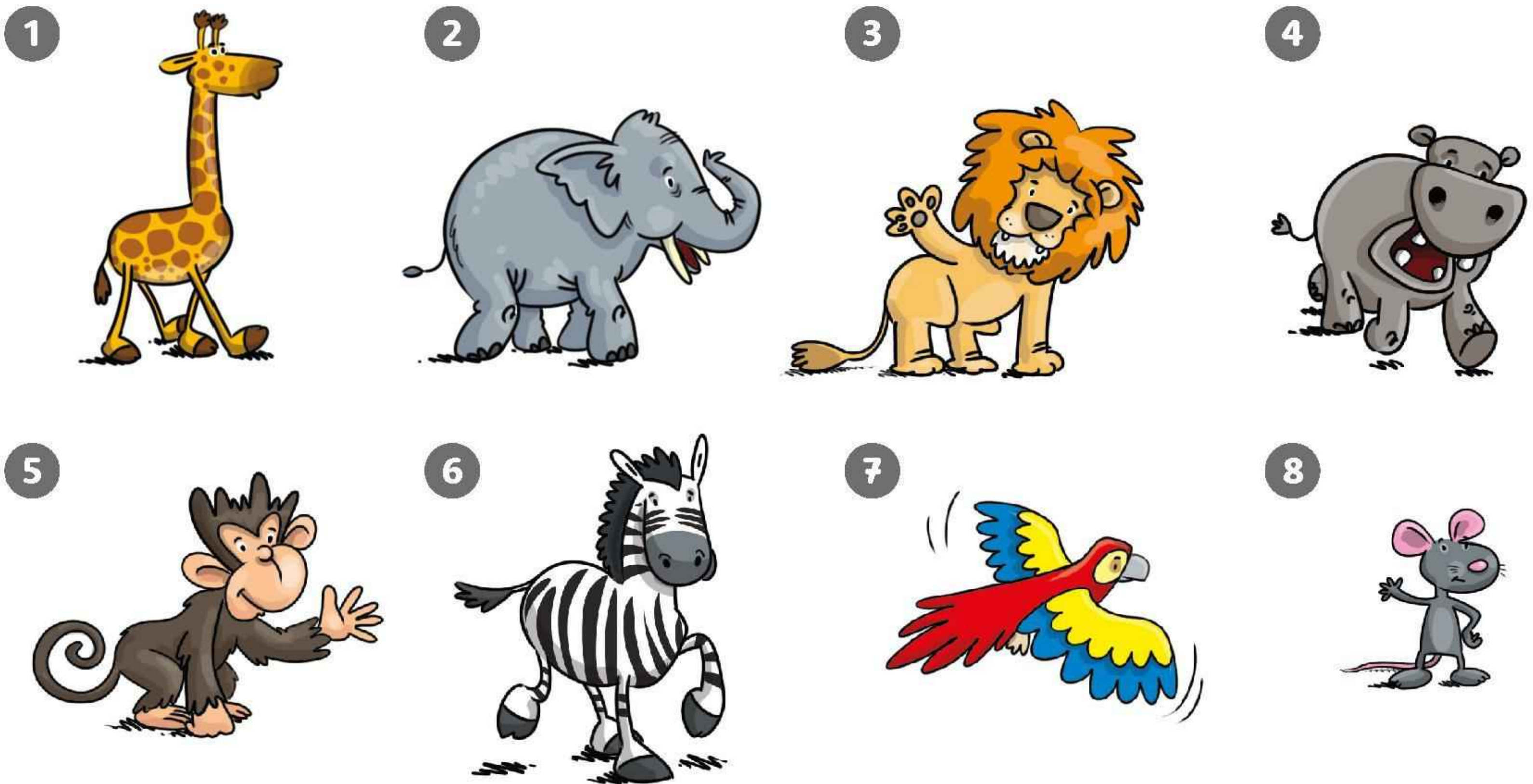


5 Draw and say.



Lesson 8 Unit review

1 Listen, point and say. Listen and repeat.

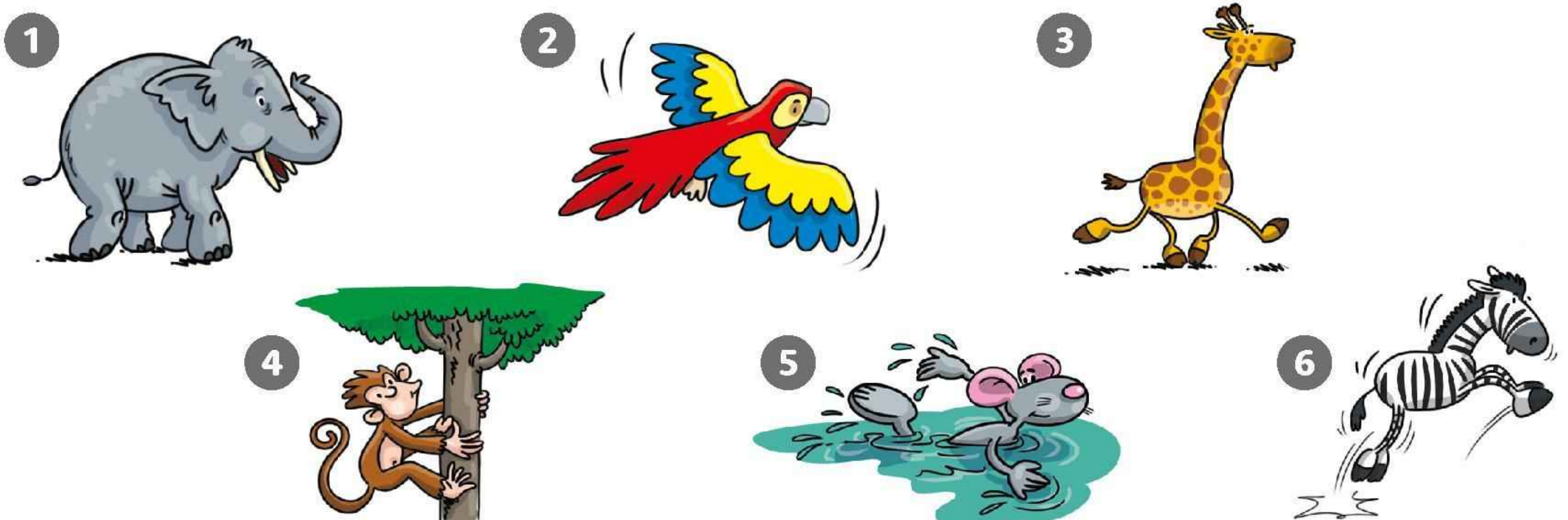


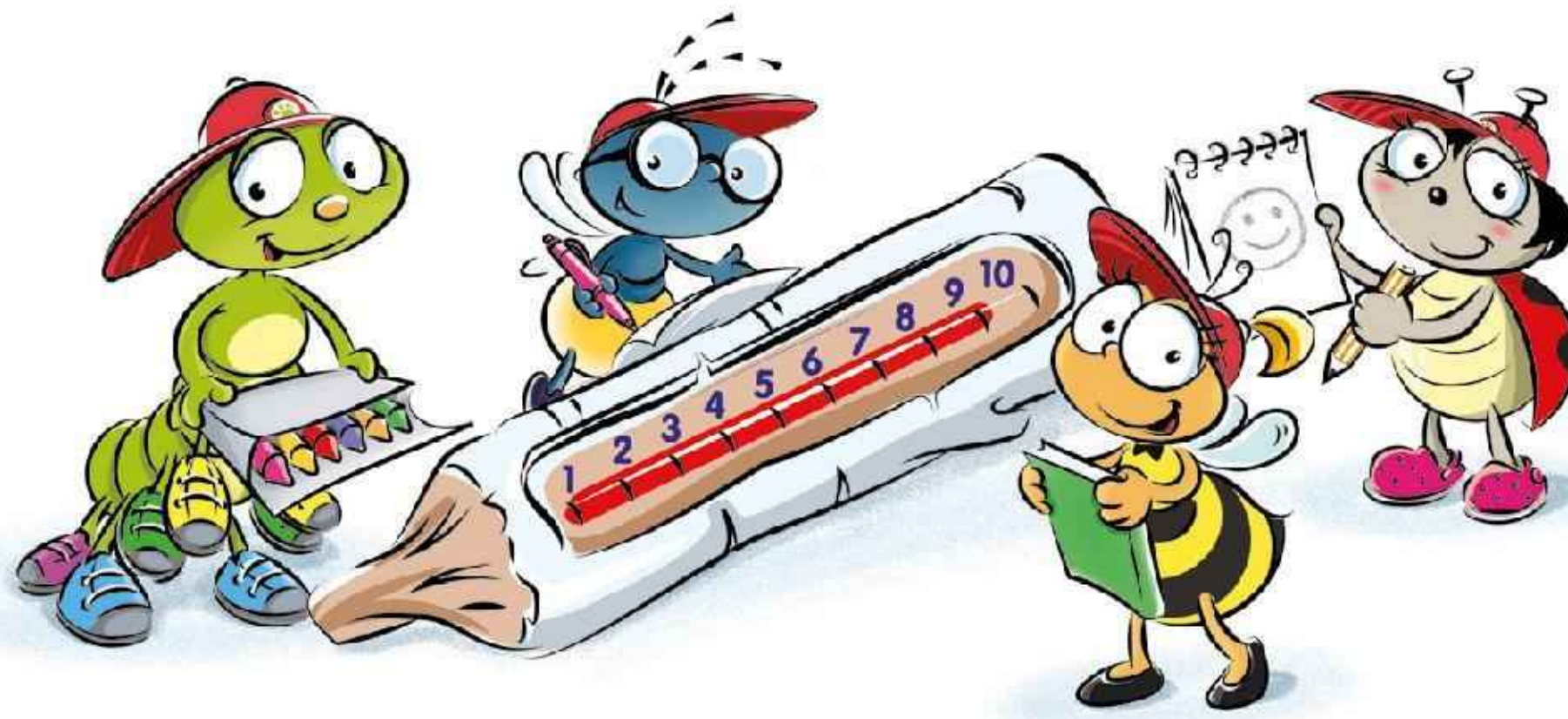
2 Listen and point.



3 Listen and say the missing words.

4 Listen, point and correct the sentences.





UNIT 4



Gary's dictionary



giraffe



elephant



zebra



parrot



lion



hippo



monkey



mouse



fly



run



swim



jump



walk



climb



What's the mystery word?

Cumulative review

Starter

1

2

3

4

5

6

1 Play **10 seconds**.

2 Do the class quiz. 

3  2.40 Listen, find and point.



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

5 Look and guess.



1 Guess the letters. What's the secret word?

2 io 7

gir 6 ffe

4 arro 8

z 1 bra

monk 3 y

5 ippo

1 2 3 4 5 6 7 8 ?

2 Look and find in the story. Say the numbers.

a ?

b ?

c ?

d ?

e ?

f ?

3 What's missing? Look, say and draw.

swim

jump

run

fly

walk

climb

?

Units 3 & 4
Game

- 1  Play *Categories*.
- 2 Find the answers in your book. 
- 3  Play the game.



Emotions

1  Play *I've got ... I can ...*

2  2.41 Listen and point. Sing *That's OK* and mime.



happy



sad



angry



scared

3  2.42 Listen, point and say.



4  Play *How are you feeling today?* 

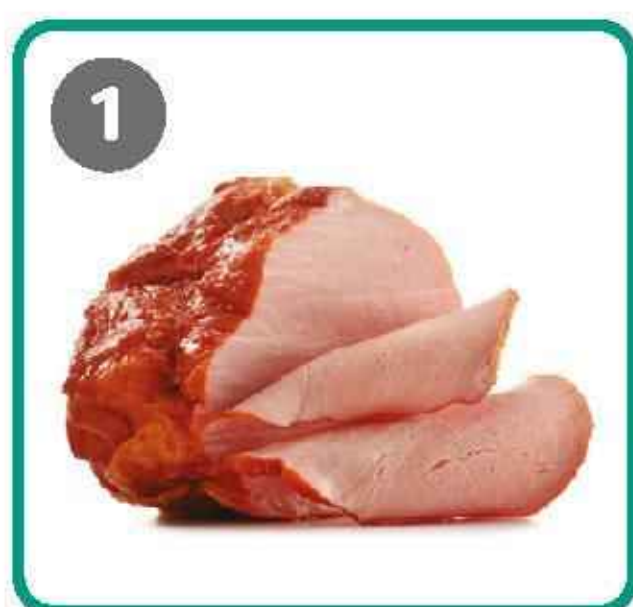
5 Do a class experiment and find out about emotions.



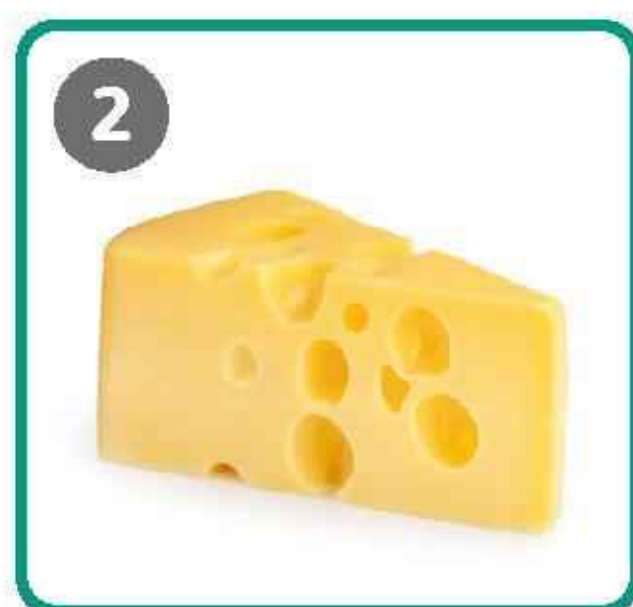
Lucy's Lab



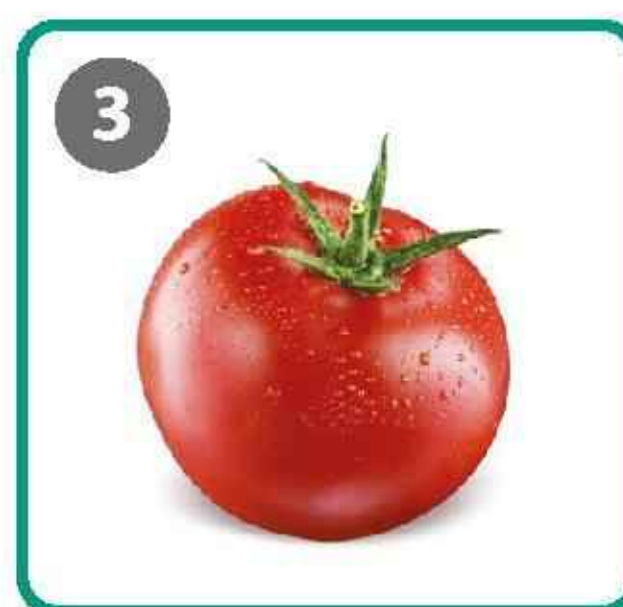
Lesson 1 Vocabulary

1  Play *On safari*.2  2.45 Listen, point and repeat.

ham



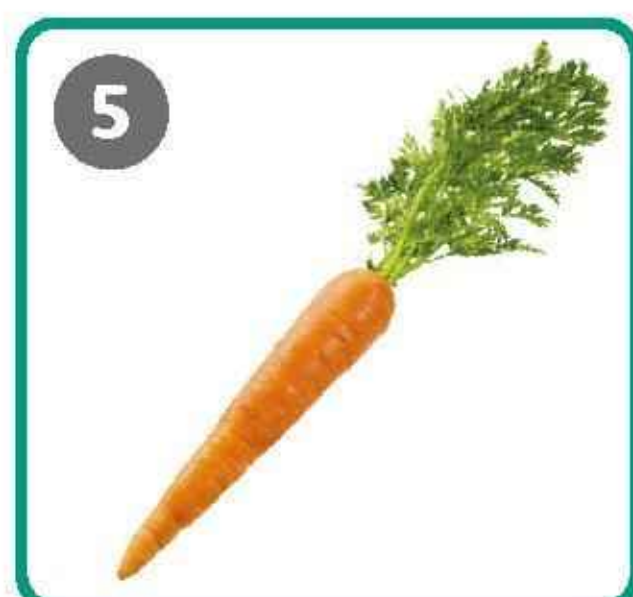
cheese



tomato



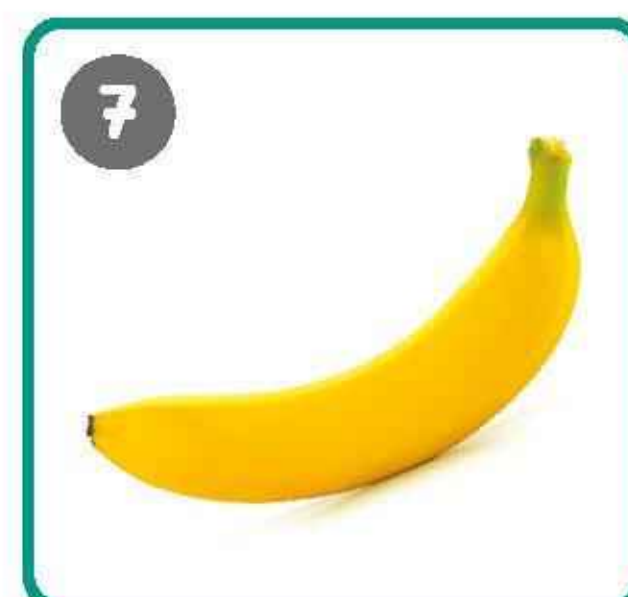
chicken



carrot



yoghurt



banana

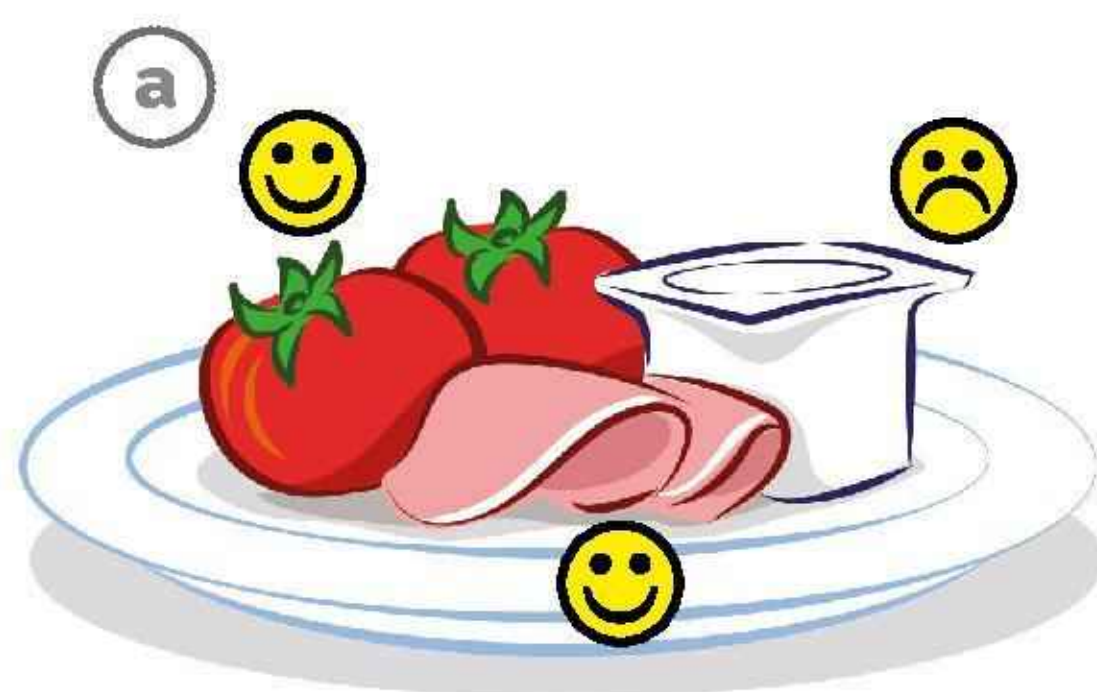
3  Play *Colin's Cards*.4  2.46  Listen, point and say *Colin's chant*.5 Play *I can see ...* .  Go to page 71, exercise 1.

Lesson 2 Song

5

1 Say it like this.

2 Look, think and say.

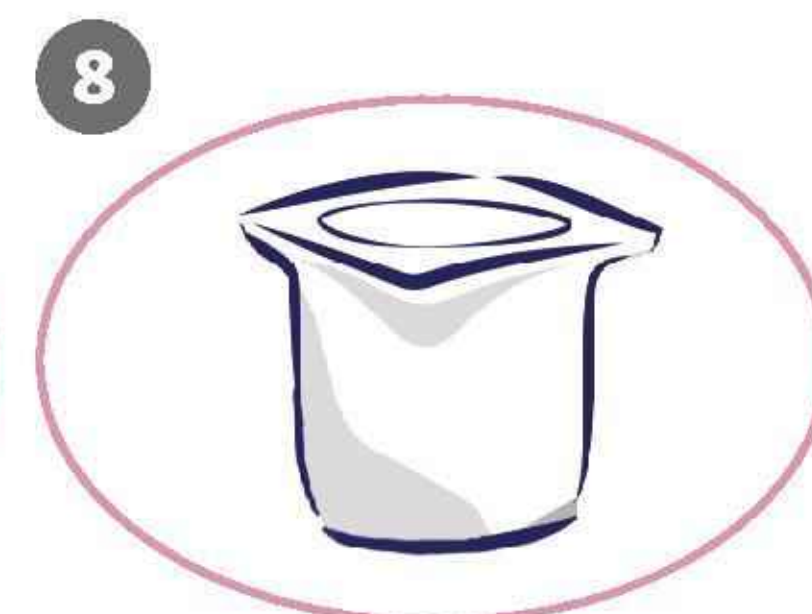
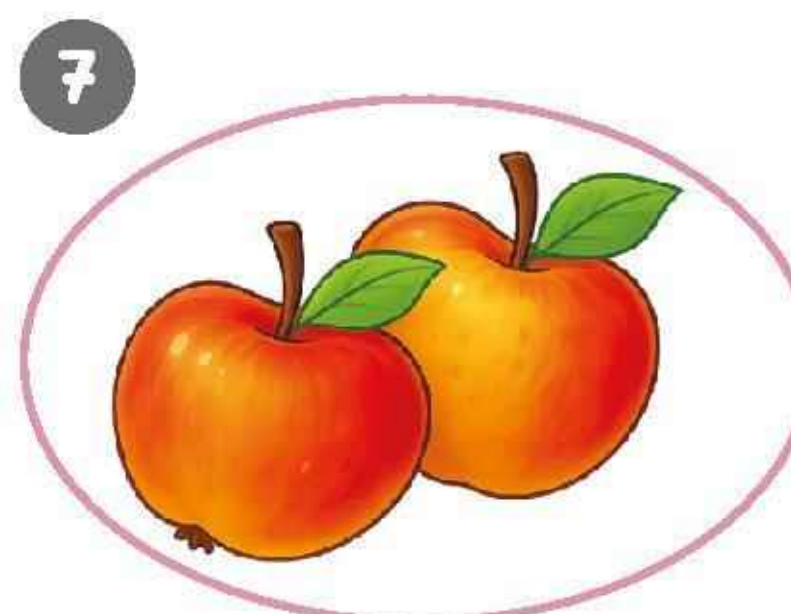
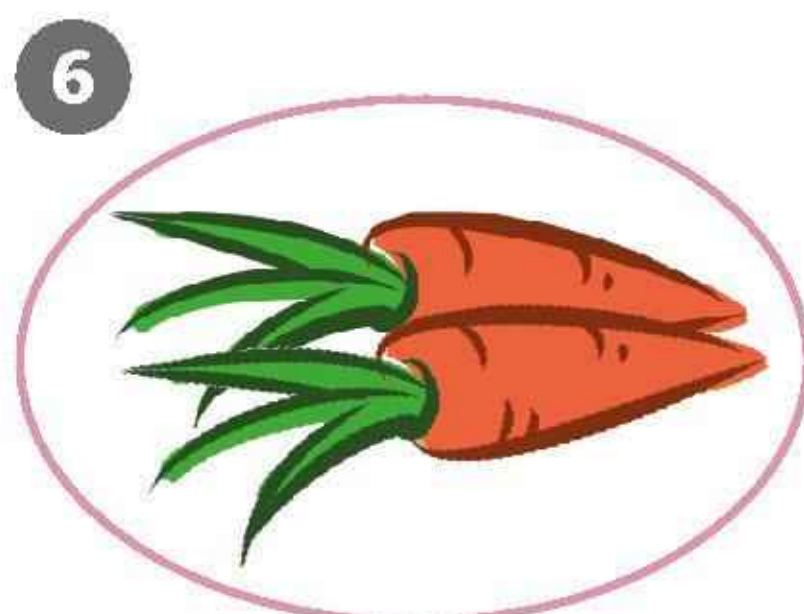
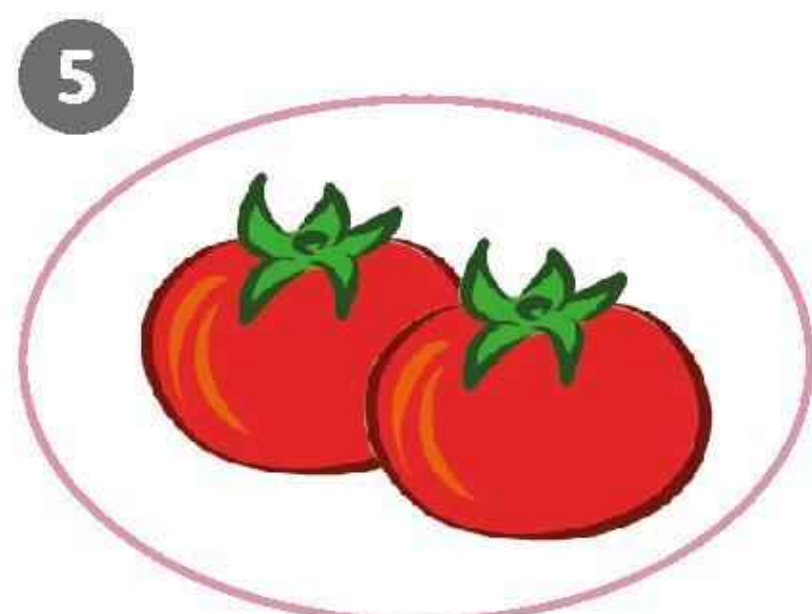
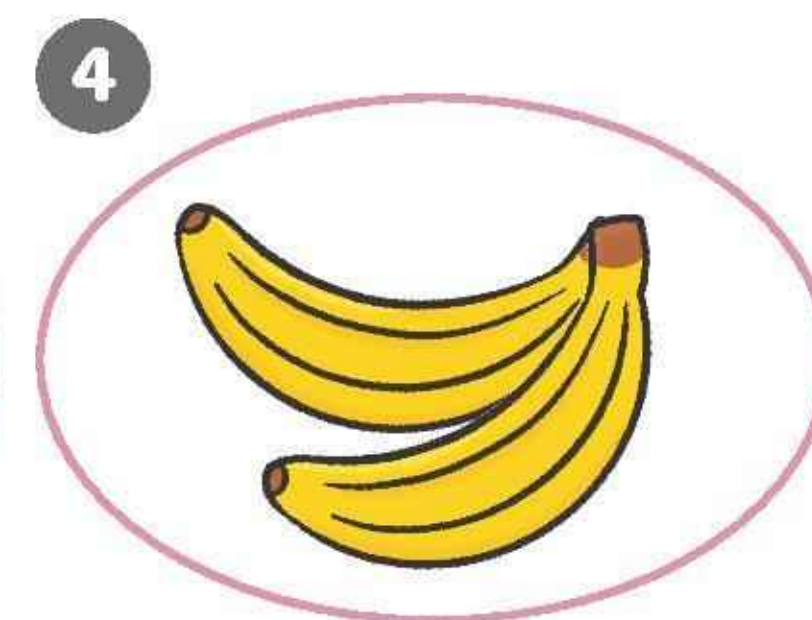
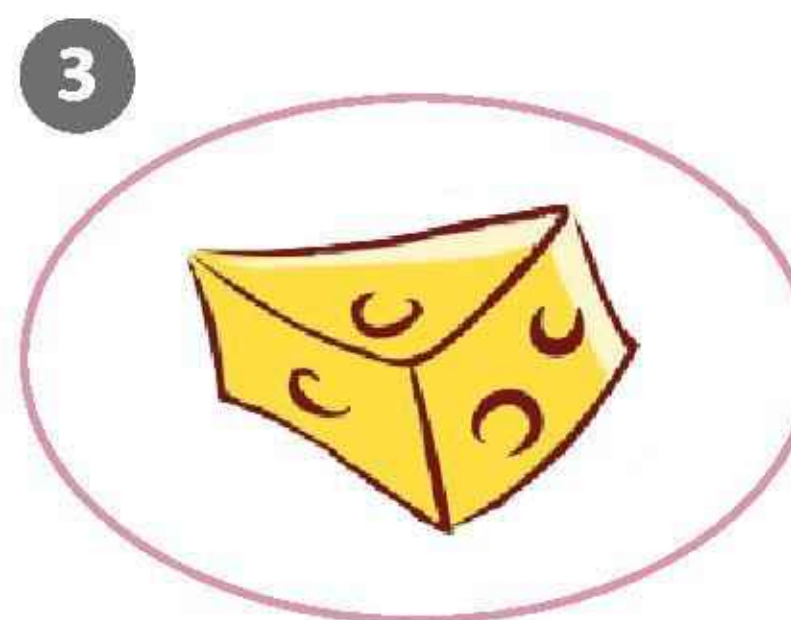
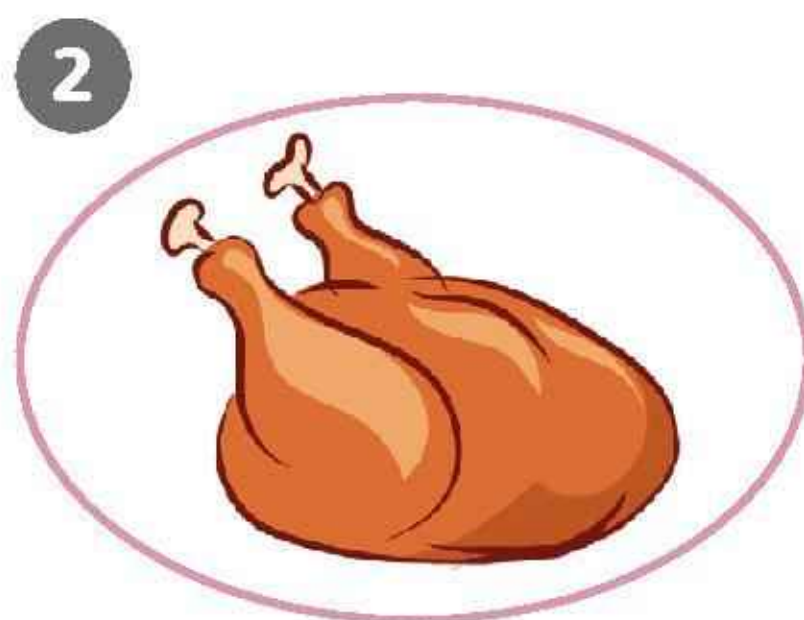
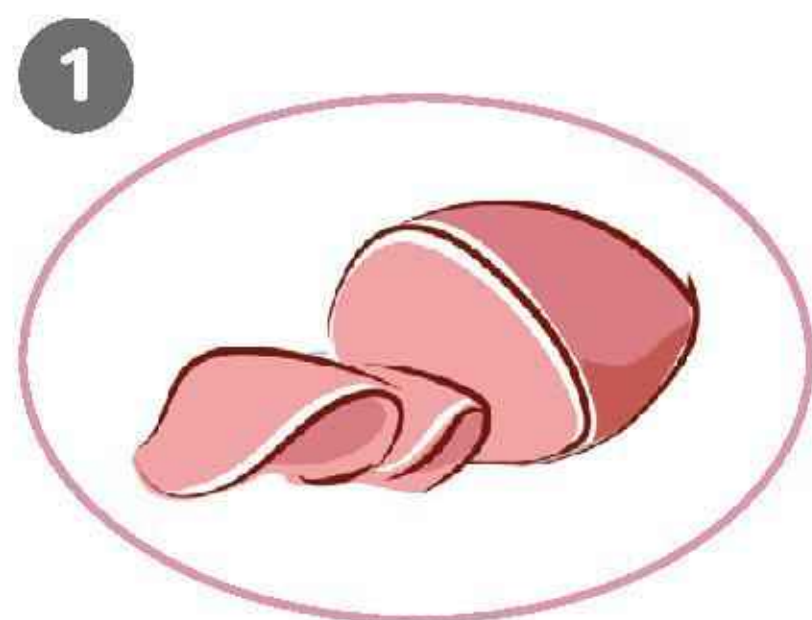


3 Listen and match. Sing *I like chicken.*

4 Play *I like apples.*

😊 I like...

😞 I don't like...



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

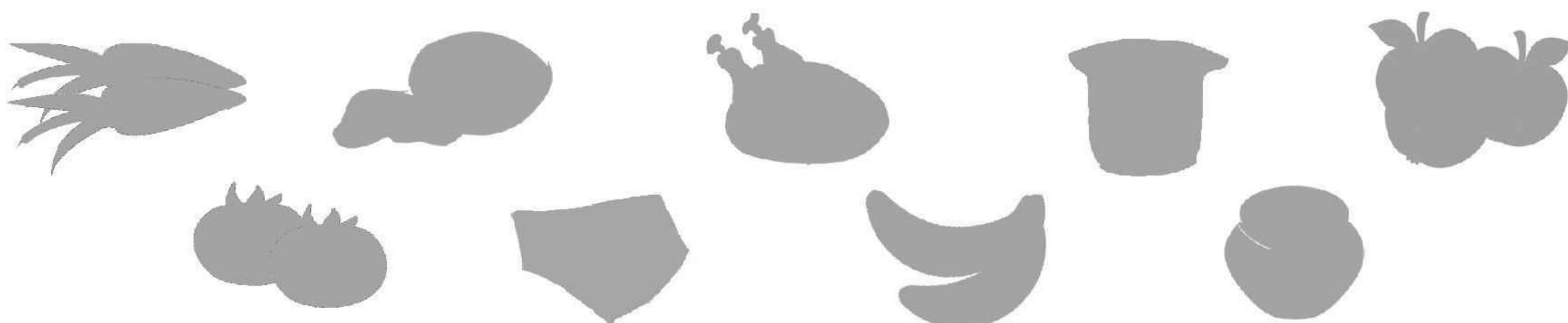
Lesson 3 Story

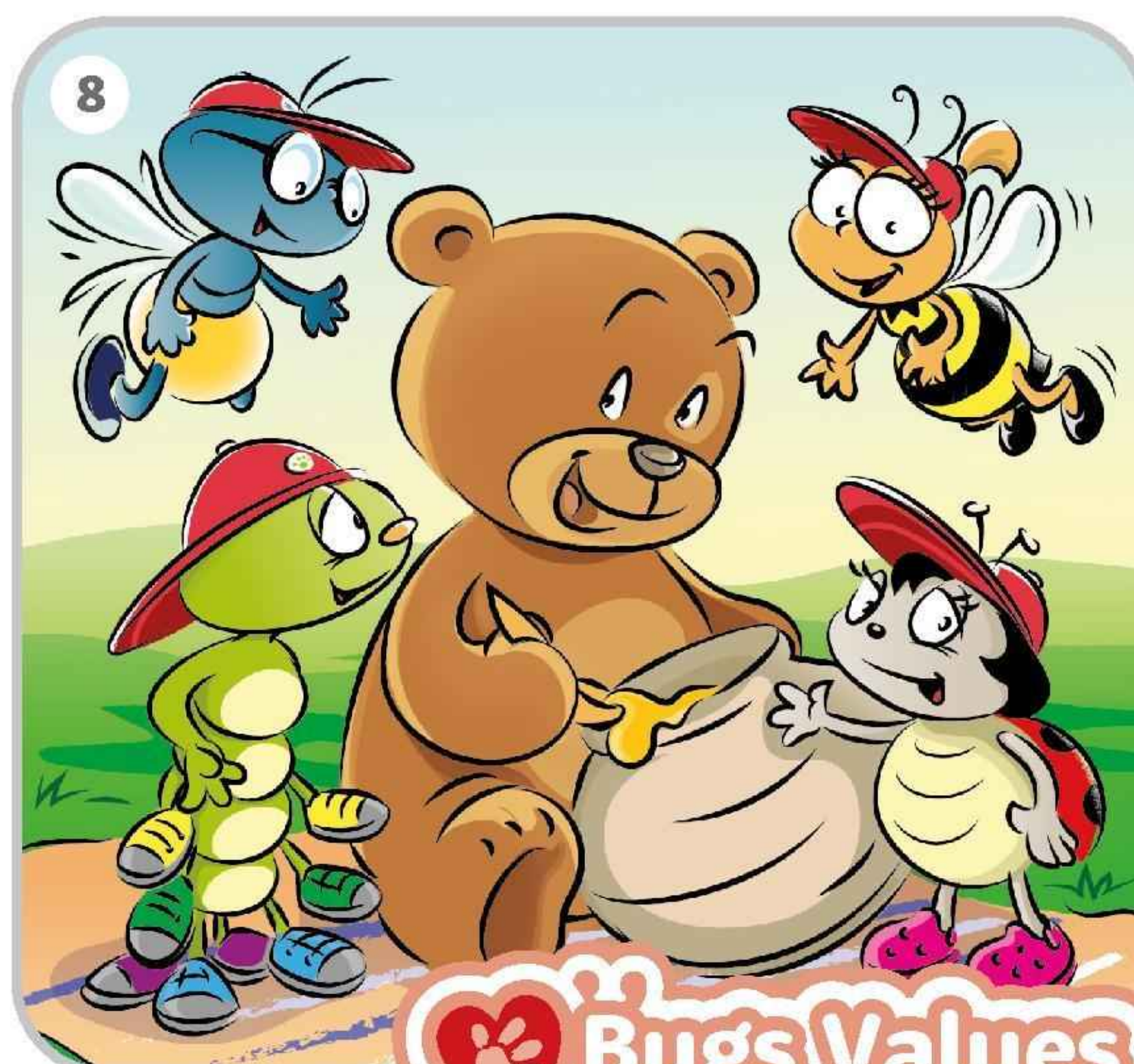


1  Play *Jump and say*.

2  2.50  Listen and point. Answer the questions.

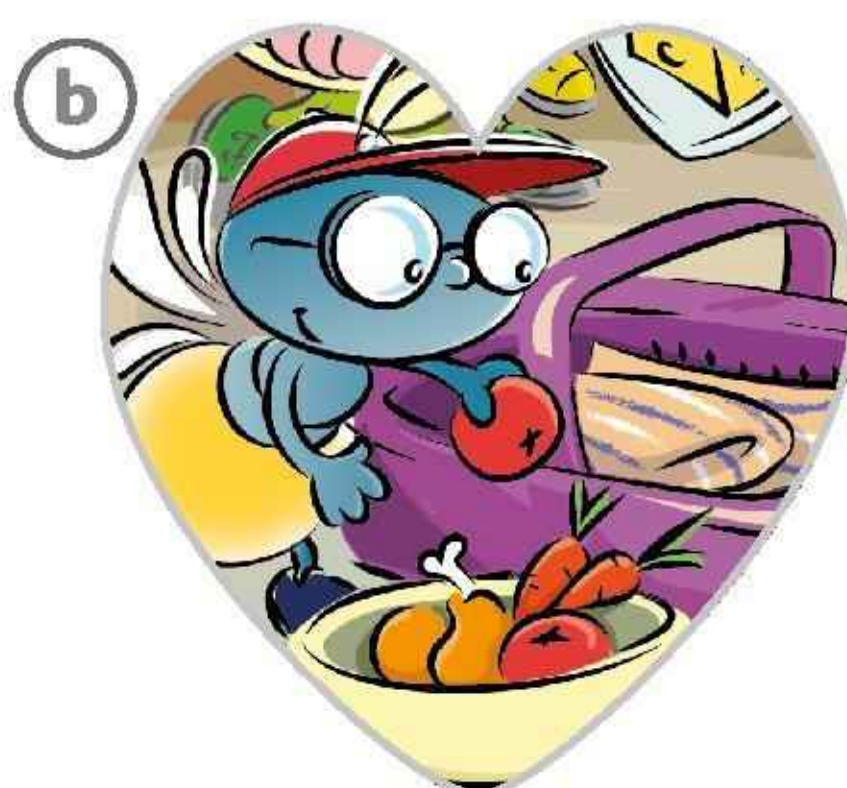
3  Point and say.





Bugs Values
Care about others.

4 Choose and say.



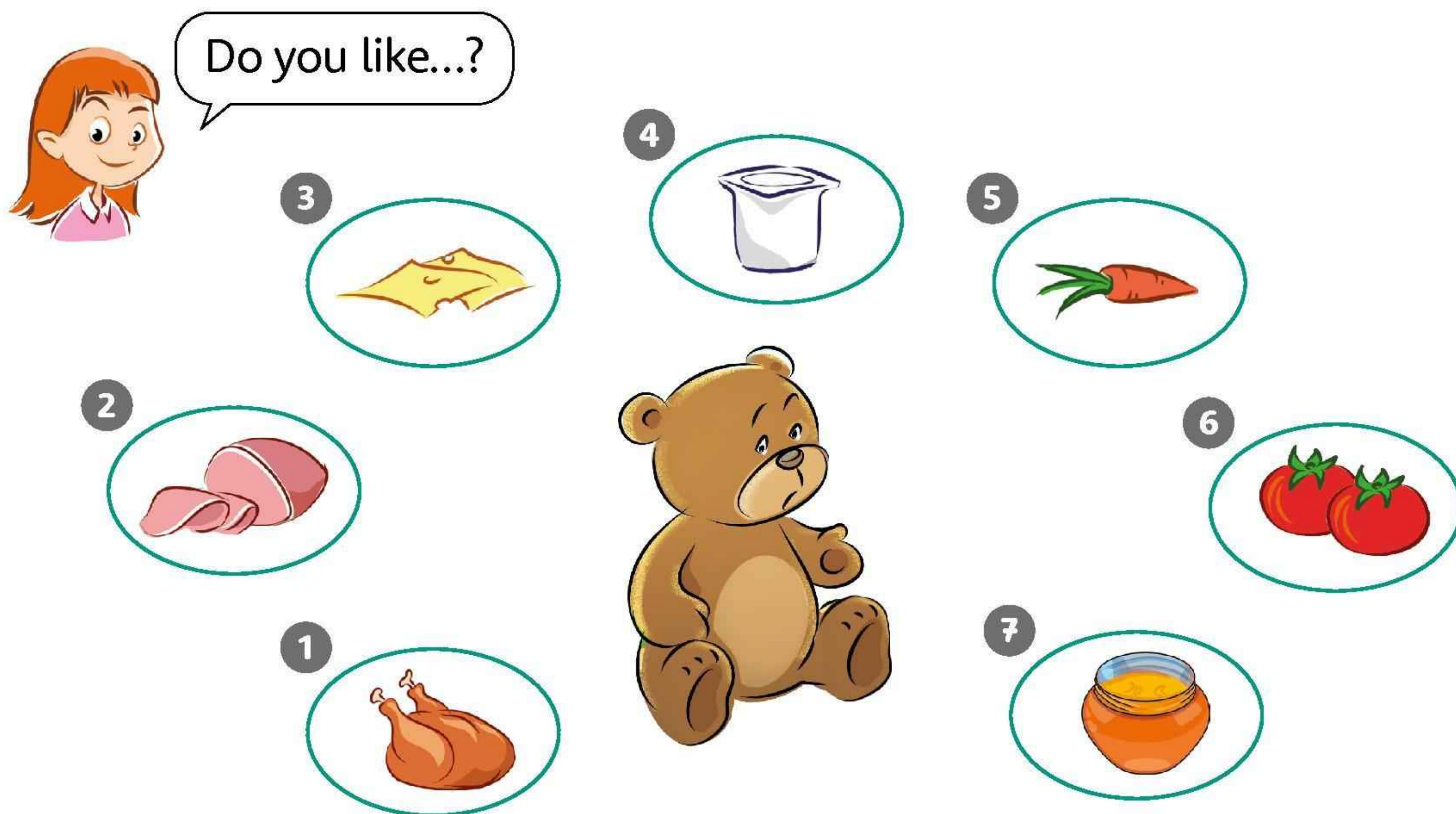
Draw a meal for Baby bear and say.

LANGUAGE: honey; Do you like (ham)? Yes, I do; No, I don't; I don't like (cheese); I like (honey) and (yoghurt).
Podstawa programowa: rozwiązywanie problemów, kreatywne myślenie, dbanie o innych

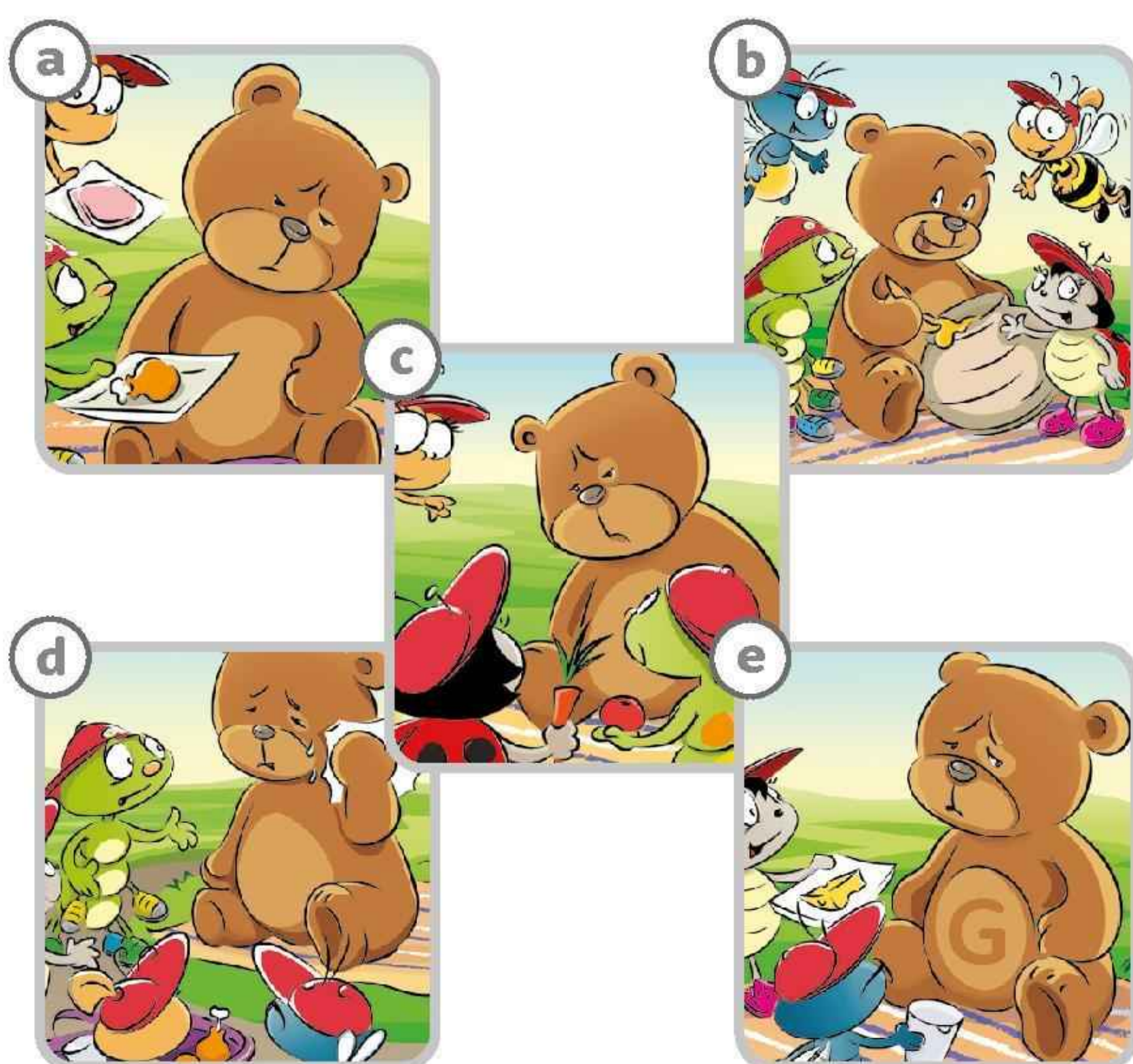
Lesson 4 Song

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

2 Ask and say. 



3  2.52  Look and order.
Listen and sing **The picnic.**



4  2.55 Listen and say
the **Bug twister!**



 Go to page 71, exercise 2.

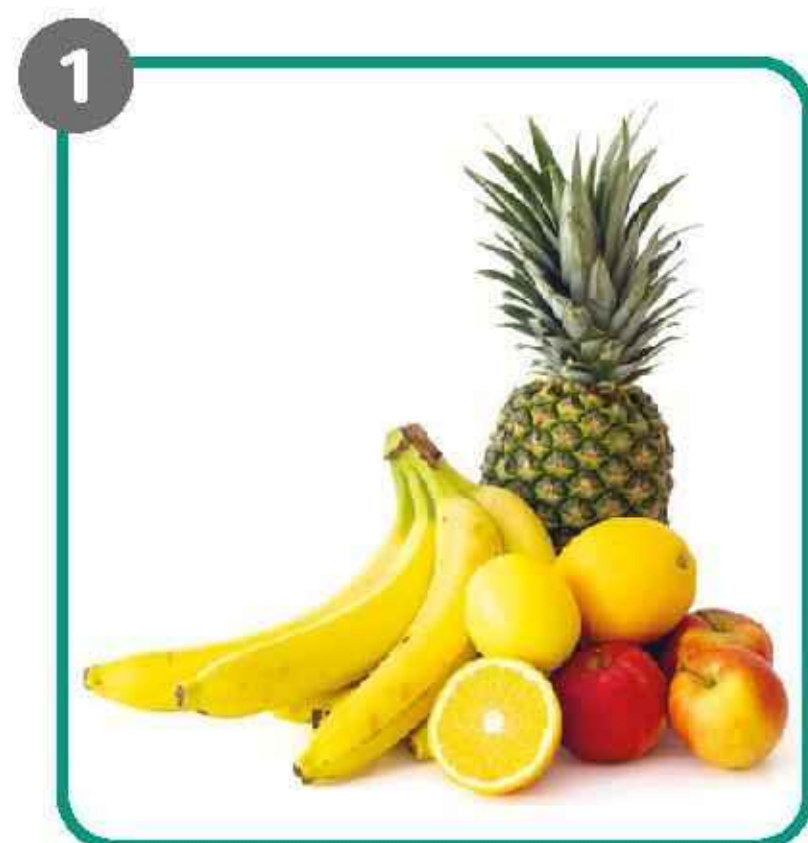
LANGUAGE: Do you like (ham)? Yes, I do; No, I don't; I'm Charlie the chimpanzee. I like chicken and cheese.
Podstawa programowa: współpraca, dbanie o innych

Lesson 5 Vocabulary

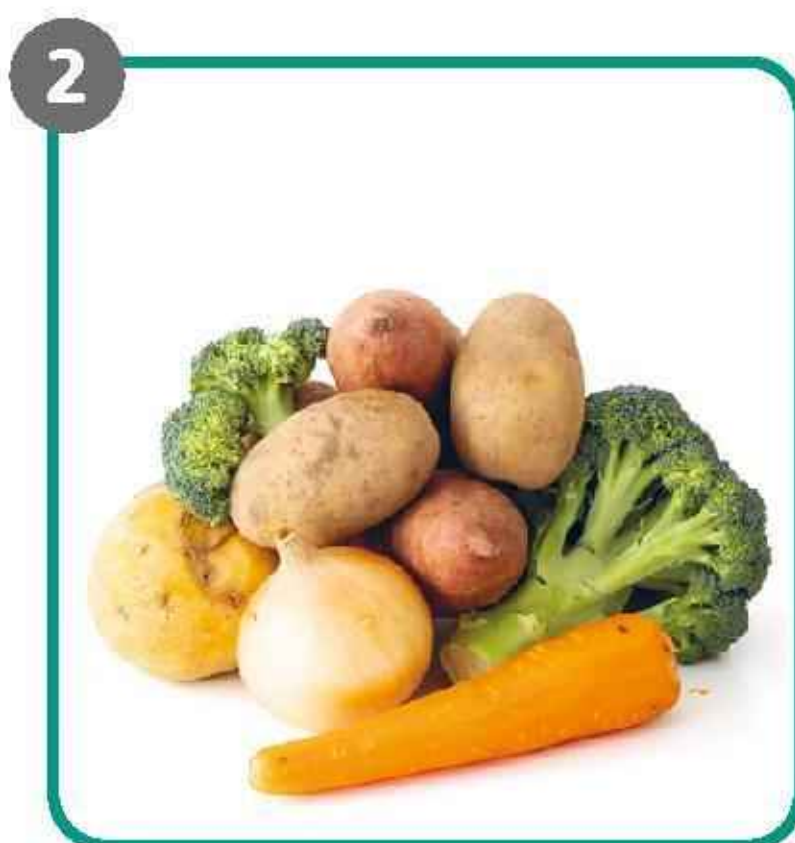


1 Play *Find two fans*.

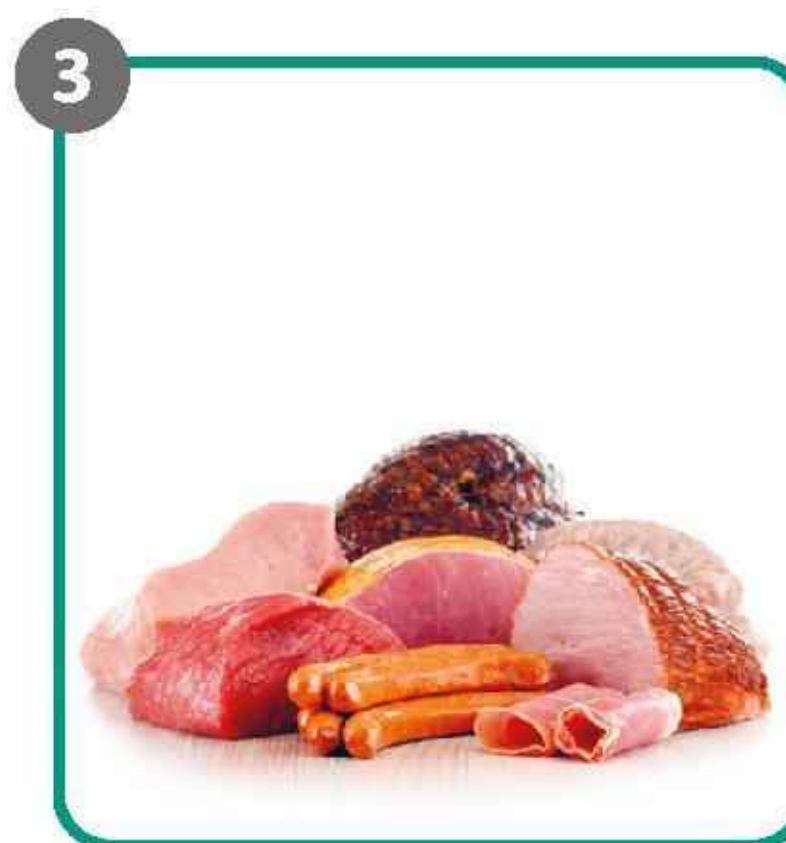
2 3.01 Listen, point and repeat.



fruit



vegetables



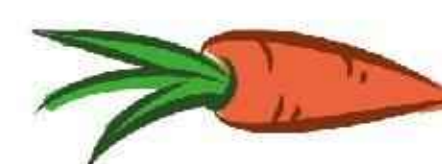
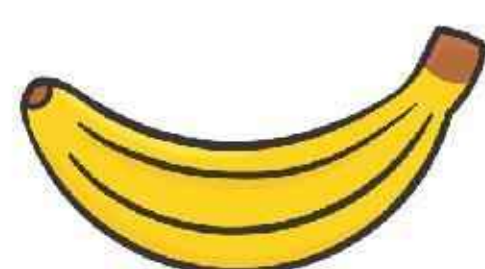
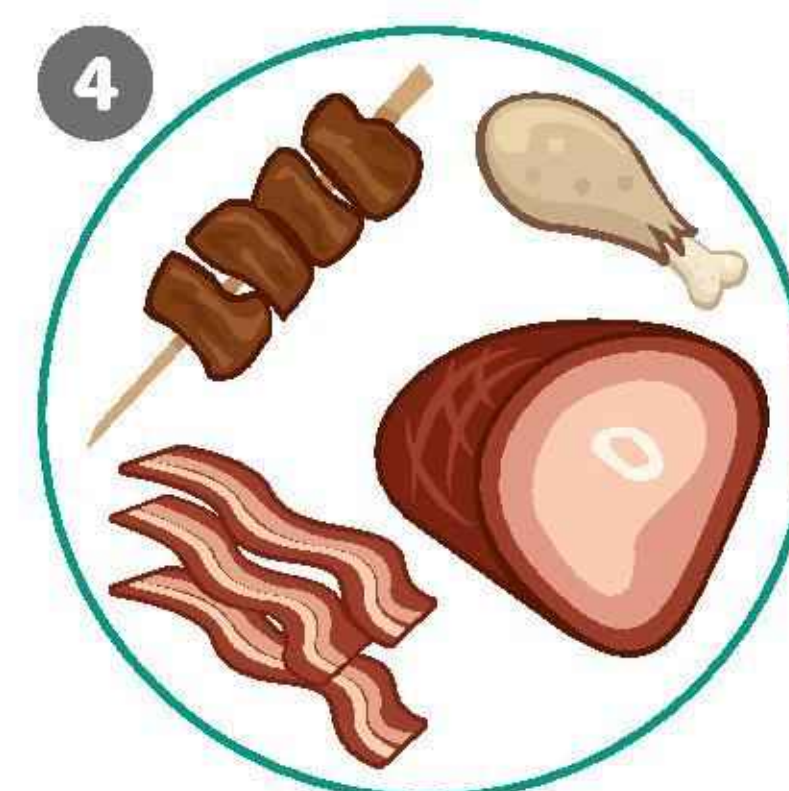
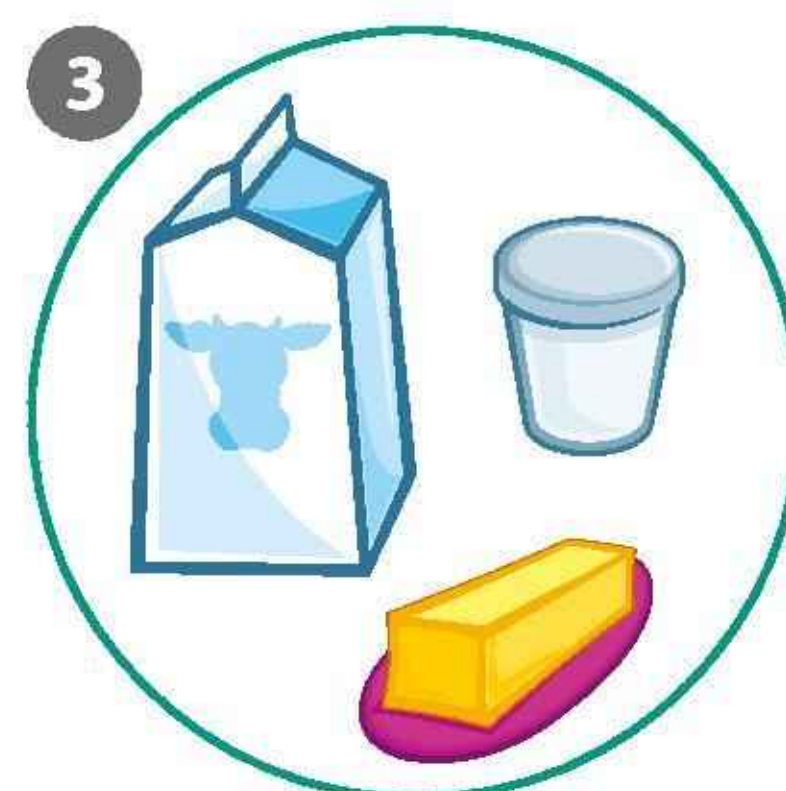
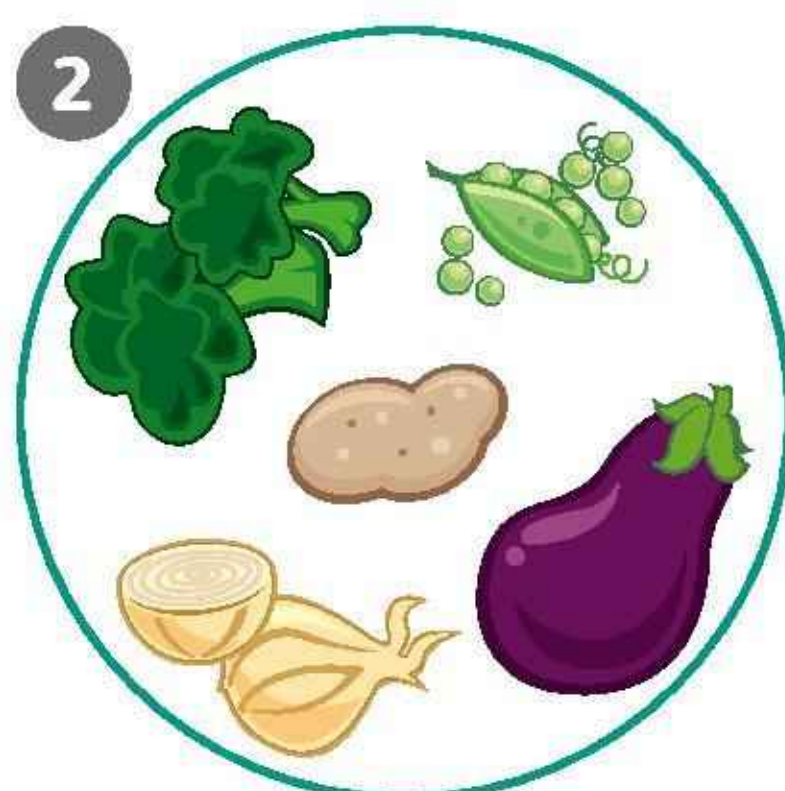
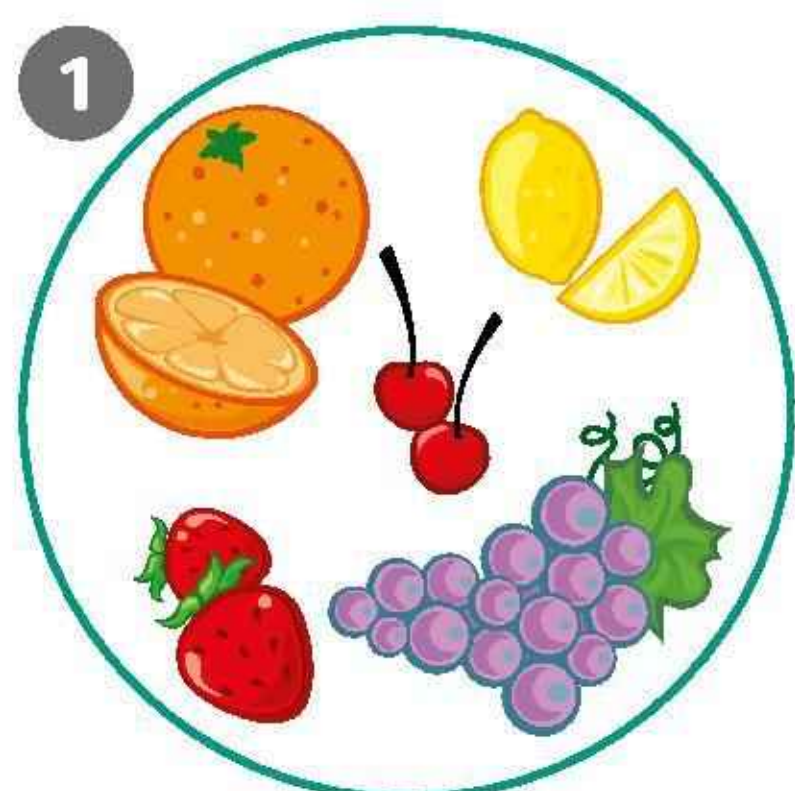
meat



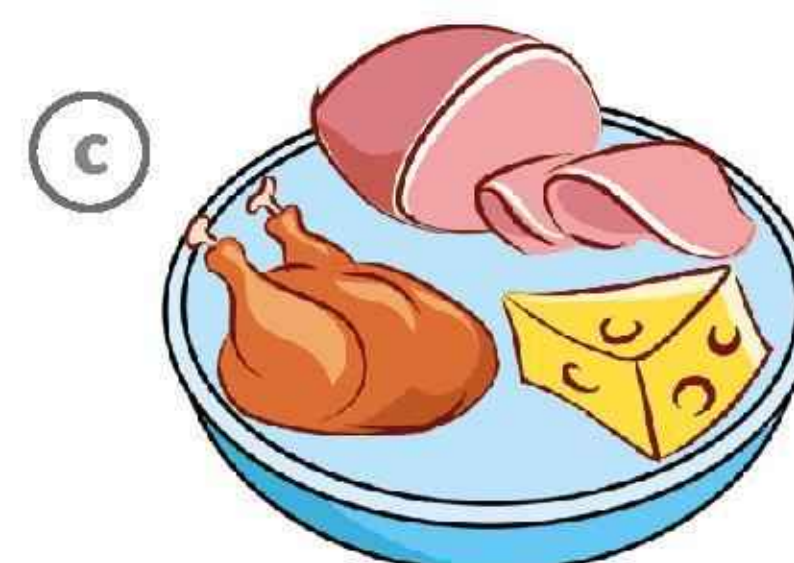
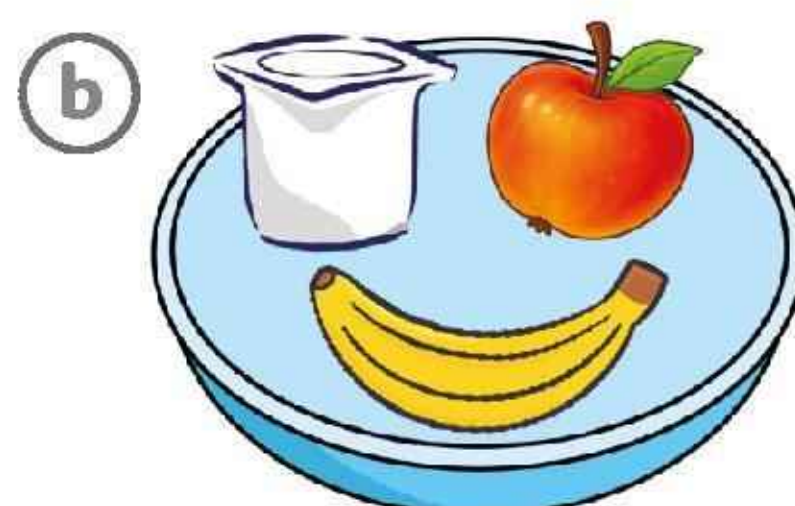
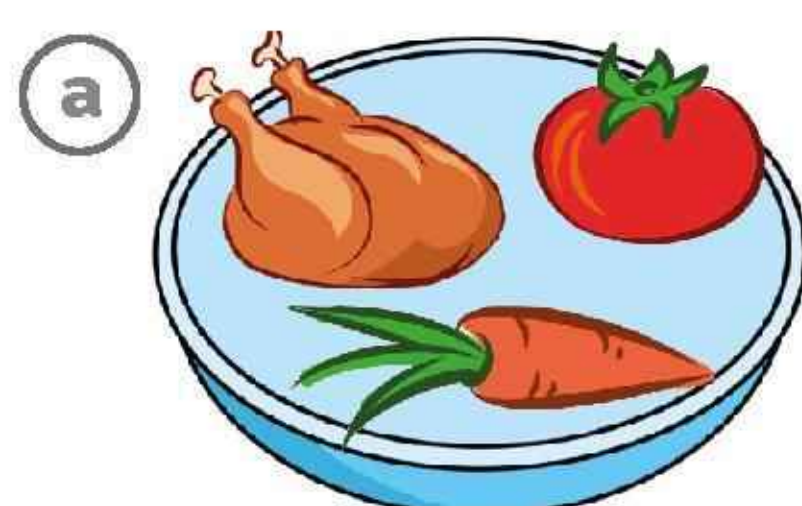
milk products

3 Play *Food group word tennis*.

4 3.02 Listen and match. Sing *Food groups*.



5 Point and say.



Draw food from each group and say.

Lesson 6 Thinking skills

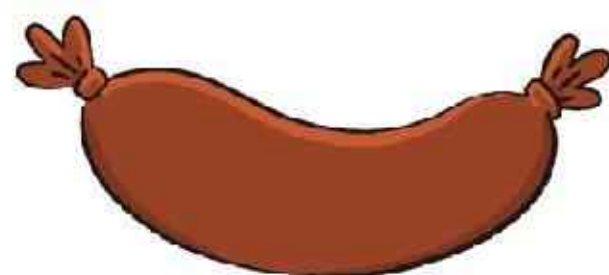
1  3.02 Play and sing *Food groups*.

2  3.03 Look and match. Listen and say the missing words.

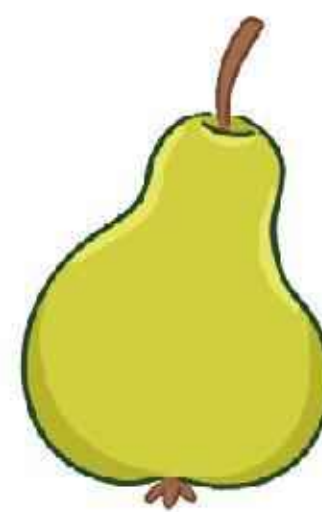
1



2



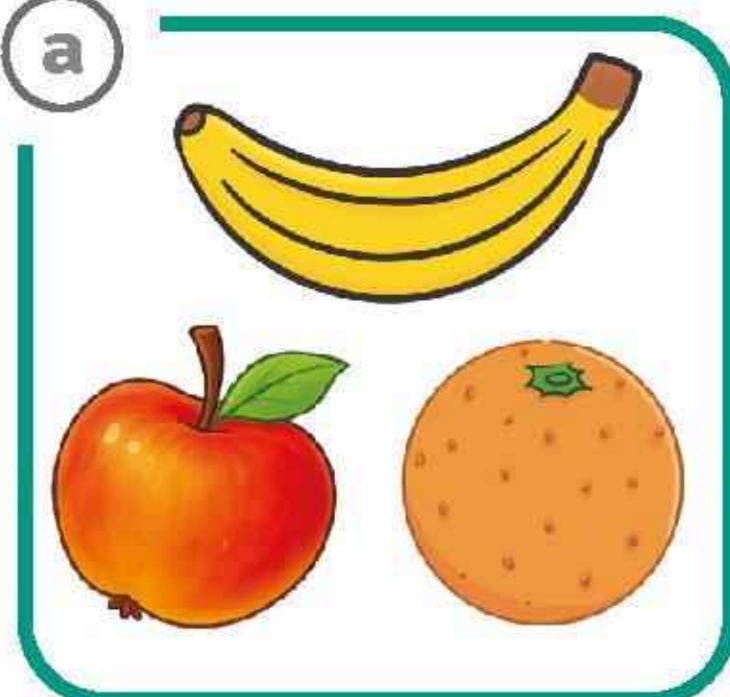
3



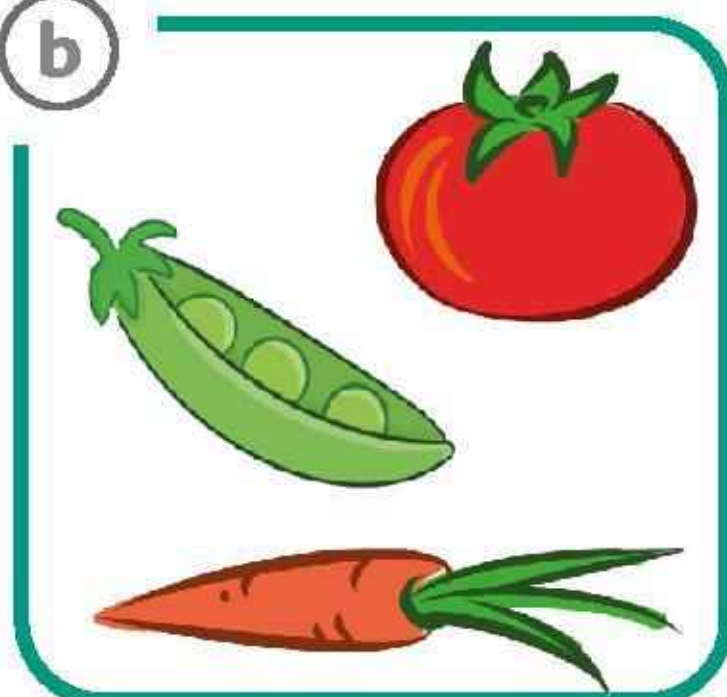
4



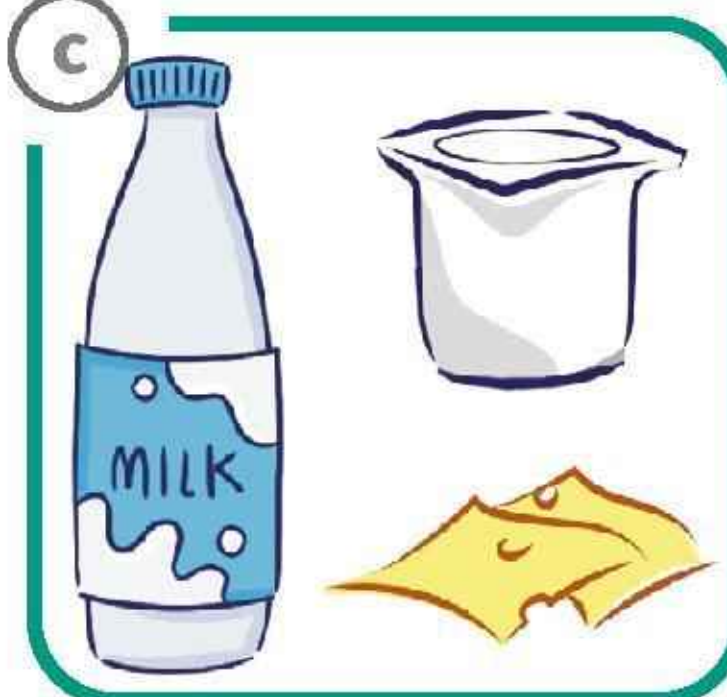
a



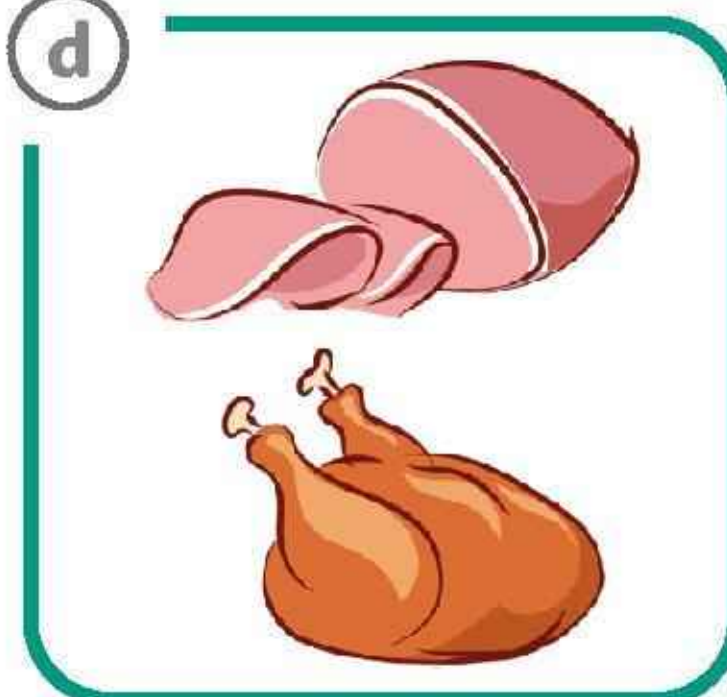
b



c



d



3  Make the food wheel. Say.

4  Play *Food wheel classification*. 



5 Play *Food groups*. 

 Go to page 71, exercise 3.

LANGUAGE: pear, ice cream, cabbage, sausage; fruit, vegetables, milk products, meat; (A carrot) is (a vegetable).
Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie, współpraca

Lesson 7 Culture

5

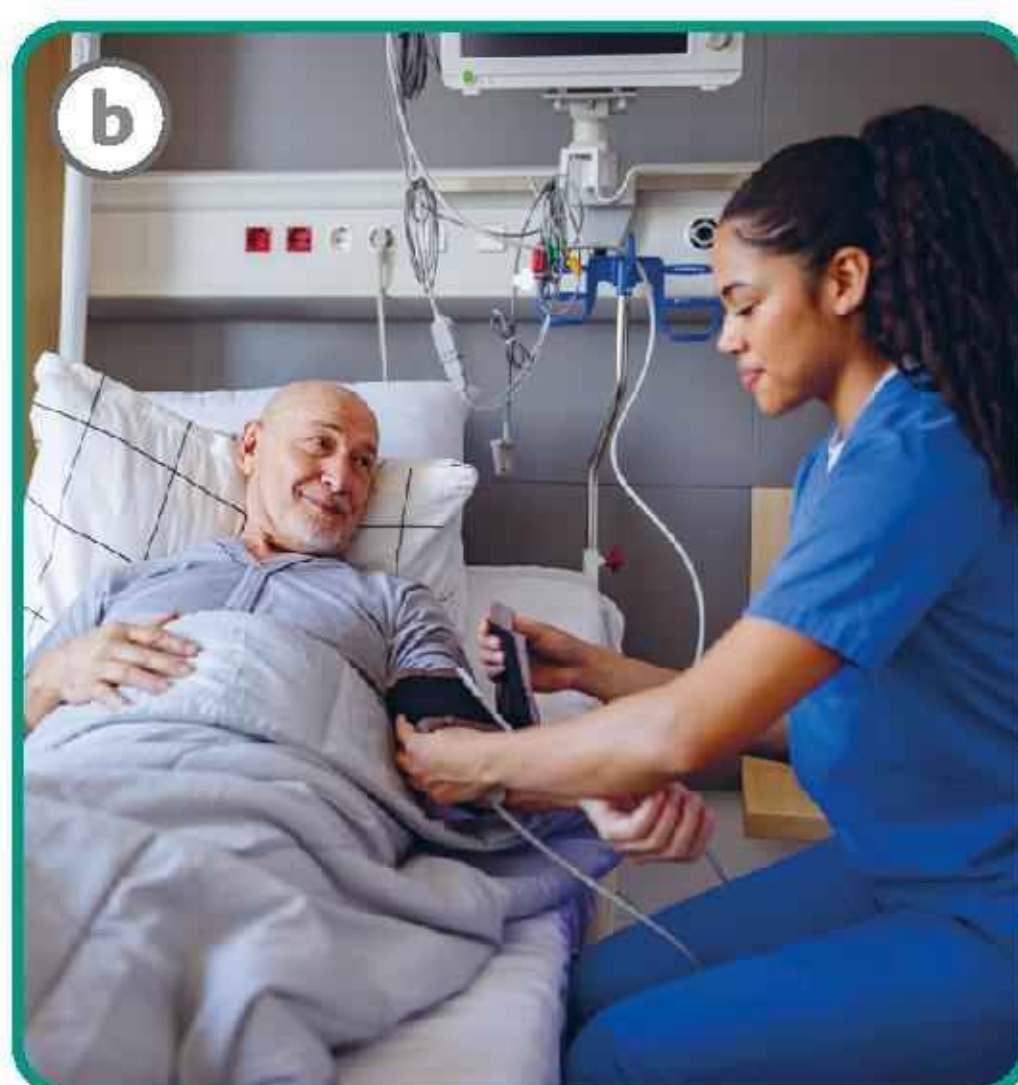
1  Play *Give me three ...*

2  3.04 Listen and sing *The Muffin man*.



3  3.05  Listen and repeat. Act out the dialogue. 

4  3.06  Listen and point. Say in Polish.



5 Draw and say.

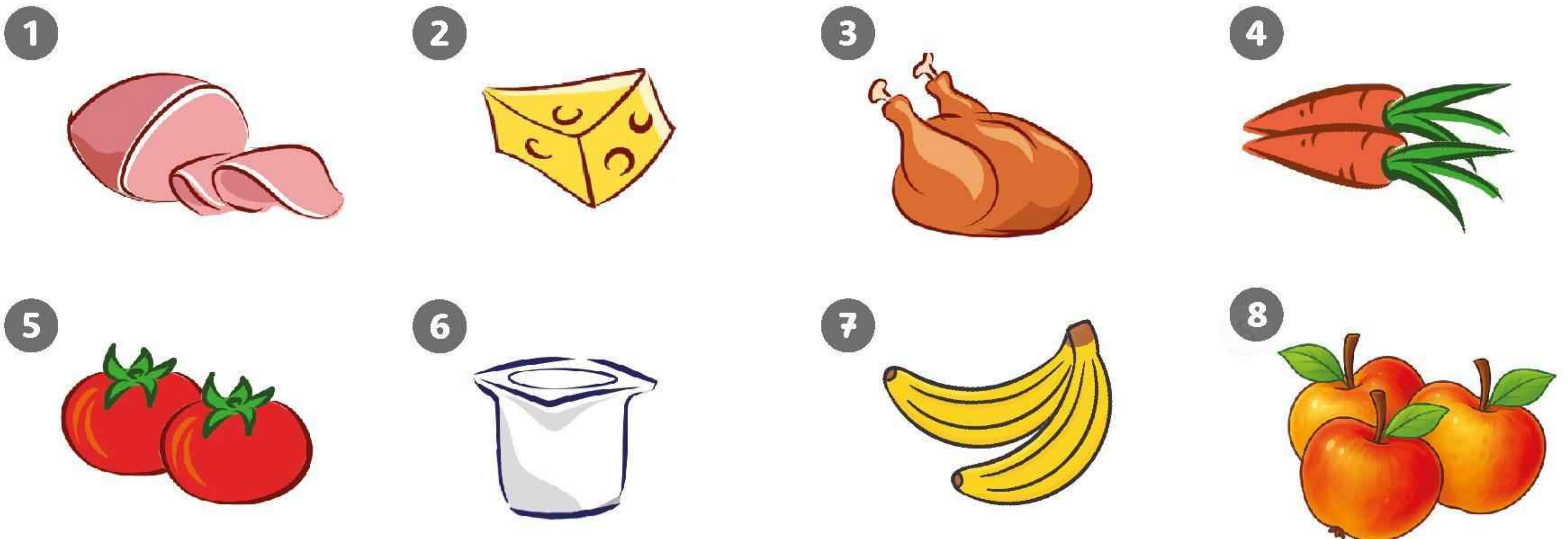


LANGUAGE: muffin man, nurse, programmer, teacher; Do you know (the muffin man)? (He) lives (in London); (She) is (a teacher).

Podstawa programowa: poczucie przynależności do wspólnoty, samoregulacja

Lesson 8 Unit review

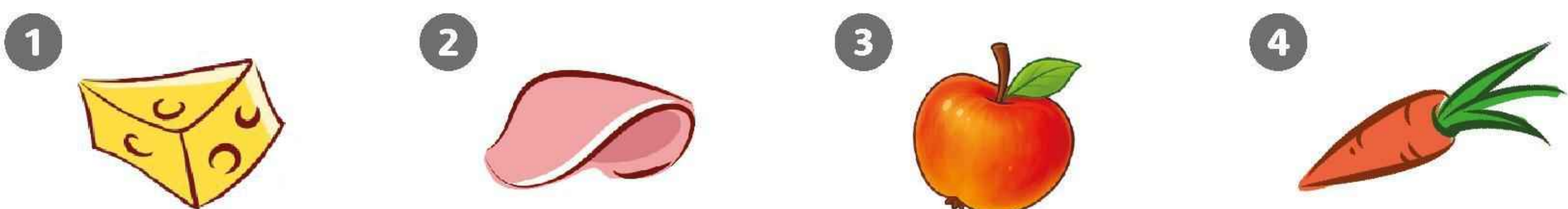
1  3.07 Listen, point and say. Listen and repeat.



2  3.08 Listen, choose and repeat. Look and say.



3  3.09 Listen and correct the sentences. Repeat.

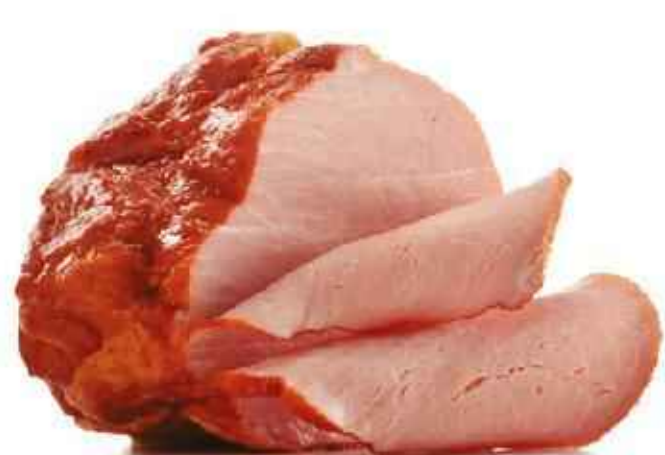




UNIT 5



Gary's dictionary



ham



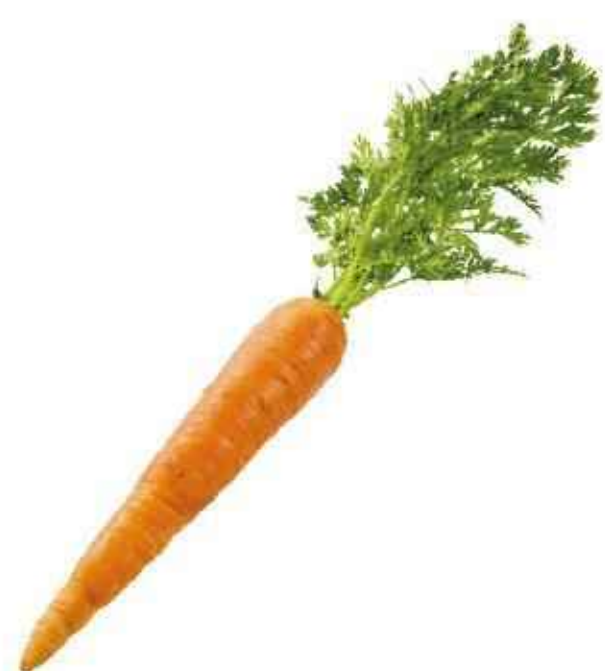
cheese



tomato



chicken



carrot



yoghurt



banana



apple



fruit



vegetables



milk products



meat



What's the mystery word?

Cumulative review

Starter

1

2

3

4

5

6

1 Play 10 seconds.

2 Do the class quiz. 

3  3.11 Listen, find and point.

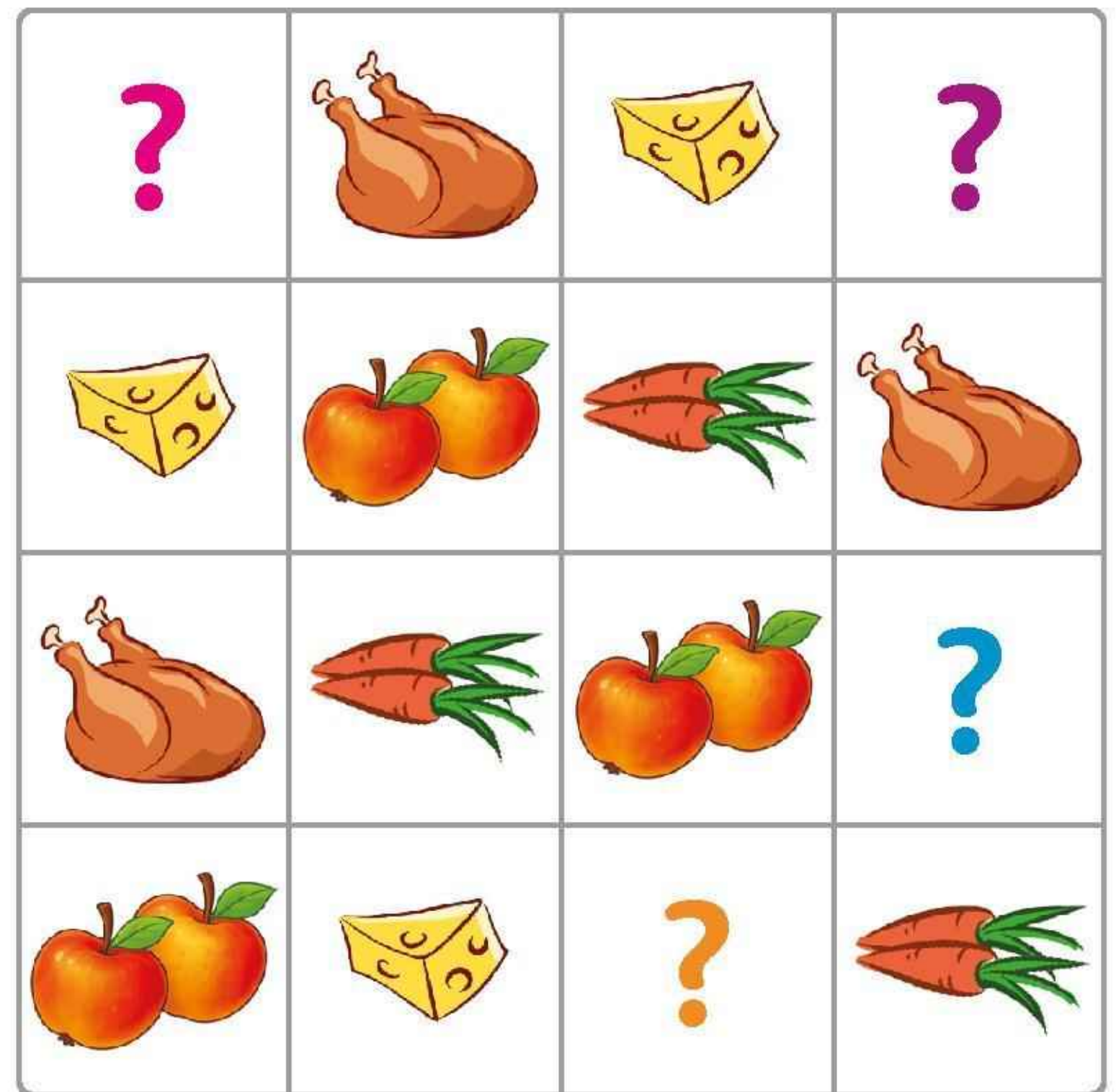
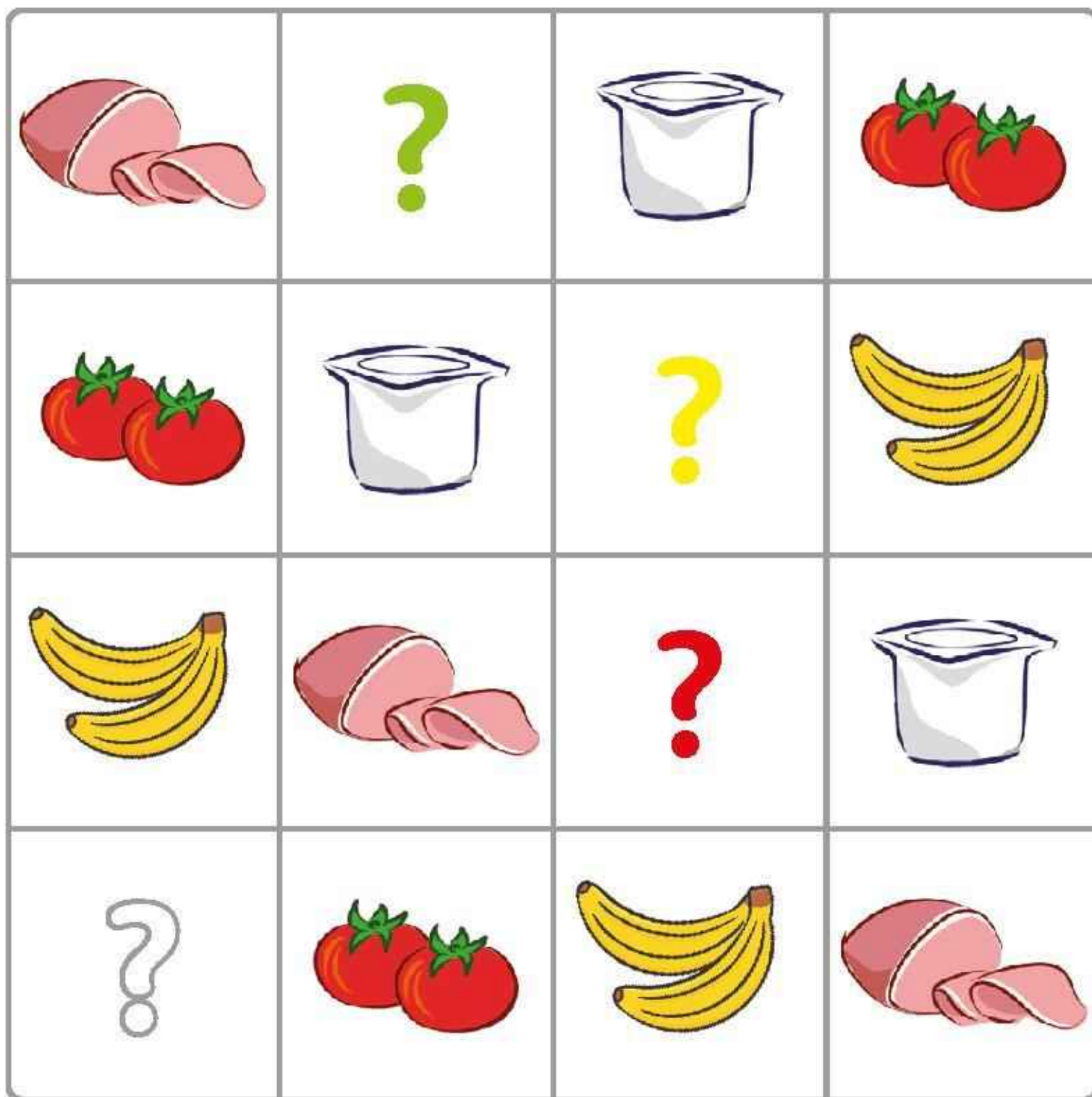


4  Play I spy with Bugs eye.

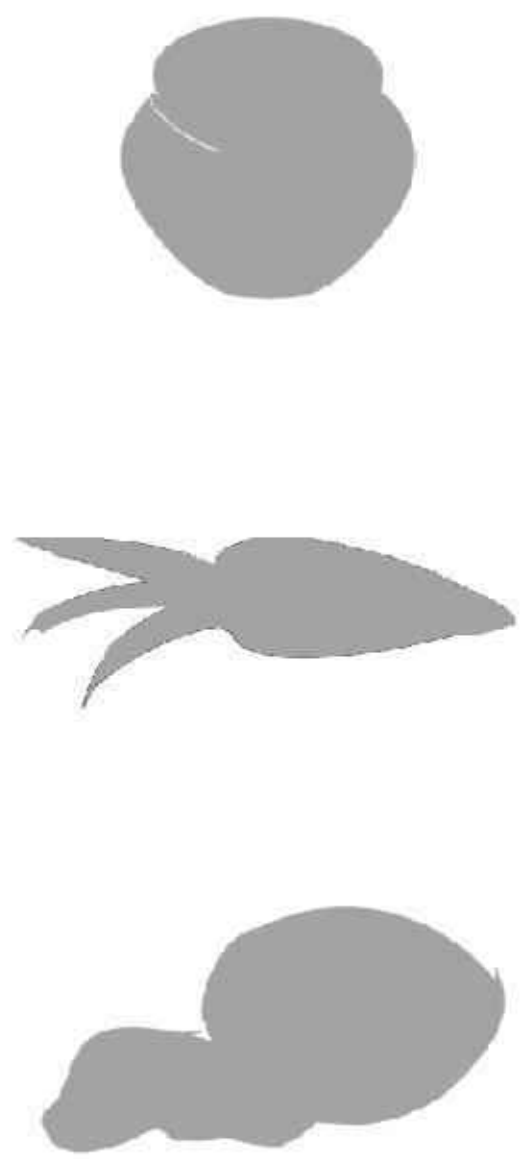
5 Look and guess.



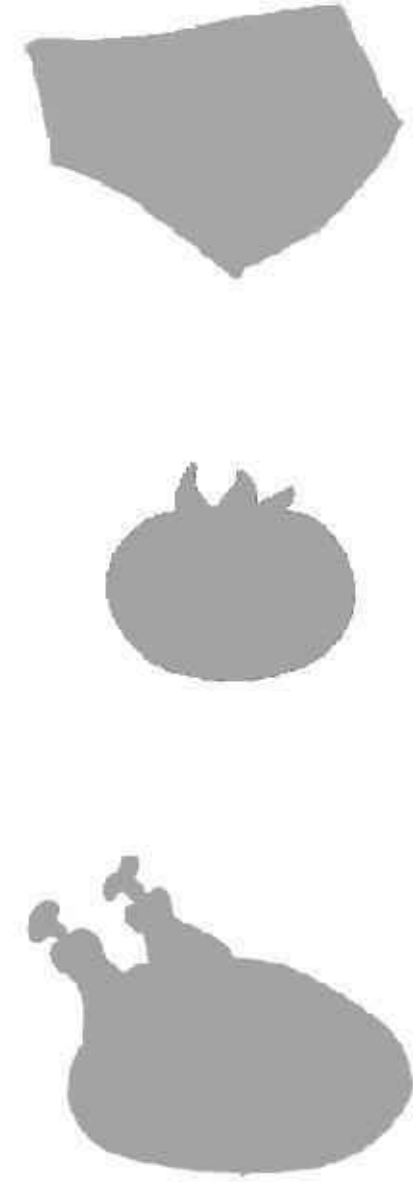
1 Look and say. What are the missing pictures?



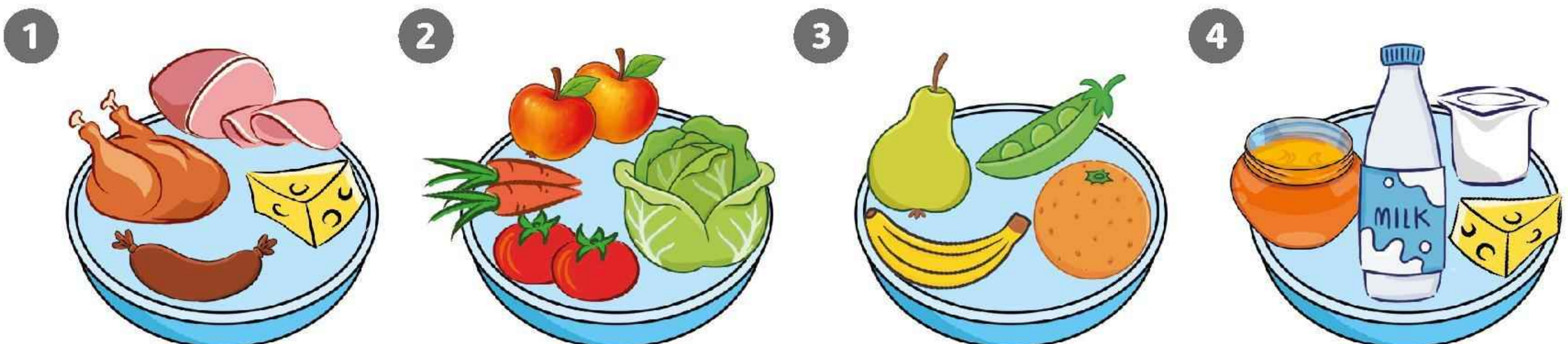
2 Find 5 words and point. Which word is missing?



C	H	I	C	K	E	N
C	H	N	C	H	A	M
H	A	T	A	C	H	E
E	M	O	R	T	O	M
E	C	A	R	R	N	T
S	E	H	O	N	E	Y
E	S	M	T	O	Y	C



3 Find the odd one out. Say



Lesson 1 Vocabulary

1  Play *Yes or No?*2  3.12 Listen, point and repeat.

mummy



daddy



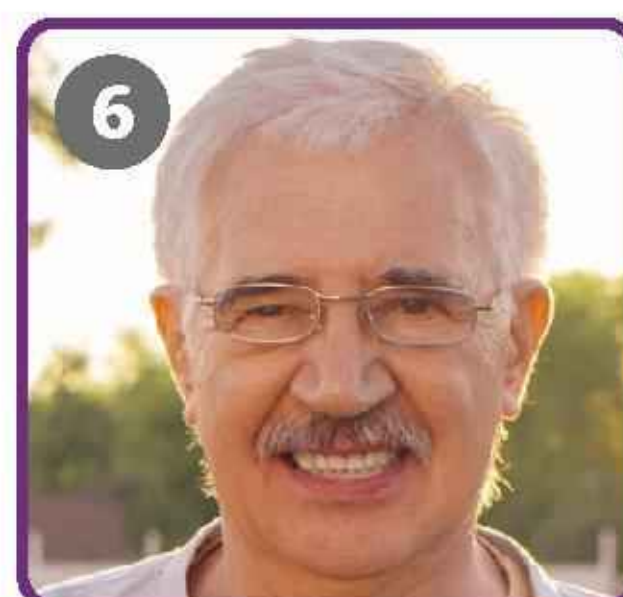
sister



brother



grandma



grandpa



family

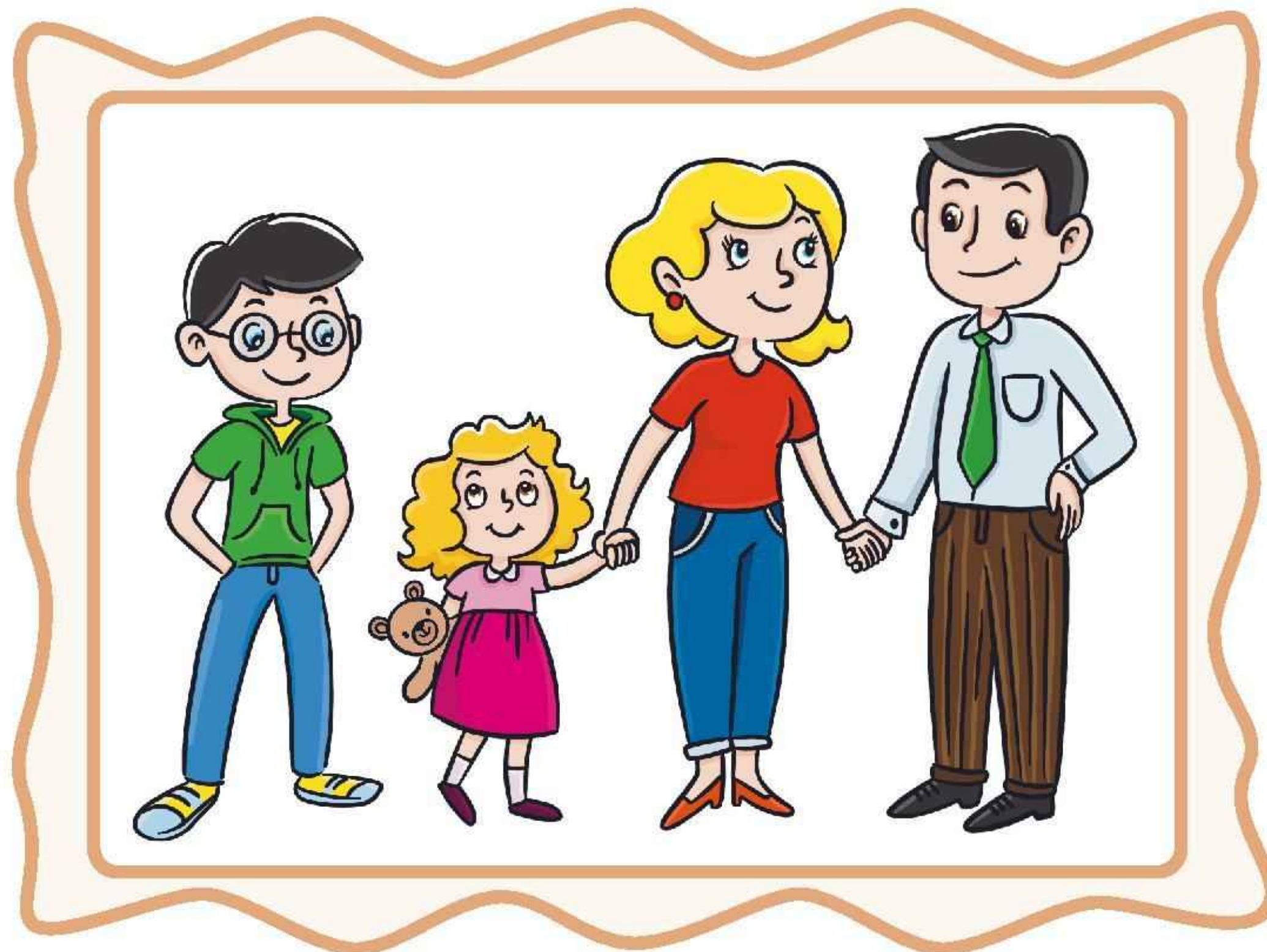
3  Play *Colin's cards.*4  3.13 Listen, point and say *Colin's chant.*5  Play *Who's Lucy?*  Go to page 83, exercise 1.

Lesson 2 Song

6

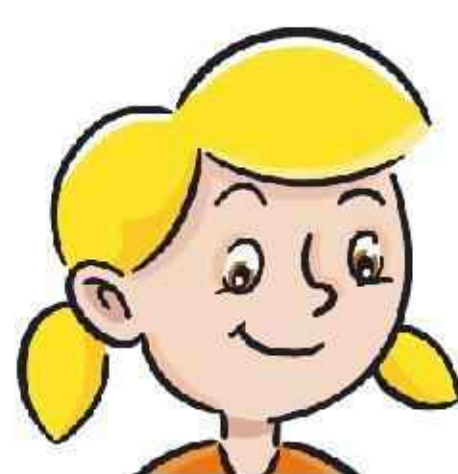
1  Play *Repeat if it's true*.

2 Look and say.



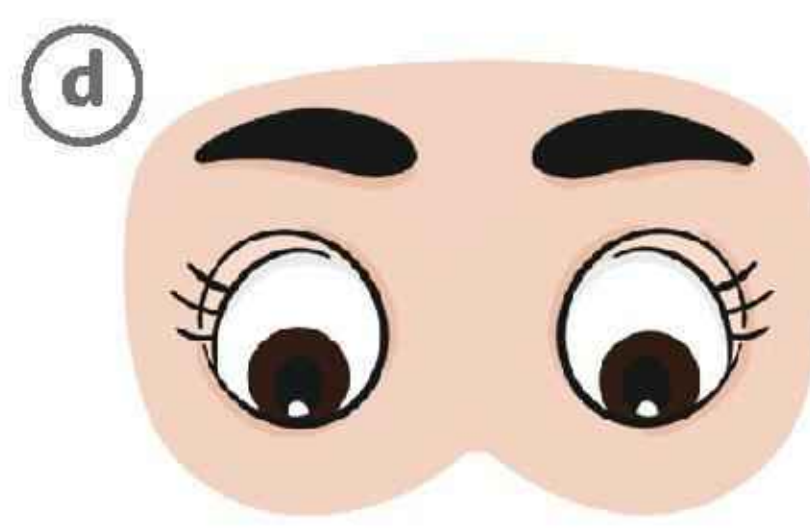
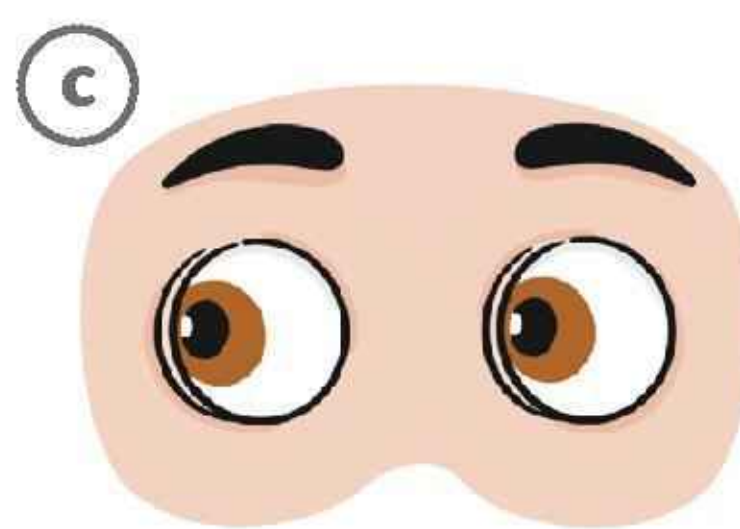
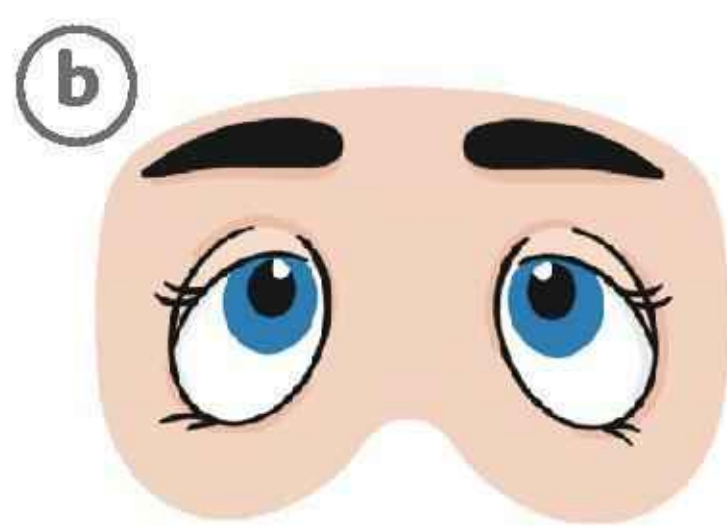
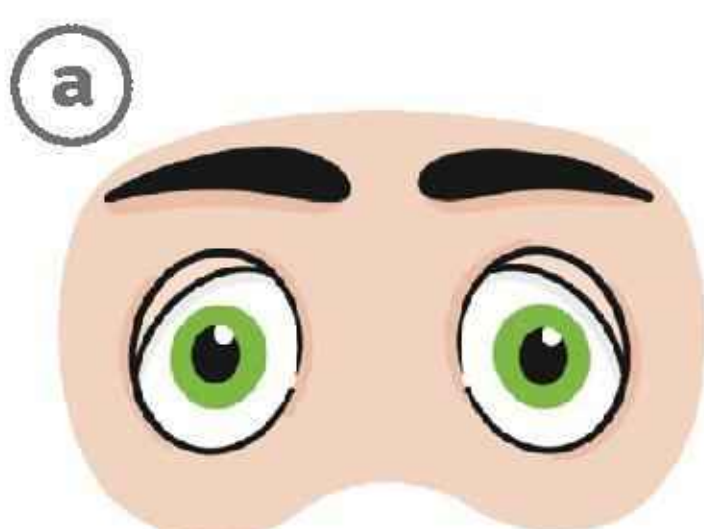
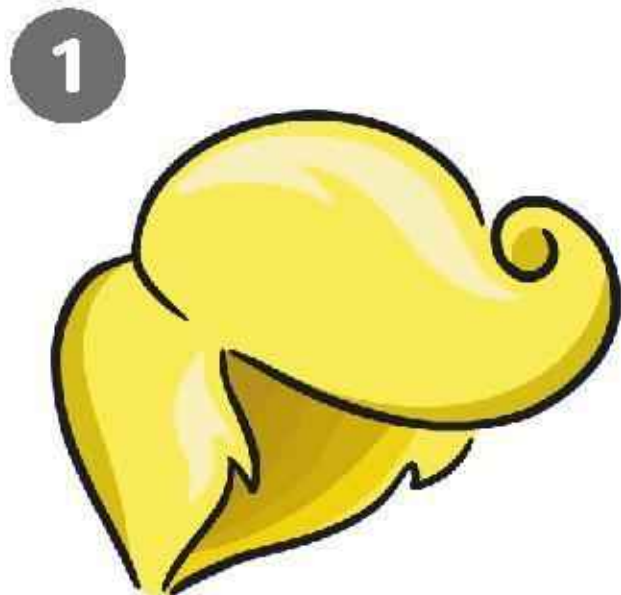
3  3.14 Listen, point and sing *This is my wonderful family*. Say.

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



This is my ... He's / She's got ...

5  Match and say.



LANGUAGE: mummy, daddy, sister, brother, grandma, grandpa, family + baby;
This is my (mummy). She's got (brown hair). He's got (blue eyes). I've got (fair hair).

Podstawa programowa: kreatywne myślenie, współpraca

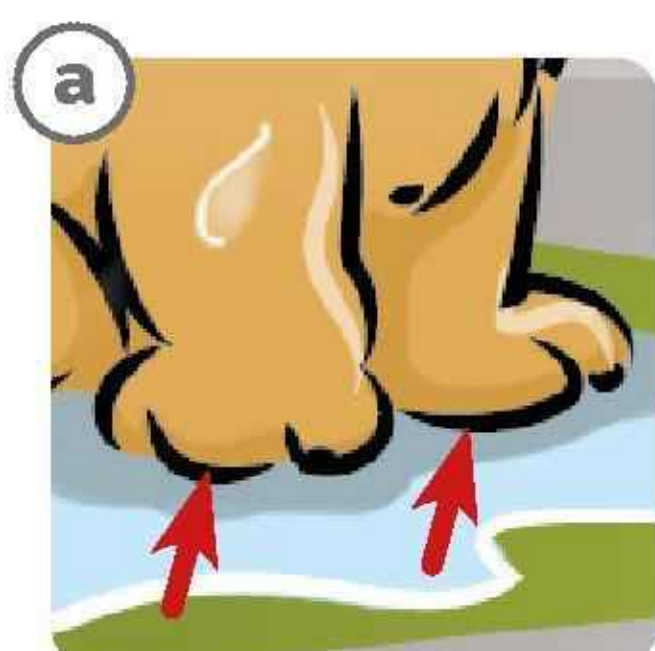
Lesson 3 Story

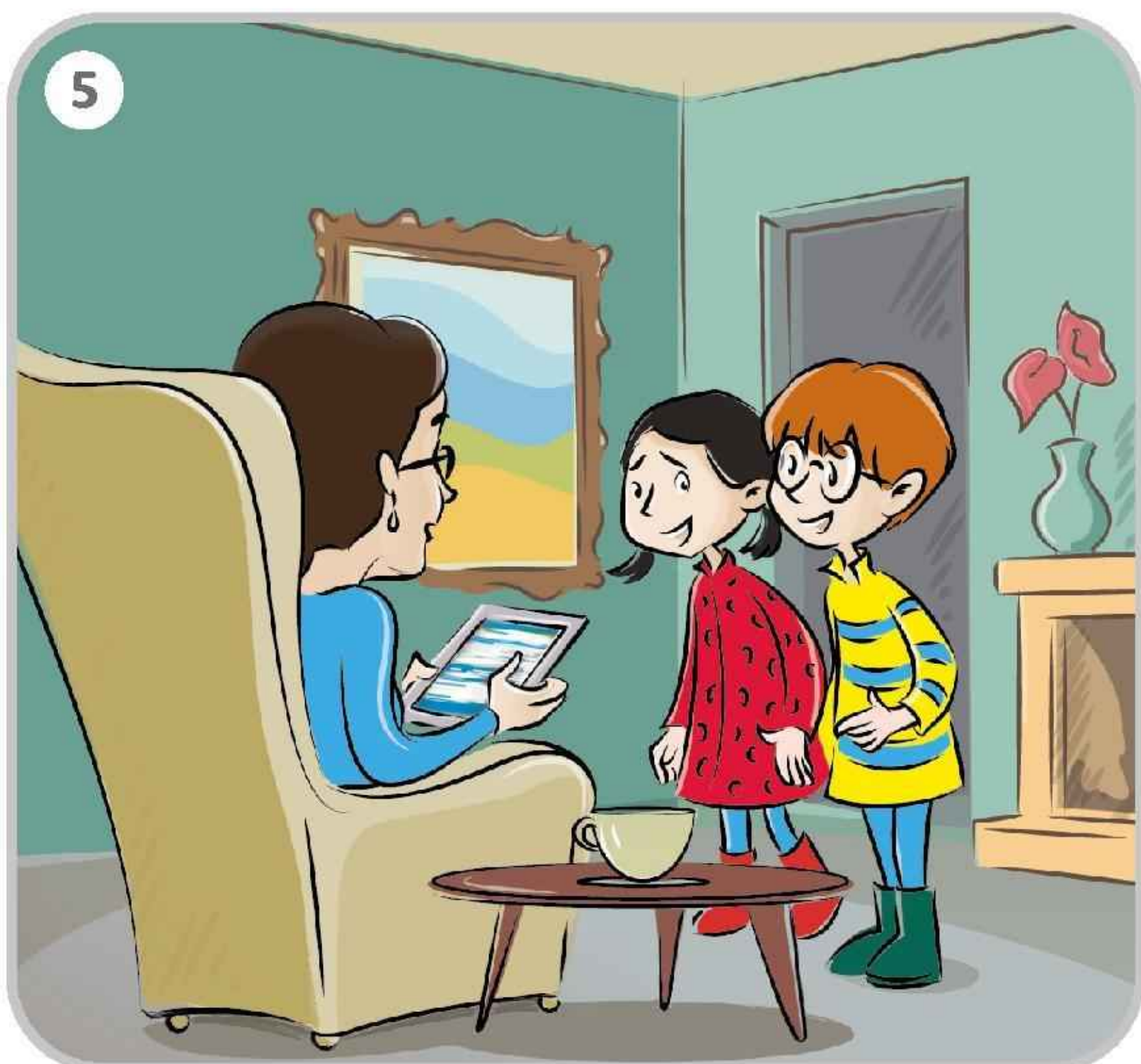


1 Play *Quick look*.

2 3.17 Listen and point. Answer the questions.

3 Point in order and say.





 **Bugs Values**

Take care of animals.

4 Choose and say.



Describe two people in picture 7.

LANGUAGE: puppy, friend, eyes, feet, ears, nose; He's got big (feet). We've got a new friend.

Podstawa programowa: rozwiązywanie problemów, kreatywne myślenie, dbanie o innych

Lesson 4 Song

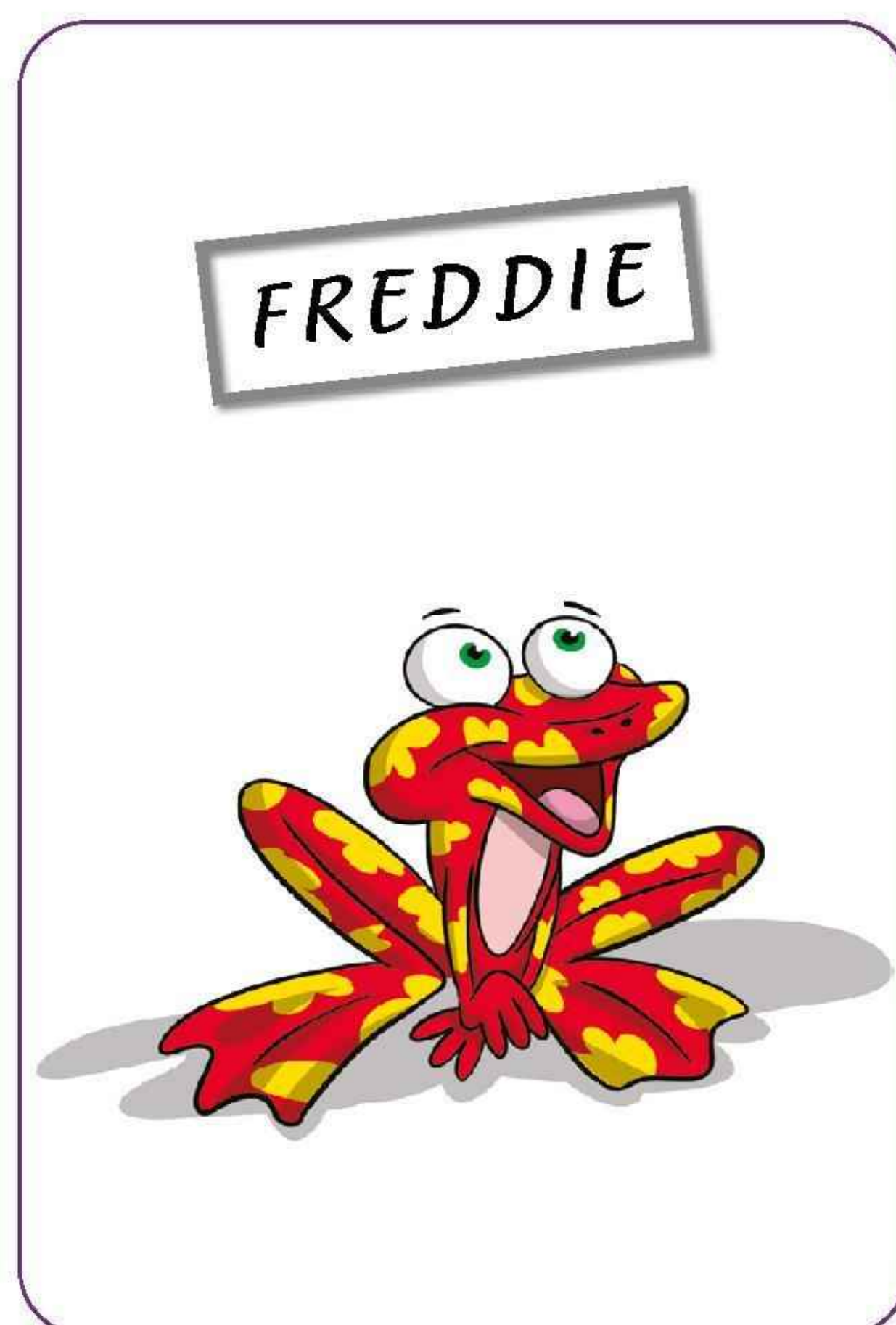
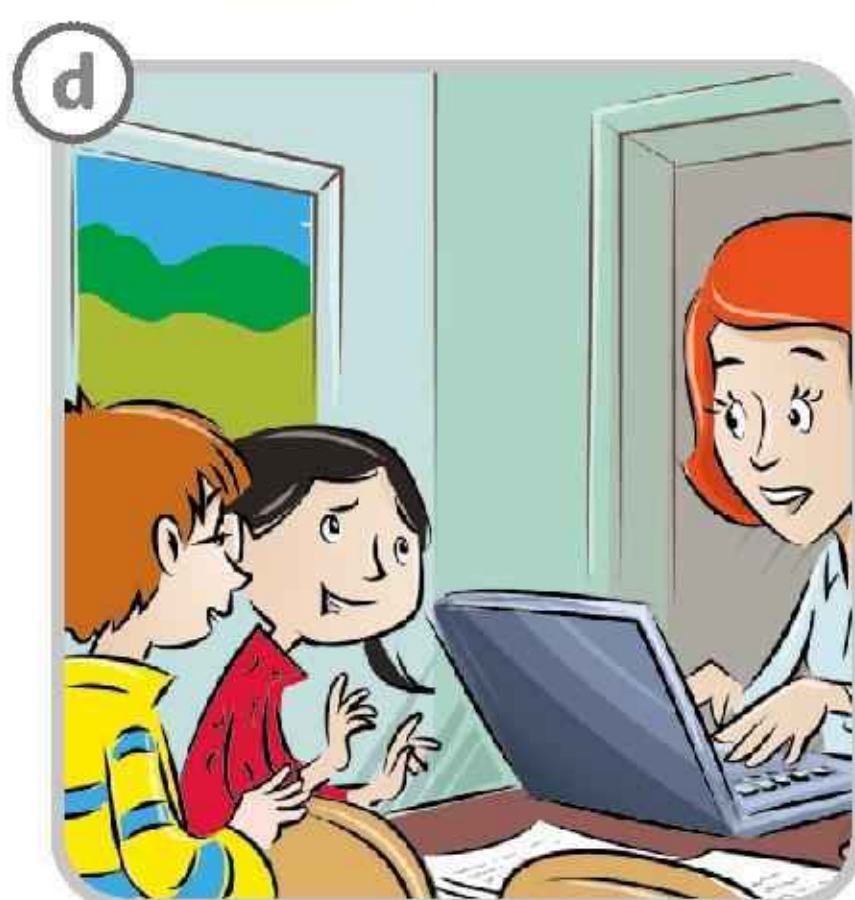
1   3.17 Listen to the story, mime and say.

2  Play *Sentence chain*. 



3  3.19 Order and say. Listen, point and sing *The family pet*.

4  3.22 Listen and say the *Bug twister!*



 Go to page 83, exercise 2.

LANGUAGE: He's got big (eyes). Freddie the frog is a friend of the family.
Podstawa programowa: krytyczne myślenie, współpraca, dbanie o innych

Lesson 5 Vocabulary

6

1  Draw and say. 

2  3.23 Listen, point and repeat.



friendly



clever



funny



noisy



shy

3  Play *She's funny!*

4  3.24 Look and say. Listen and point. Sing *Family character*.



5  Look, think and say.



 Describe three members of your family.

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

Podstawa programowa: krytyczne myślenie, kreatywne myślenie, kierowanie sobą

Lesson 6 Thinking skills

1   3.24 Mime and guess. Sing *Family character*.

2  3.25 Listen, point and repeat. Say.



3  Make the pet mini-book. Say.

4  Think, decide and say. 



5 Play *What pet am I?* 

 Go to page 83, exercise 3.

Lesson 7 Culture

6

1  Play *A fish is shy*.

2  3.26 Listen, sing *Family finger* and act out.

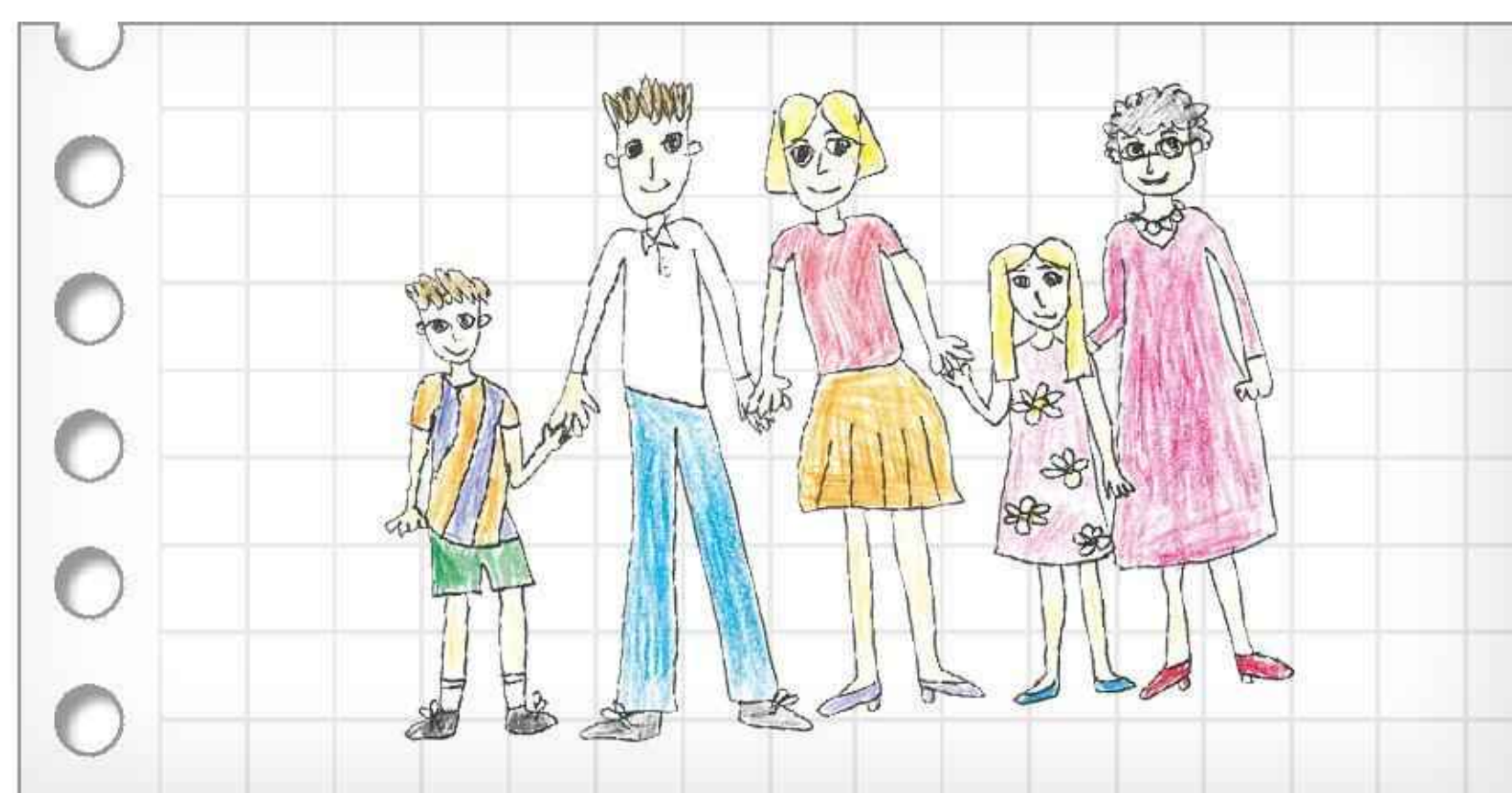


3  3.27  Listen and repeat. Act out the dialogue. 

4  3.28  Listen and point. Say in Polish.



5 Draw and say.

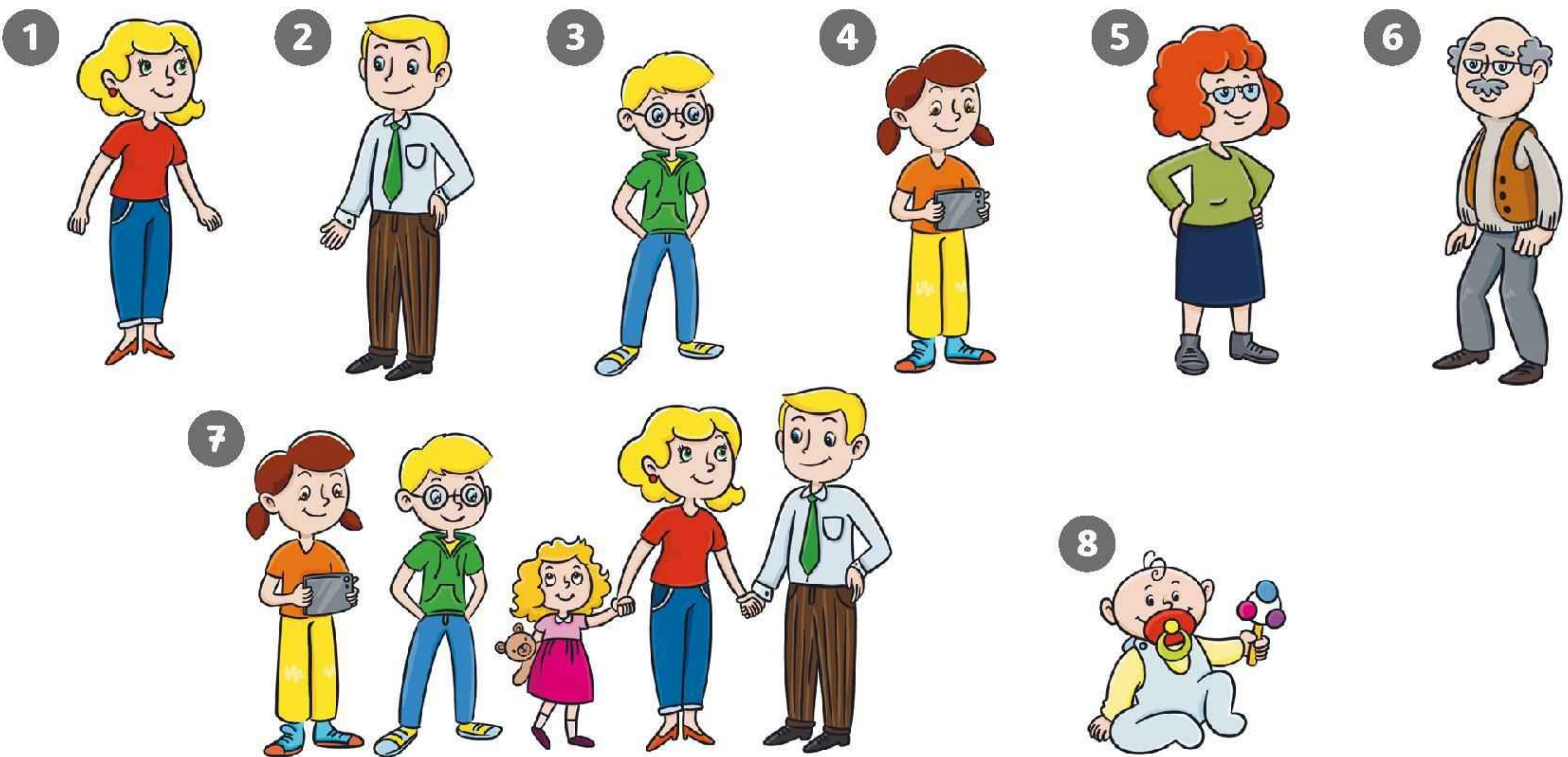


LANGUAGE: mummy, daddy, sister, brother, grandma, grandpa, baby, family, dog; big, small; Where are you? Here I am. How do you do?; This is my (sister).

Podstawa programowa: poczucie przynależności do wspólnoty, samoregulacja

Lesson 8 Unit review

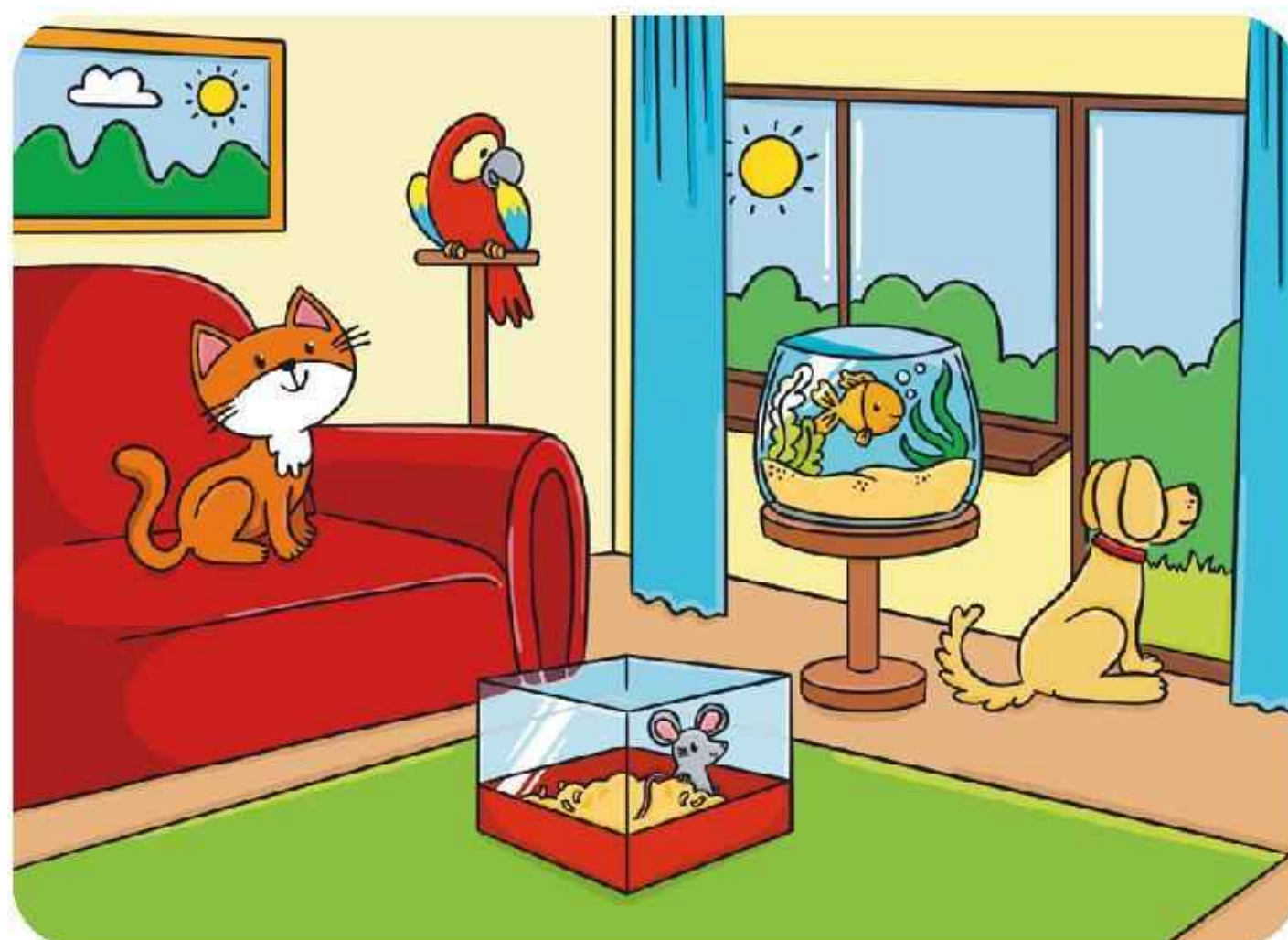
1 Listen, point and say. Listen and repeat.



2 Listen, choose and repeat. Look and say.



3 Listen, find and say. Repeat.





UNIT 6



Gary's dictionary



mummy



daddy



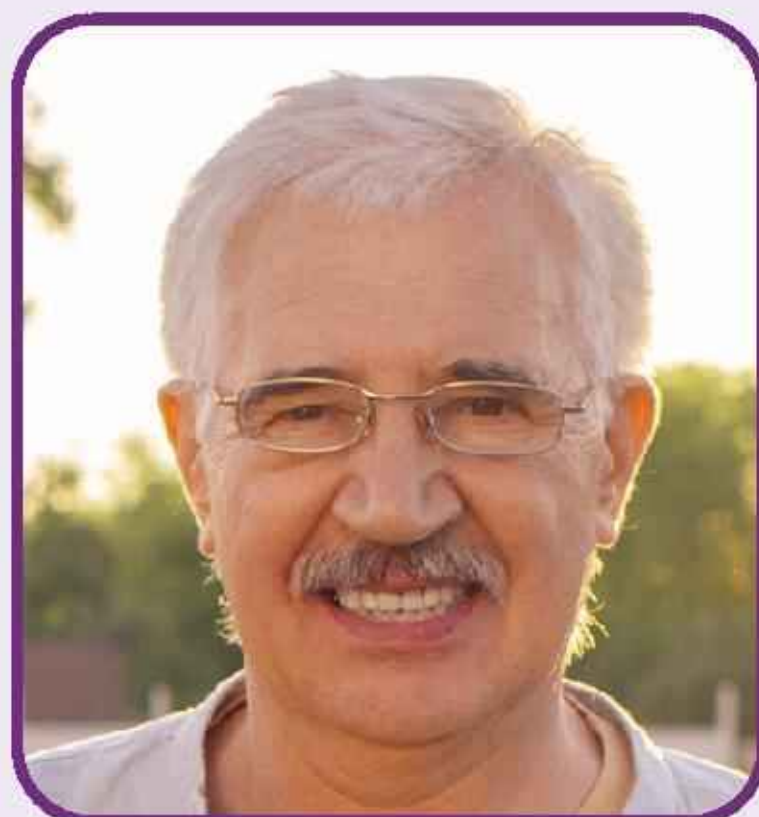
brother



sister



grandma



grandpa



family



baby



noisy



shy



clever



friendly



funny

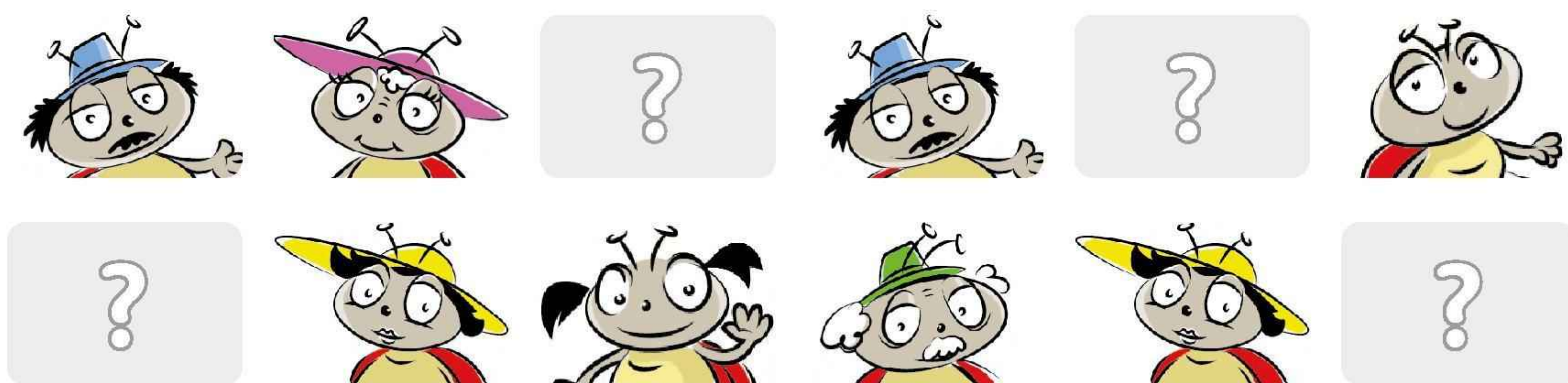


What's the mystery word?

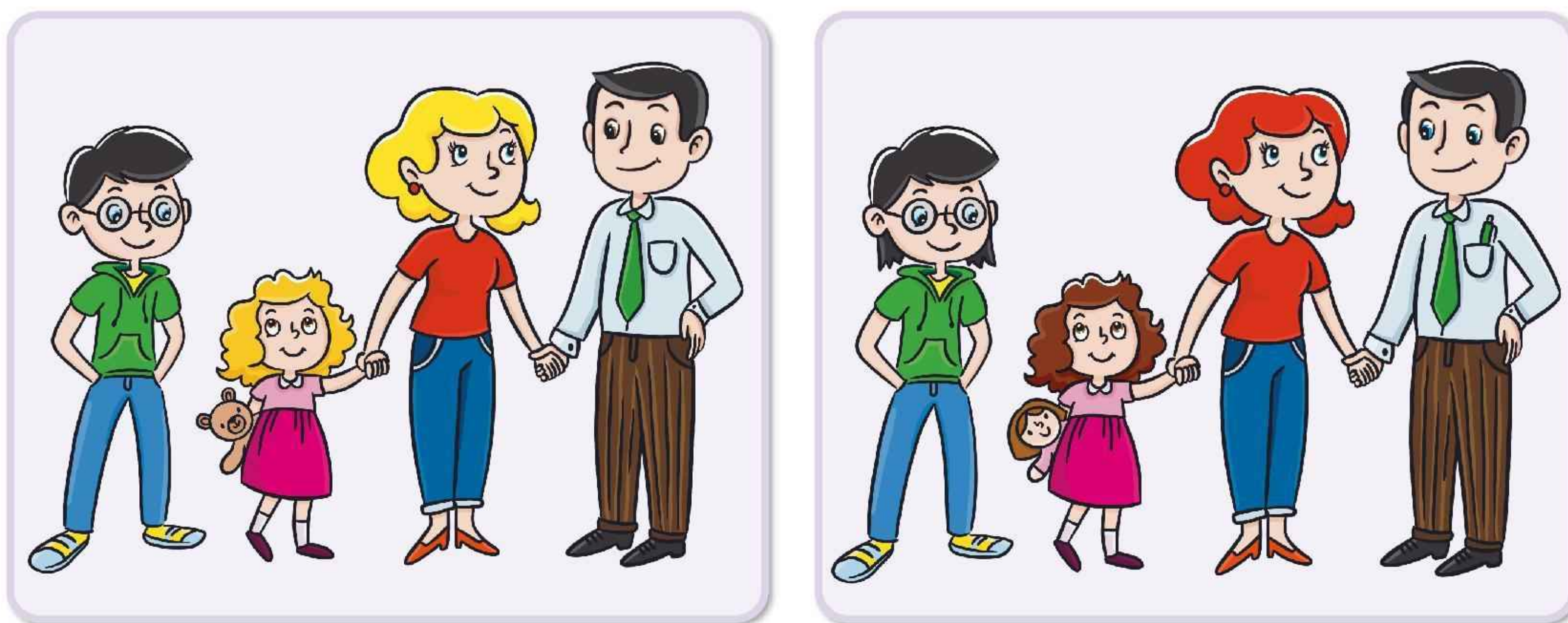
-
- This is a colorful and detailed cartoon illustration of a bustling fairground or festival. The scene is filled with various people and animals engaged in different activities. In the upper center, a man in a light purple suit and tie is running towards a woman with short red hair wearing a purple long-sleeved shirt and pants; she holds a white plate with a slice of cake. Next to them, a young boy in a blue t-shirt and brown shorts looks on. To their right, a large yellow parrot with red and orange feathers flies near a blue spiral slide where a child in a green outfit is sliding down. On the far right, a woman with blonde hair, pink glasses, and a brown dress is reading a large open book. In the lower right, a brown teddy bear sits in a small pink toy car. In the center foreground, a girl with blonde pigtails in a pink shirt rides a large yellow lion. To her left, a boy in a red cap and yellow shirt is also visible. Further back, a man in an orange polo shirt and blue pants holds a green apple, while a woman in a purple dress stands nearby. A target with concentric circles is set up in the background. To the left of the target, a monkey hangs from a tree branch above a stall displaying fruit like apples and bananas, along with a weighing scale. Above the monkey, a shelf holds various toys: a pink backpack, a red car, a doll, a teddy bear, and a green robot. In the bottom left corner, there's a large, stylized blue and yellow flower-like shape. Other animals include a bee flying on the left, a green caterpillar, and a small dog. The entire scene is set outdoors with green grass and trees in the background.

-

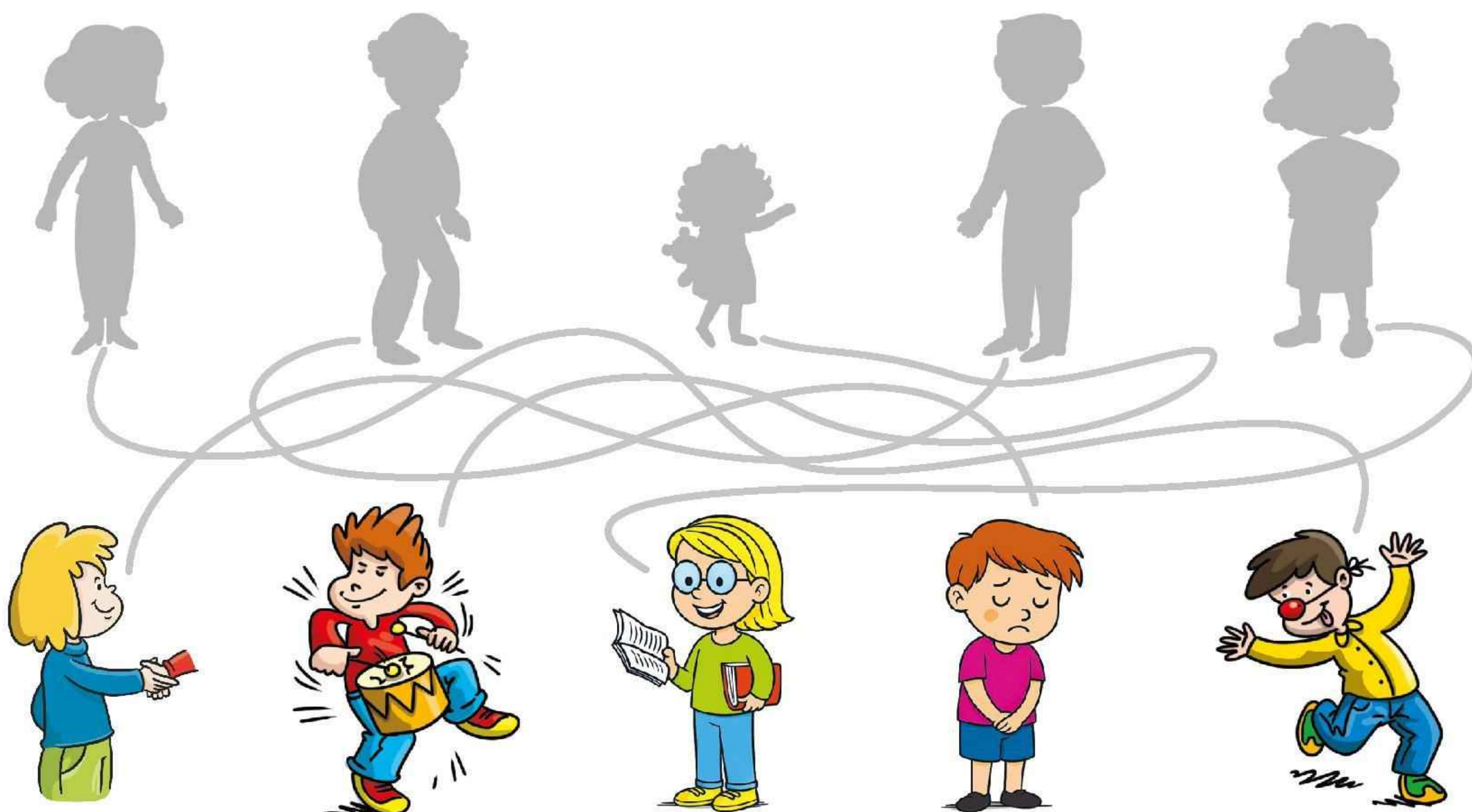
1 Look, say and guess.



2 Look and find 6 differences. Say.



3 Look, find and say.

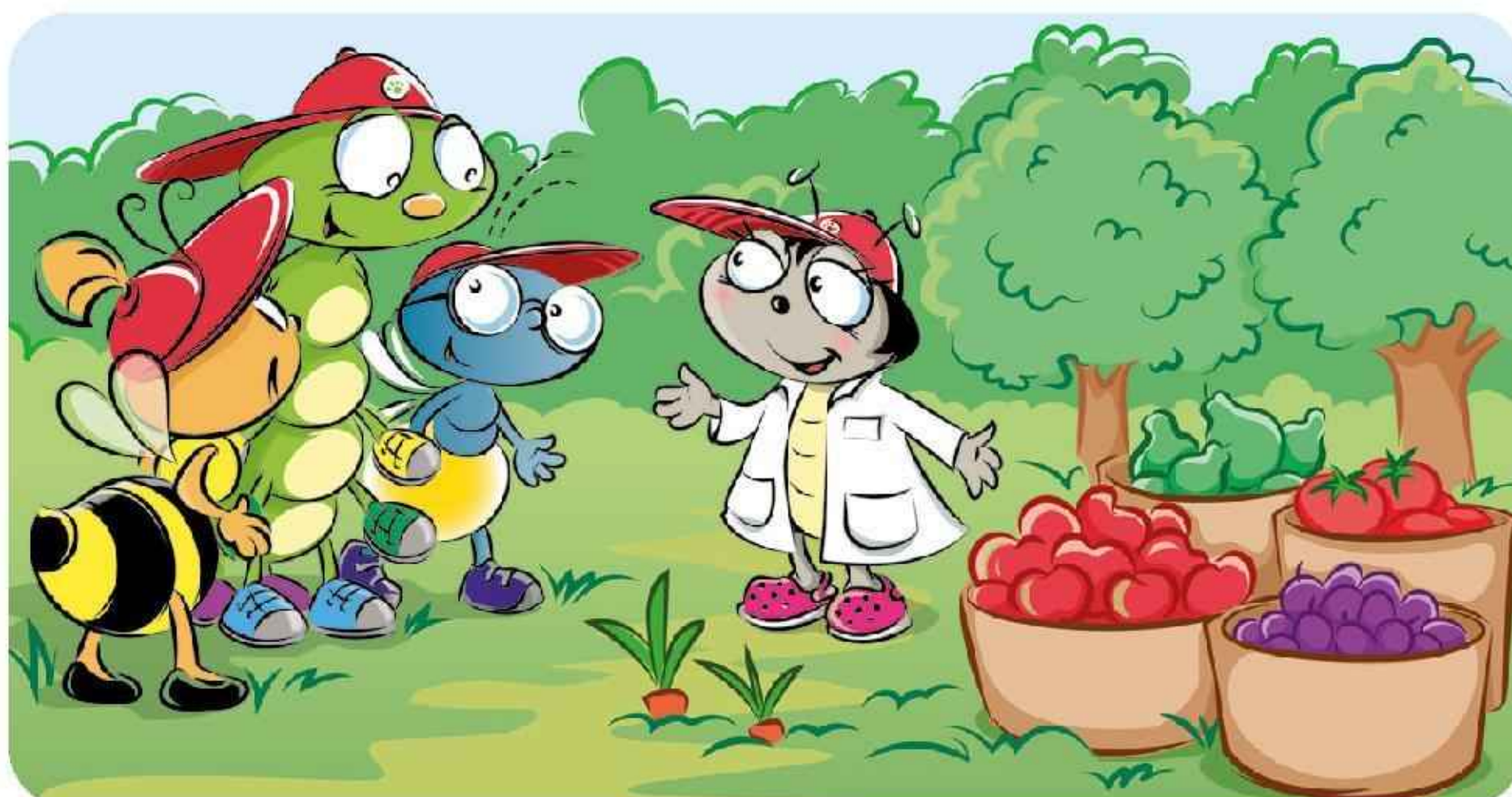


Units 5 & 6 Game

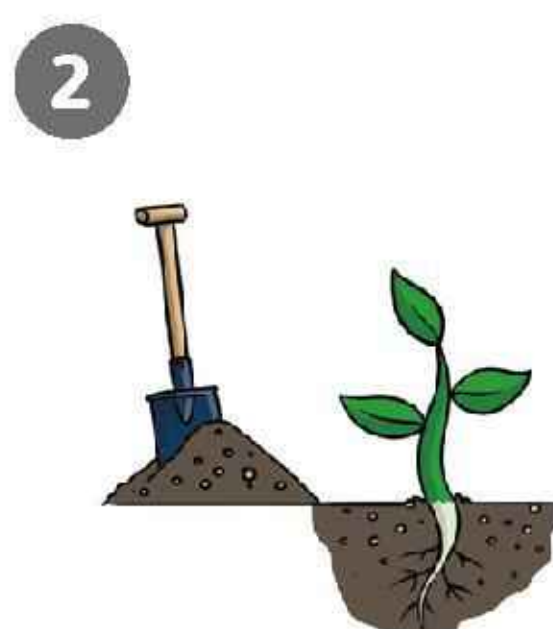
- 1  Play *Categories*.
- 2 Find the answers in your book. 
- 3  Play the game.



- 1  Play *Two minutes*.
- 2  3.34 Listen, point and repeat.
- 3  3.35 Listen, look and say.



water



soil



sun



air

- 4  Play *Pass the message*. 

- 5 Do a class experiment and find out how plants grow.



Lucy's Lab



Lesson 1 Vocabulary

1

3.36

Play *Three fingers*. Say.



3



2

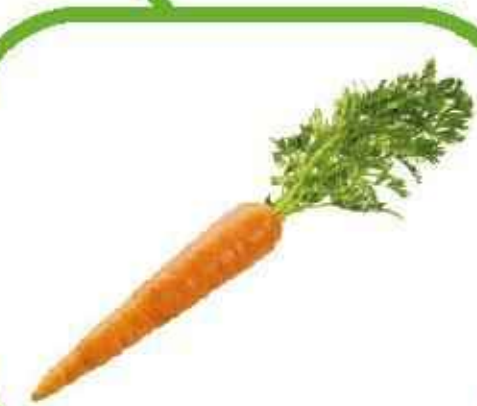
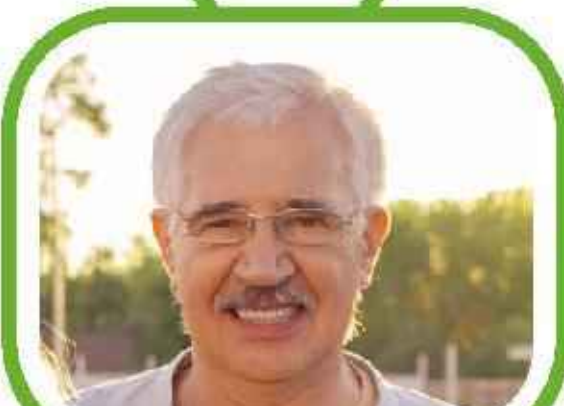
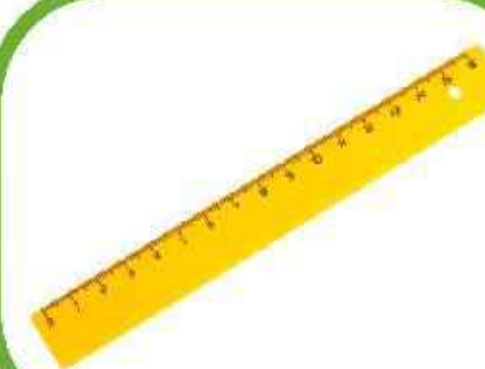
Play *Touch something big*.

3

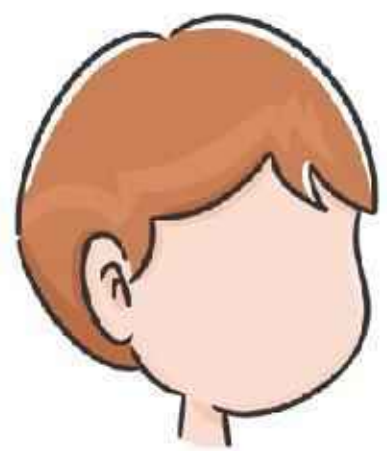
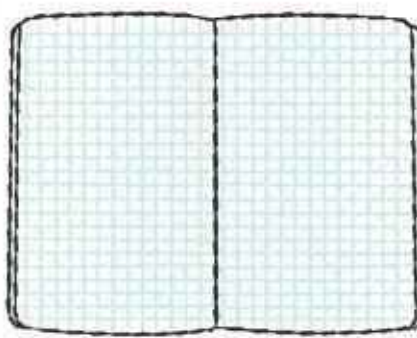
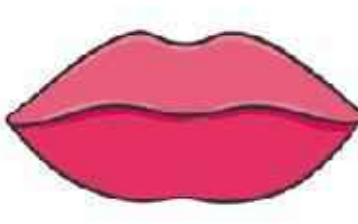
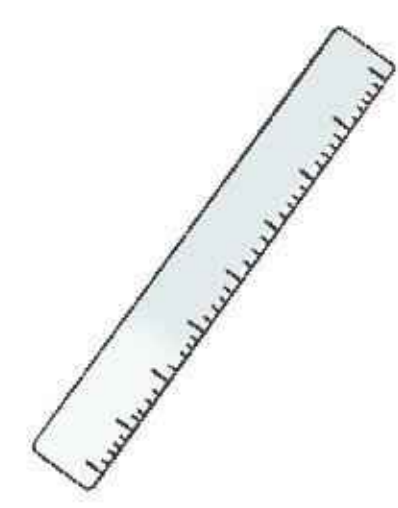
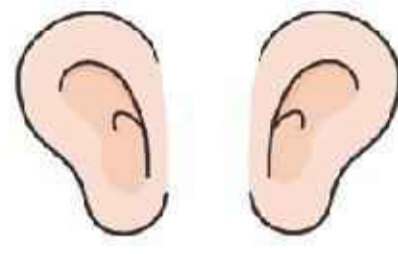
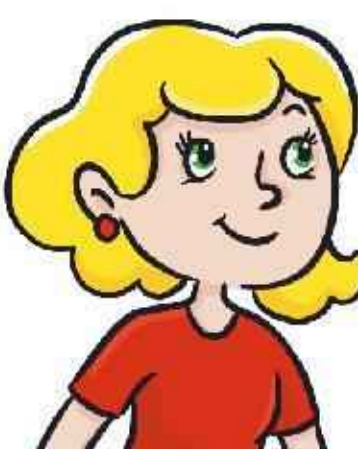
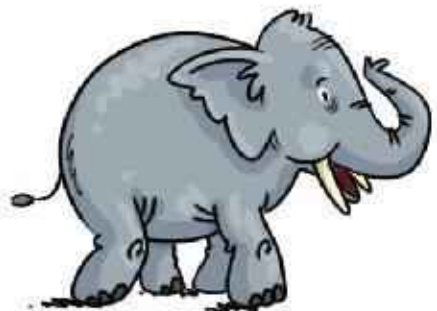
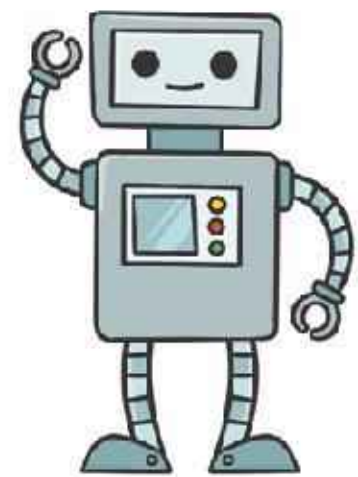
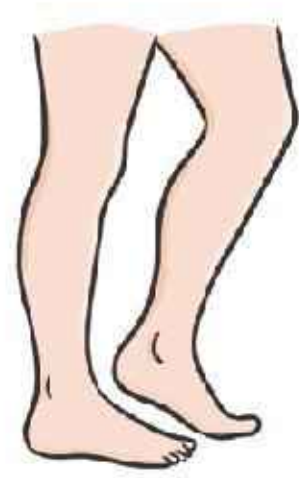
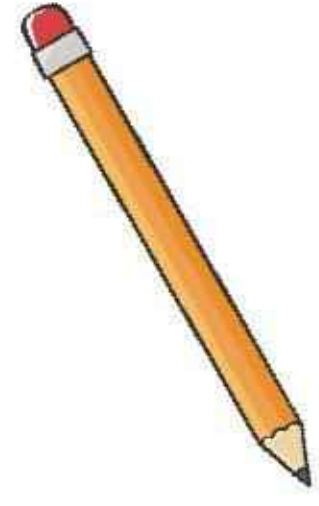
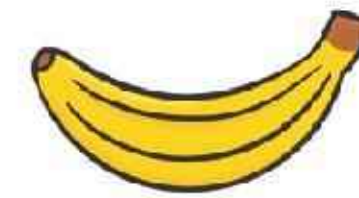
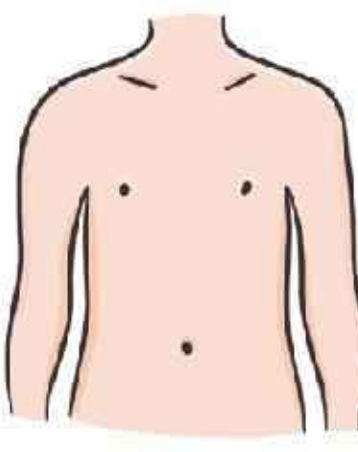
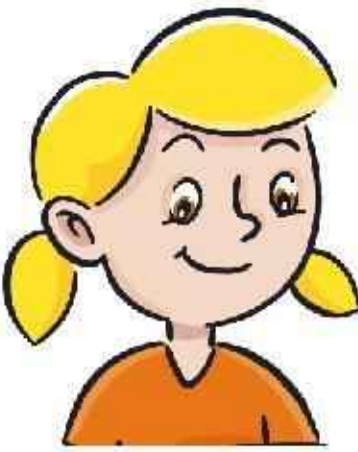
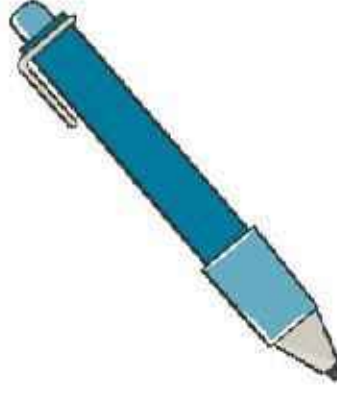
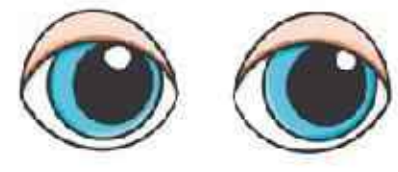
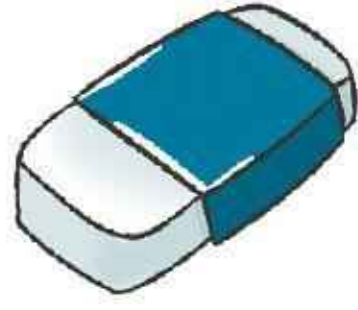
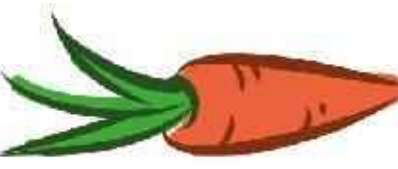
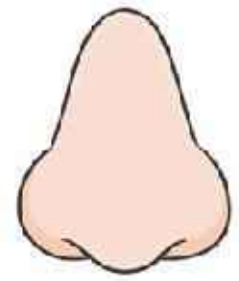
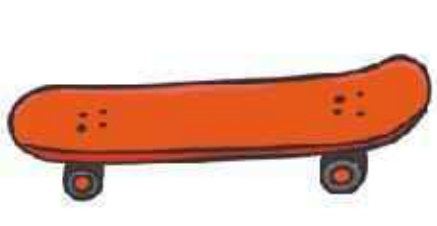
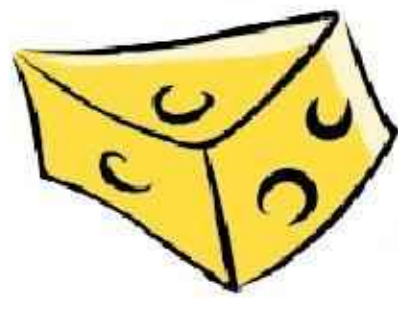
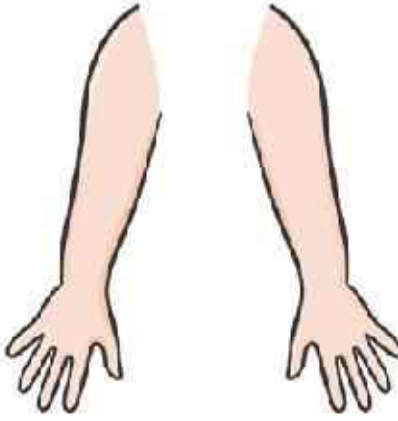
3.37

Listen, point and say *Here!*

7



4 Play Bugs Bingo.

1							
2							
3							
4							
5							
6							
7							

5 Close your eyes. Can you remember 10 pictures?

LANGUAGE: Language from Units 1–6

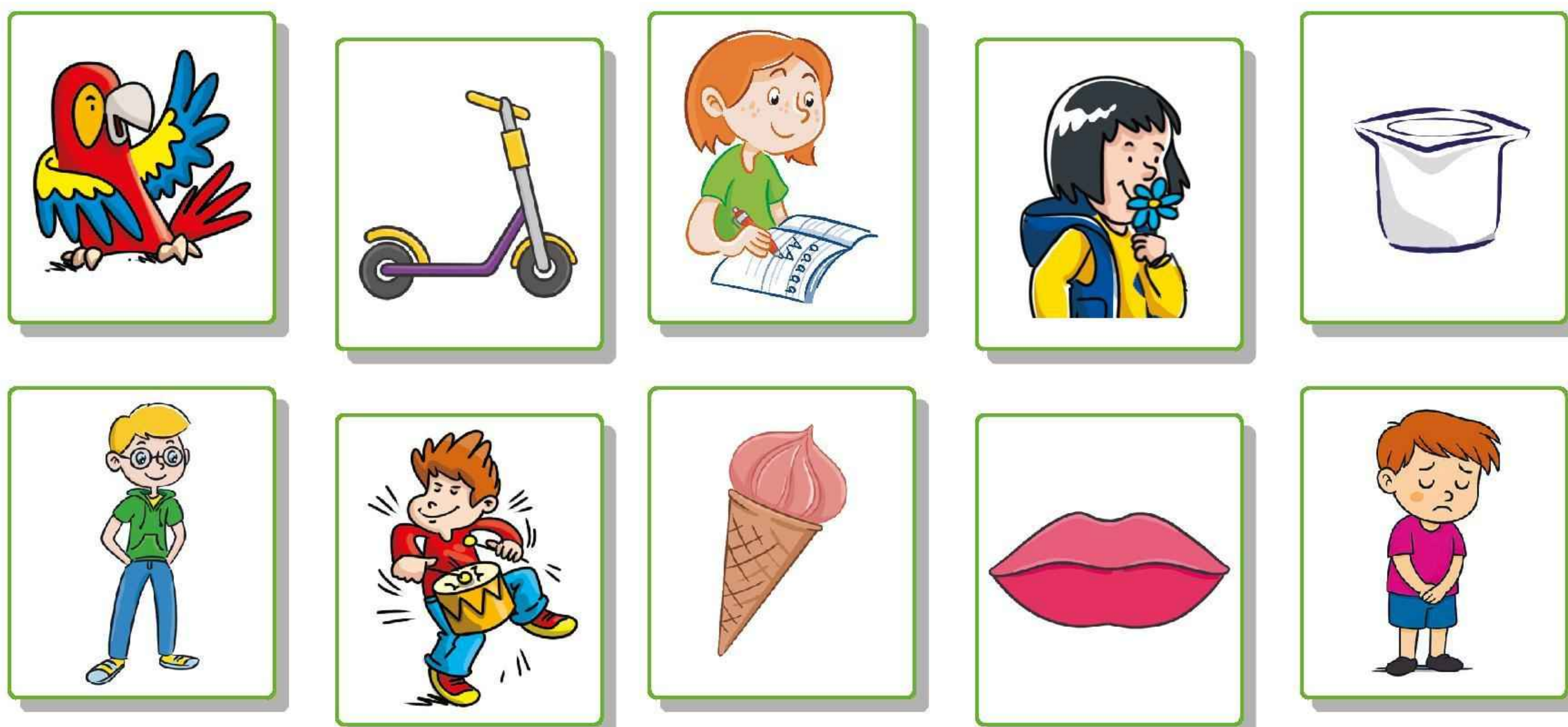
Podstawa programowa: rozwiązywanie problemów, kreatywne myślenie, współpraca

Lesson 2 Vocabulary and communication

1 Play *I can see ...*

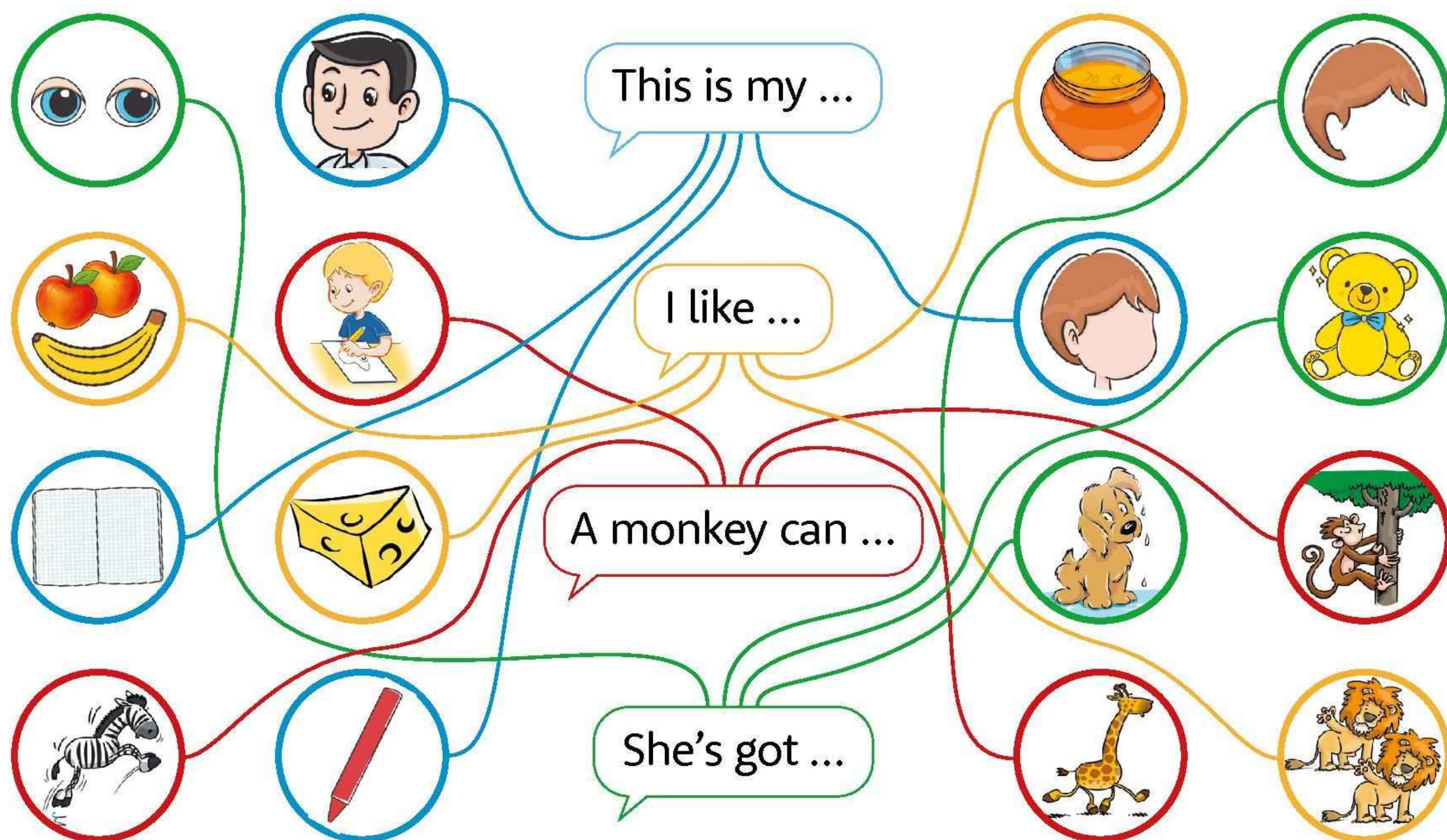


2 3.38 Listen and point.



3 Play *Fast finger*.

4 Read, follow and say. Talk about yourself.



5 Look, read and say.

Do you like  ?

The  is coming.

It's my  .

Can I have a  , please?



Goodbye

Goodbye, Bugs Team!

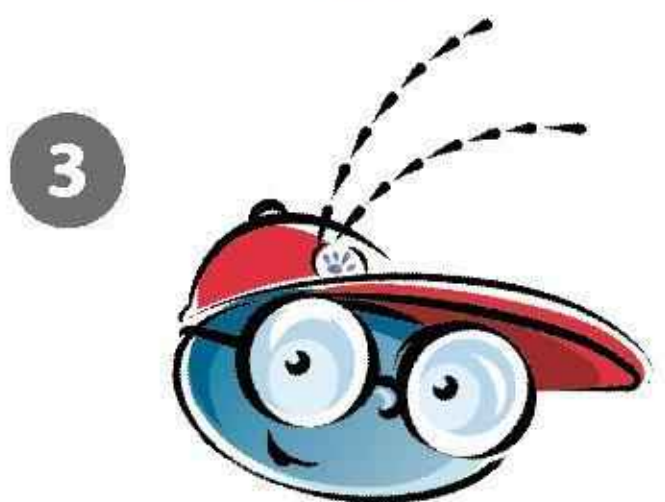
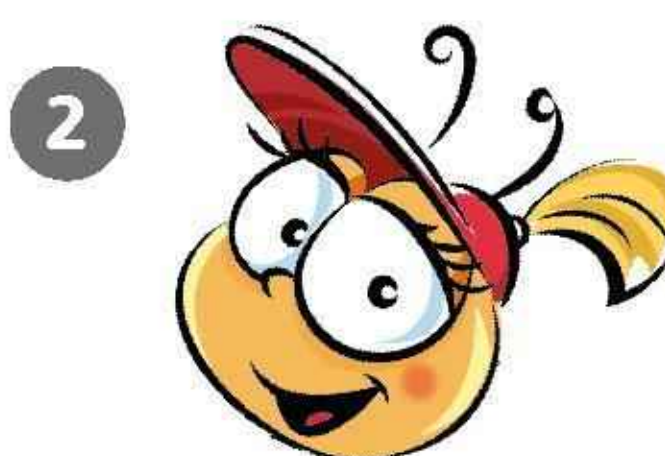
Vocabulary and story

1  Play *All about Bugs*.

2  3.39 Listen, match and repeat. Say.



mountains



country



lake



sea

3  Play *Find your holiday group*. 



I want to go to the mountains!



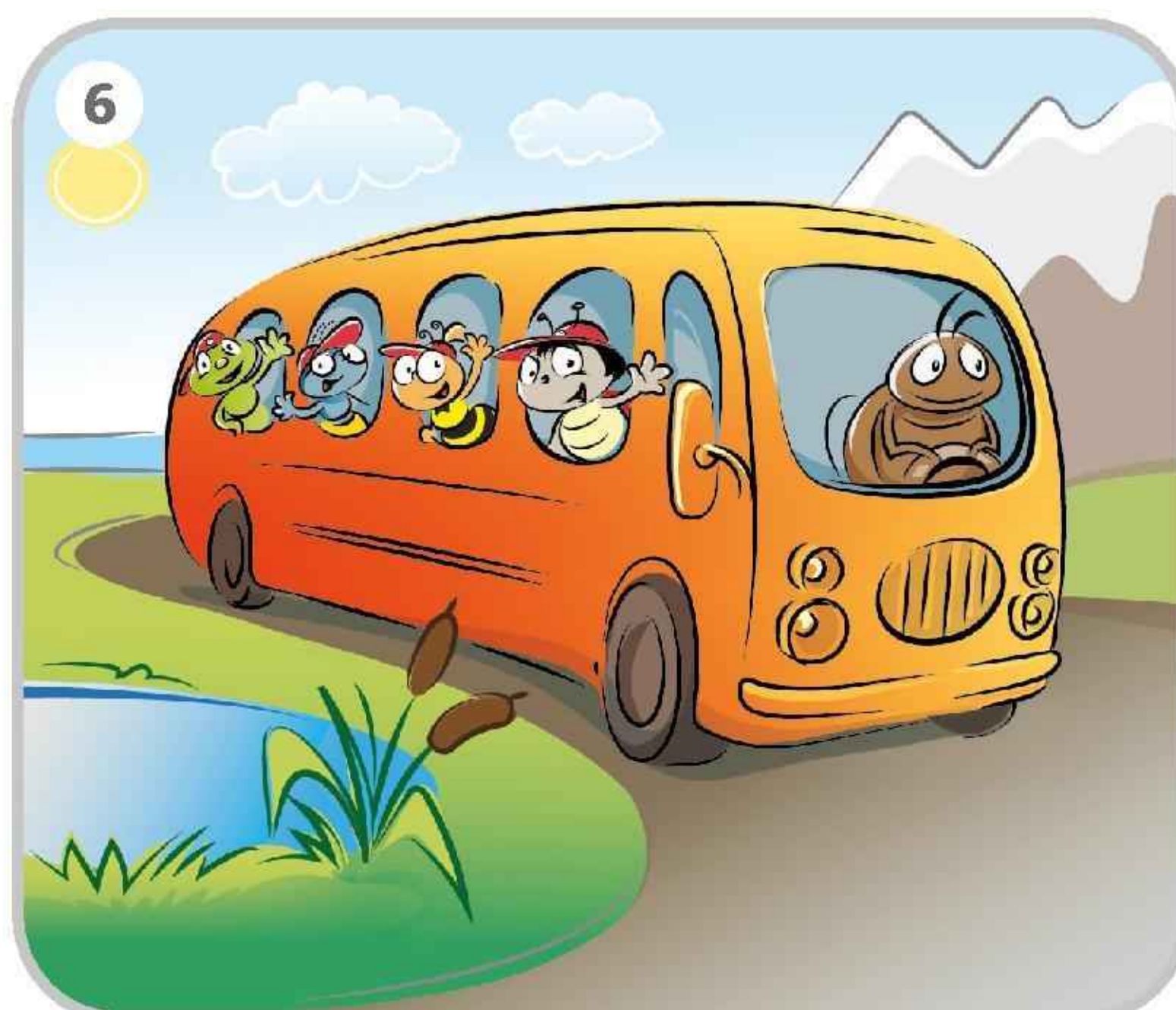
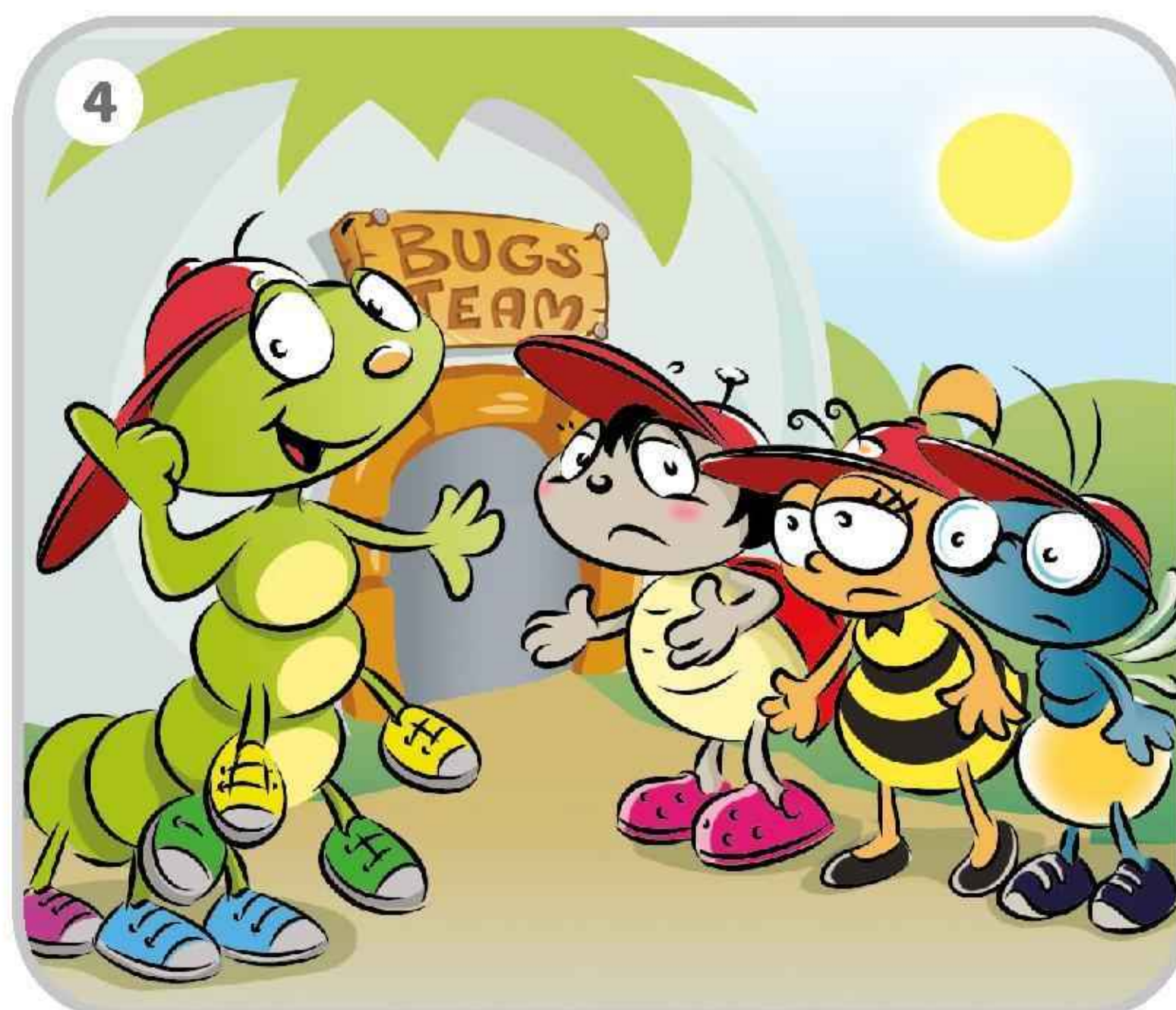
Me too!



4

3.40

Listen and point. Answer the questions.



5

3.41

Listen and sing *Goodbye*. Act out the song.

LANGUAGE: sea, lake, mountains, country; Let's go (on holiday);
I want to go to the (sea). Goodbye, (Colin)! Have a great holiday!
Podstawa programowa: współpraca, samoregulacja

Halloween

1



Listen and point. Mime and repeat.



witch



pumpkin



ghost



cat



bat

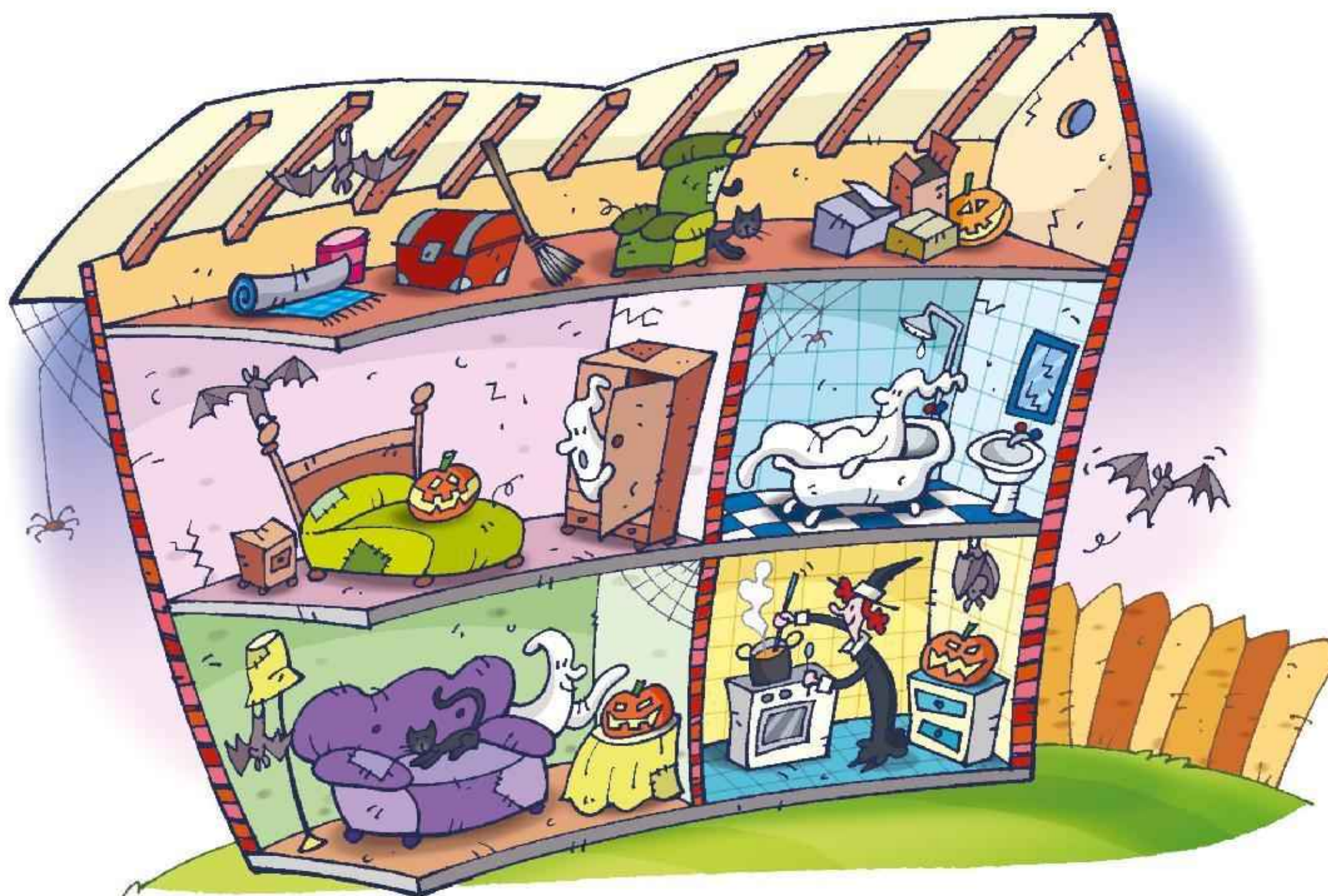
2

Listen and sing *Halloween*. Act out. 

3



Find, count and say.



4

Make a Halloween mobile. Sing *Halloween*.

LANGUAGE: witch, pumpkin, ghost, cat, bat; Can you help me, please?

Podstawa programowa: kreatywne myślenie, rozwiązywanie problemów, współpraca

1  3.45 Listen and point. Mime and repeat.



Father Christmas



Christmas tree



present



bell



sleigh

2  3.46 Listen and sing *jingle bells*. Dance. 



3  Look, find and say.



4  Make a Christmas tree. Say.

LANGUAGE: Father Christmas, Christmas tree, present, bell, sleigh; I can see (a bell).

Podstawa programowa: kreatywne myślenie, rozwiązywanie problemów, współpraca

1

3.48

Listen and point. Mime and repeat.



rabbit



chick



Easter egg



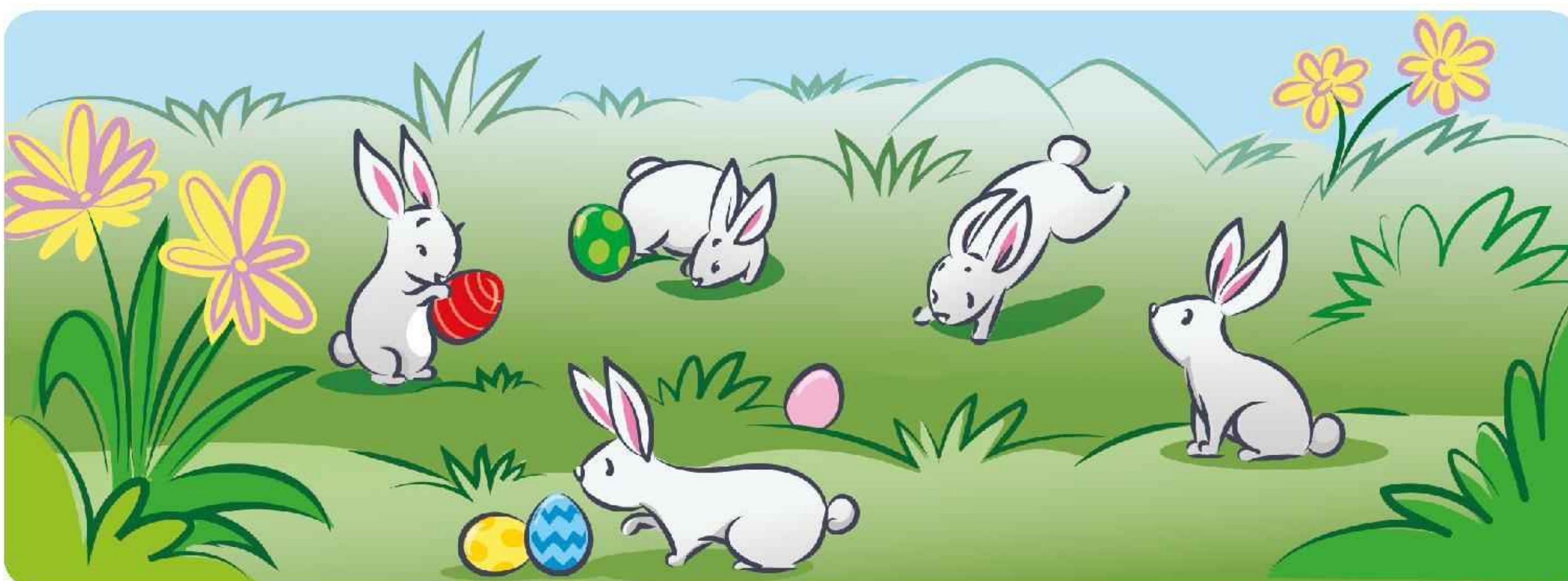
flowers



basket

2

3.49

Listen and sing *Five little rabbits*. Act out.

3



Look, find and say.



4



Make an Easter egg. Say.

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

Podstawa programowa: kreatywne myślenie, rozwiązywanie problemów, współpraca

1 Listen and point. Mime and repeat.



card



drawing



model

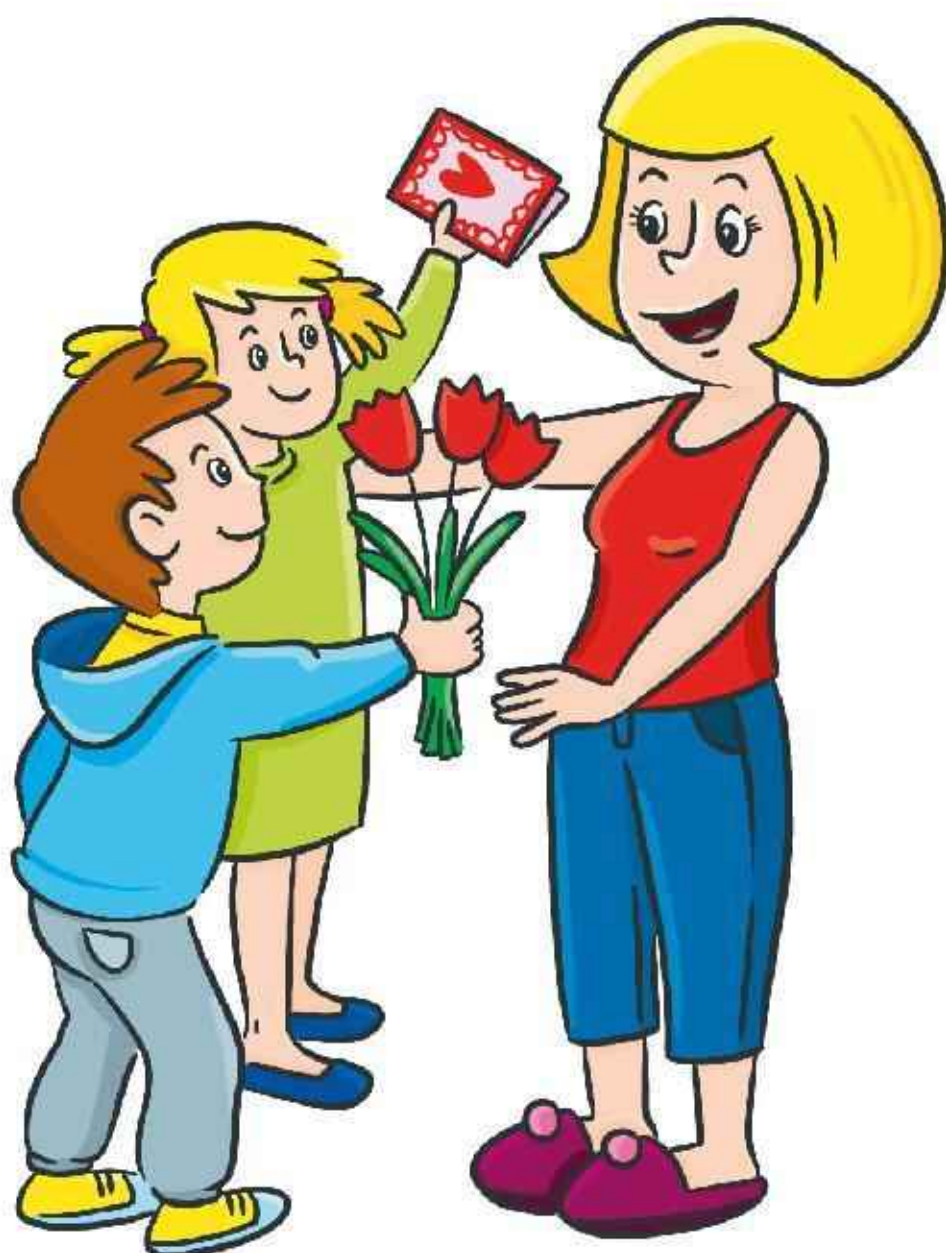


flowerpot



bracelet

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



3 Listen, point and repeat. Act out.



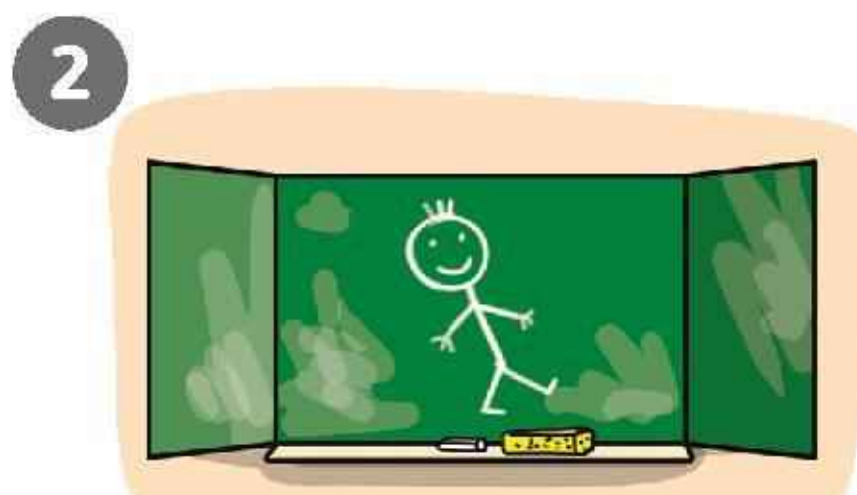
4 ✂ Make a card for your family. Say.

1  Play *Is it a rubber?* 

2  3.55 Listen, point and repeat.



window



board

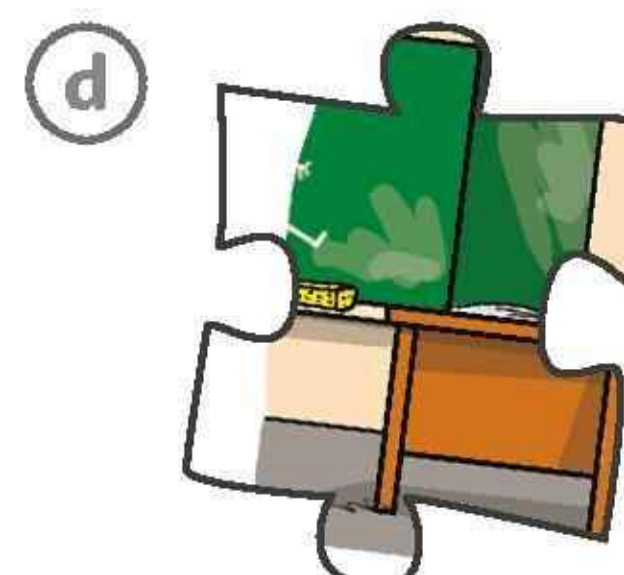
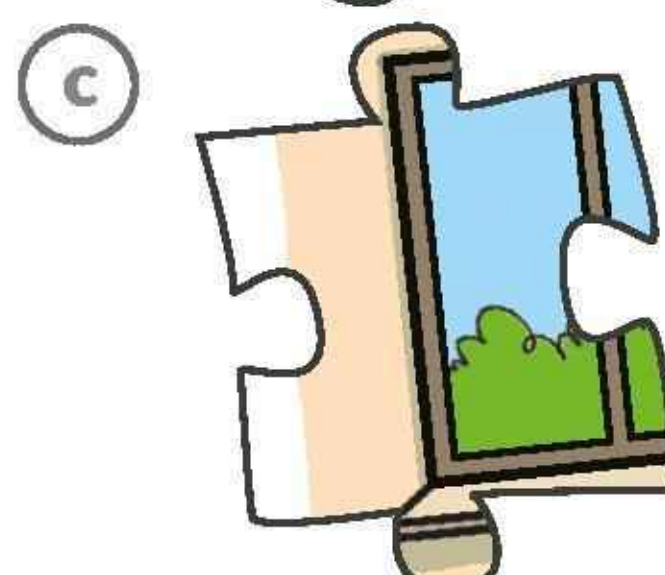
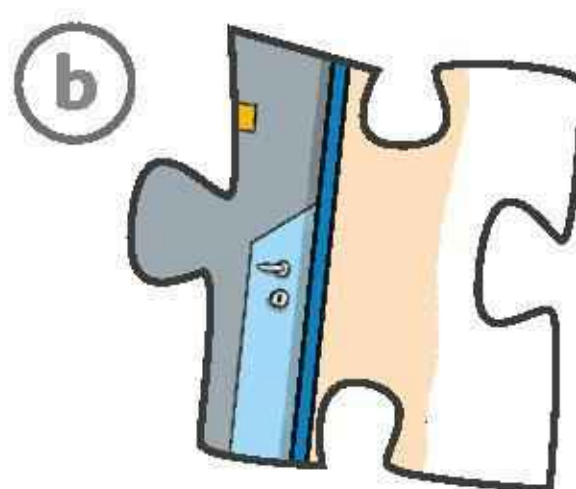
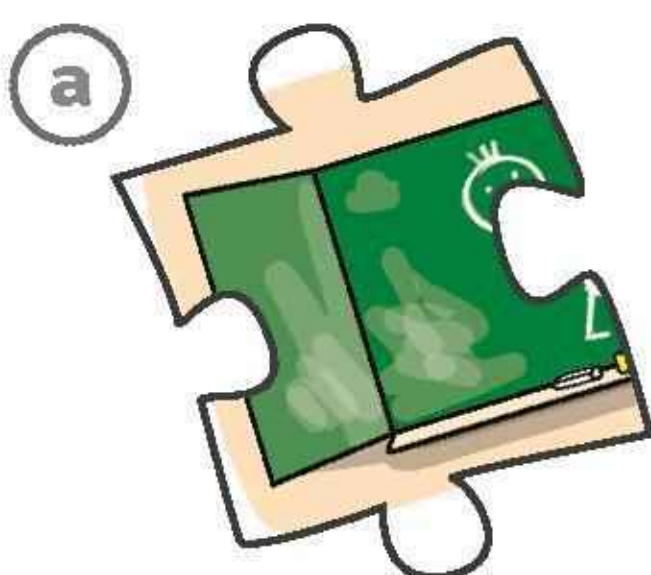
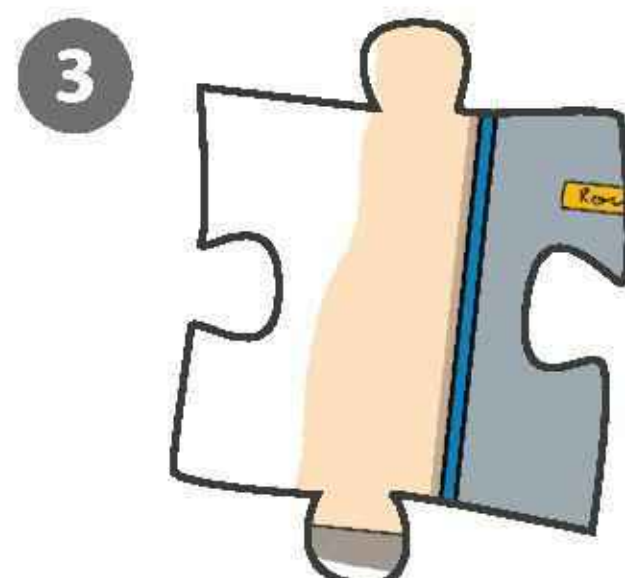
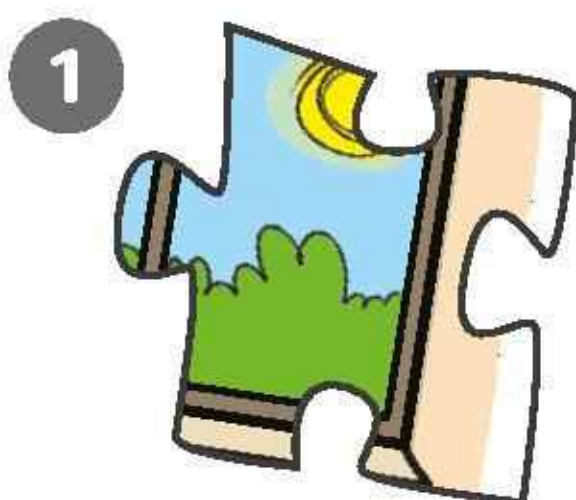


door



desk

3 Match and say.



4  3.56  Listen, point and repeat. Act out. 

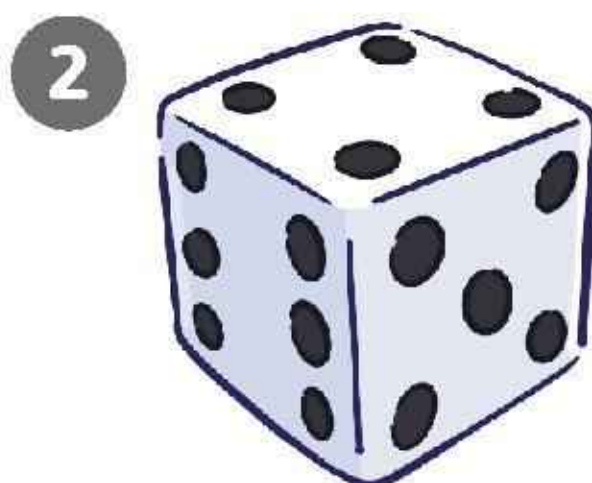


5 Play *Teacher says.* 

Playing a board game

1  Play *It's big.* 2  3.57 Listen, point and repeat.

board game



dice

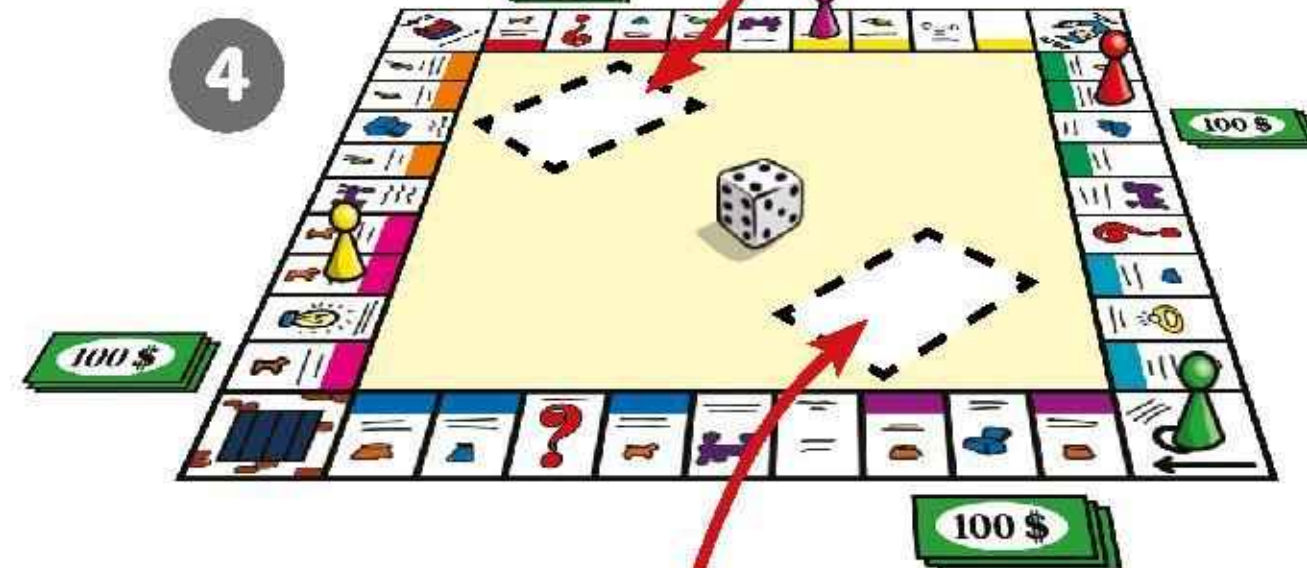
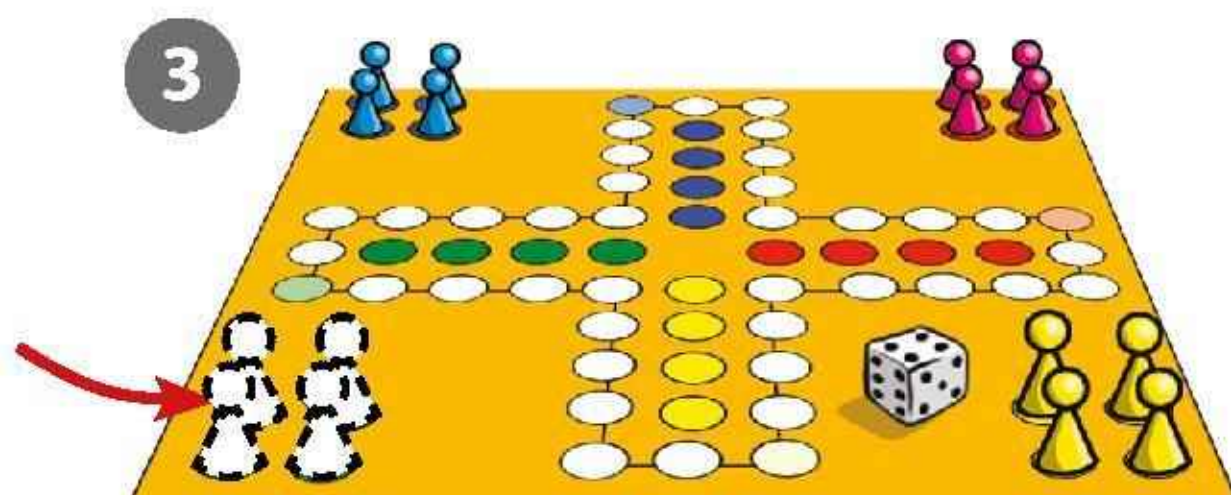
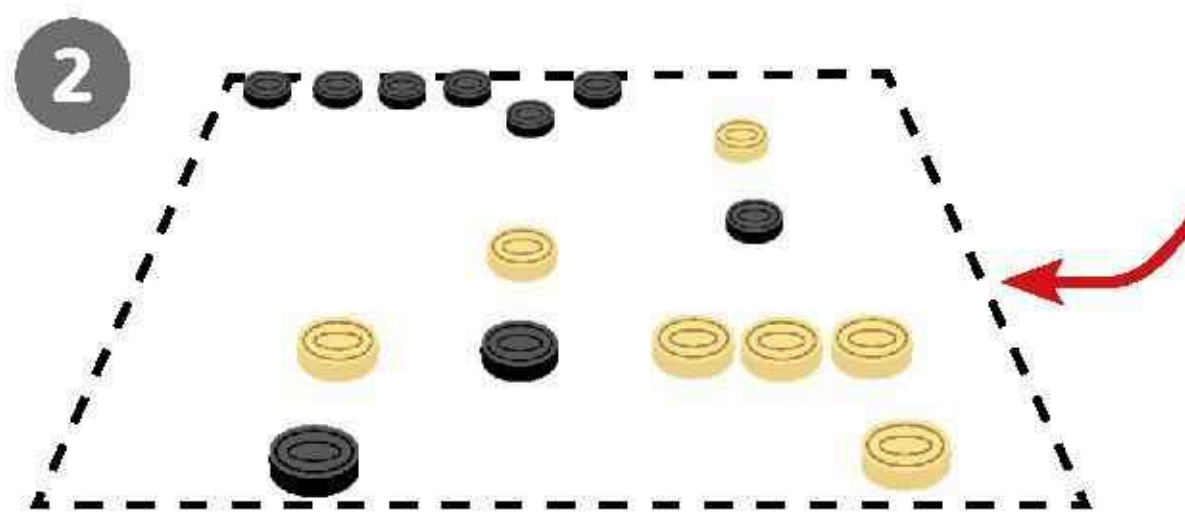


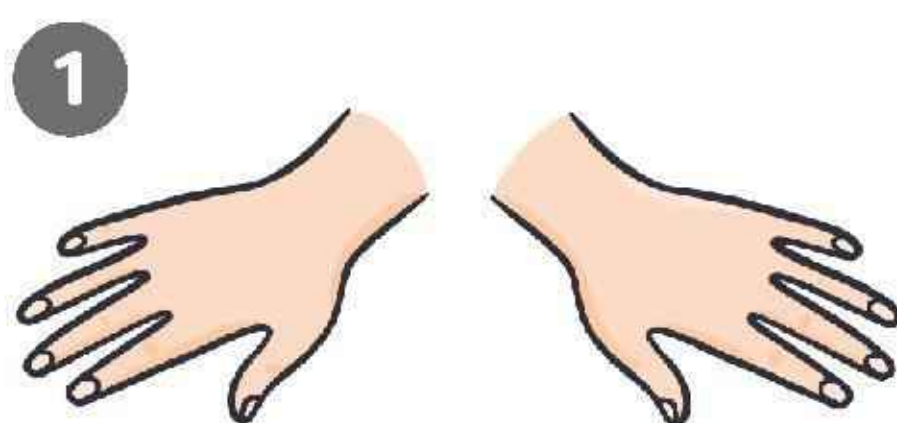
counter



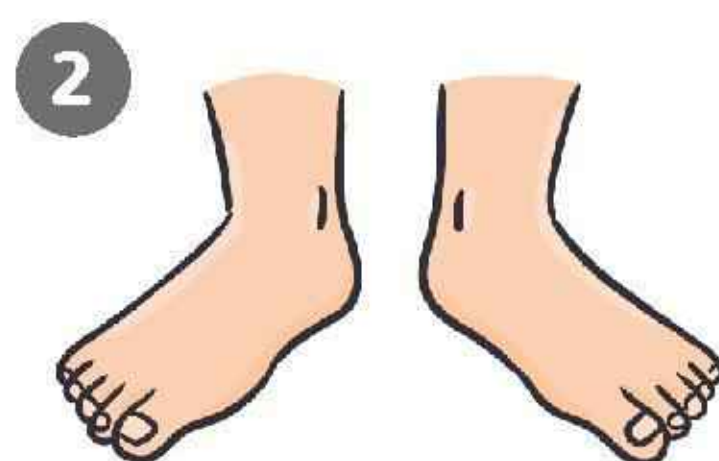
card

3 Look and say.

4  3.58  Listen, point and repeat. Act out. 5 Play *Dice, card or counter.* 

Unit 3
Getting hurt1  Play *First one to touch ...* 2  3.59 Listen, point and repeat.

fingers



toes

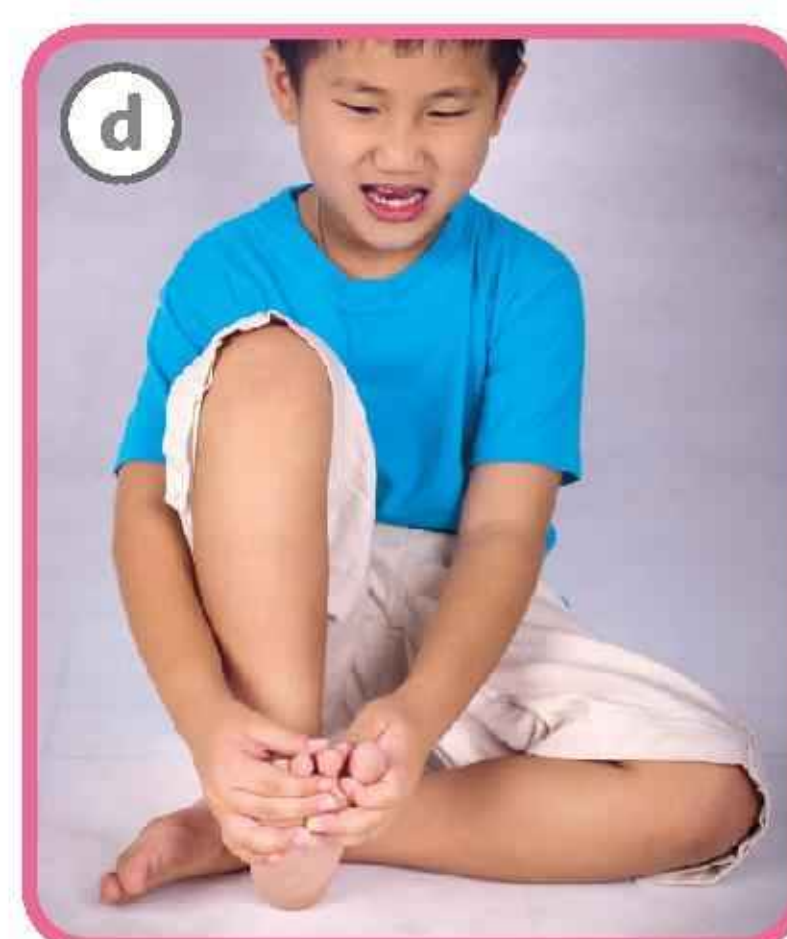


knees



elbows

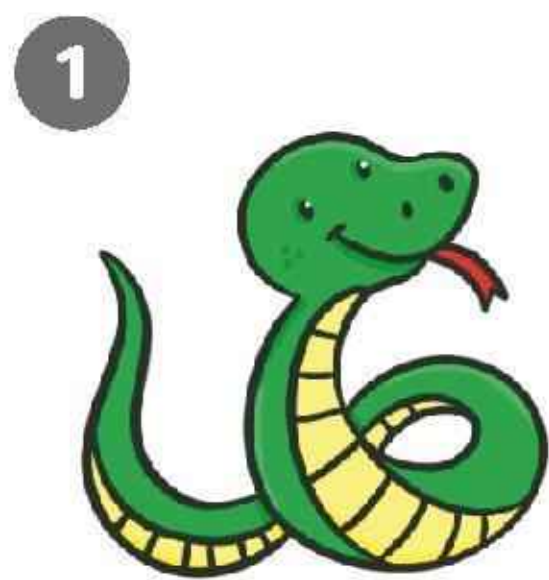
3 Look, count and say.

4  3.60  Listen, point and repeat. Act out. 5 Play *Find a partner.*

Learning about animals

1  Play *What animal am I?* 

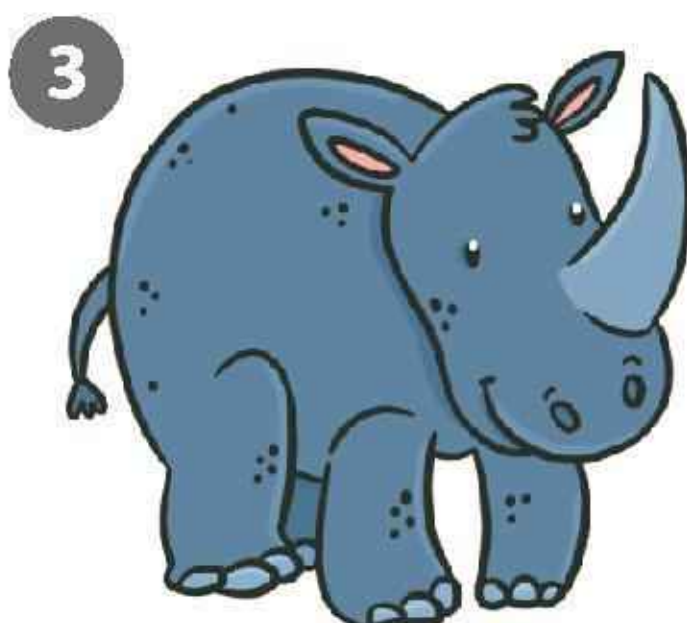
2  3.61 Listen, point and repeat.



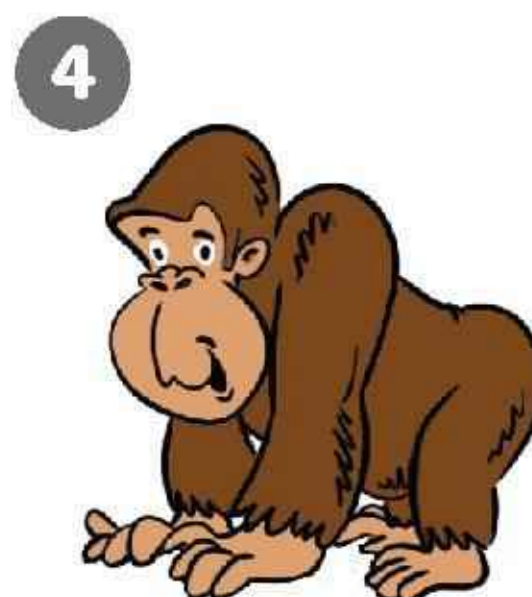
snake



tiger



rhino



gorilla

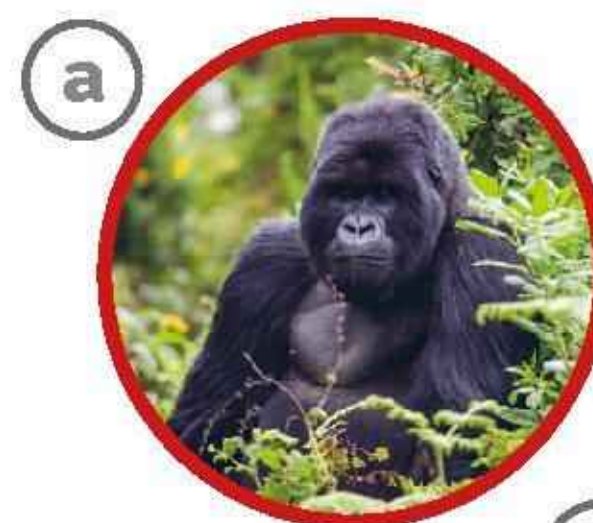


ostrich

3 Look and say.



4  3.62  Listen, guess and repeat. Act out. 



5 Play *Animal quiz!*

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

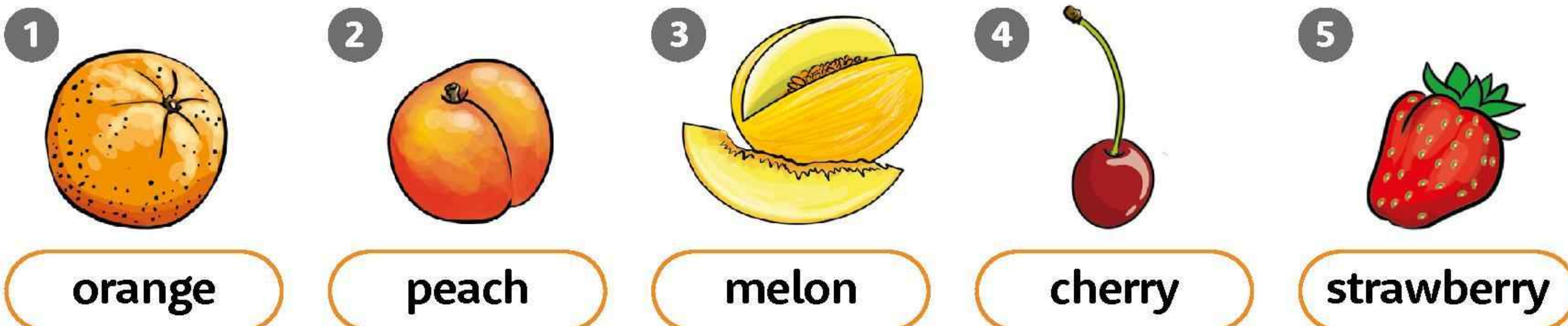
Podstawa programowa: kreatywne myślenie, krytyczne myślenie, współpraca

Unit 5

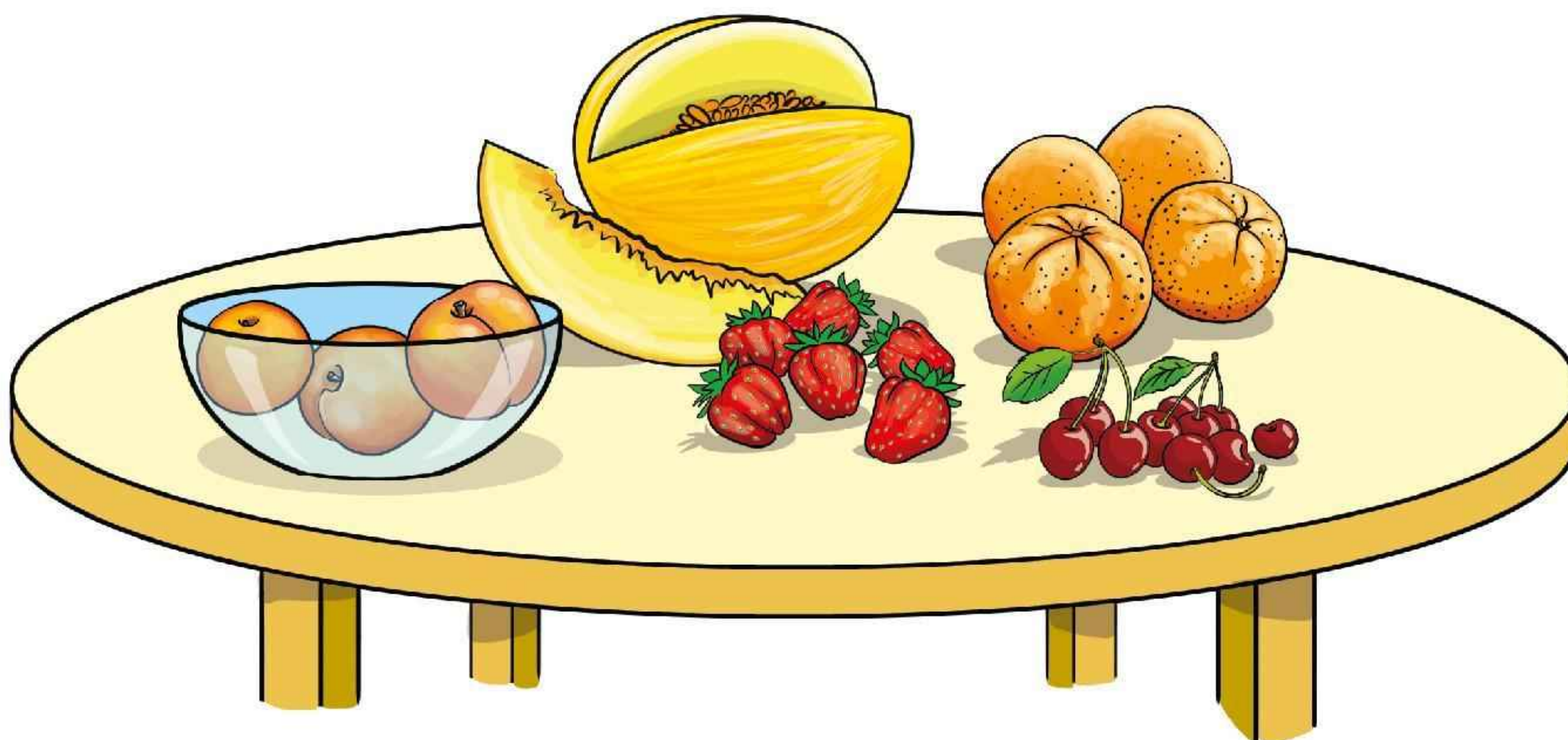
Buying ice cream

1  Play *I like it!* 

2  3.63 Listen, point and repeat.



3 Look, count and say.



4  3.64  Listen, point and repeat. Act out. 

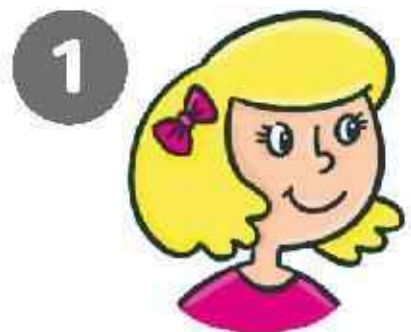


5 Think and say.

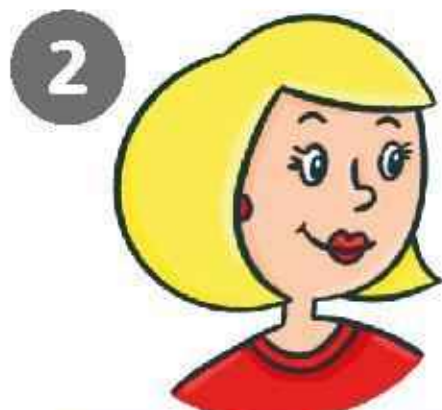
LANGUAGE: orange, peach, melon, cherry, strawberry; Can I have (a peach) ice cream, please?; Here you are; Thank you.

Podstawa programowa: kreatywne myślenie, przekonanie o własnej skuteczności

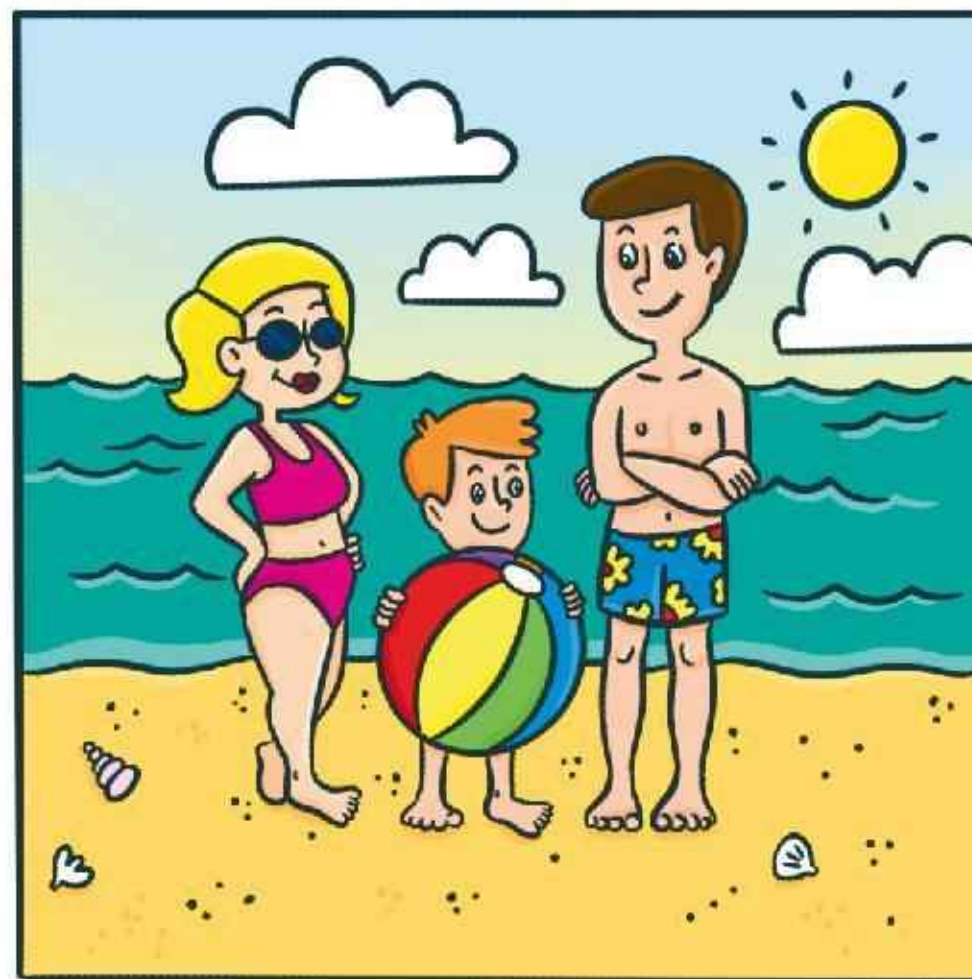
Meeting someone

1  Play *Where's sister?* 2  3.65 Listen, point and repeat.

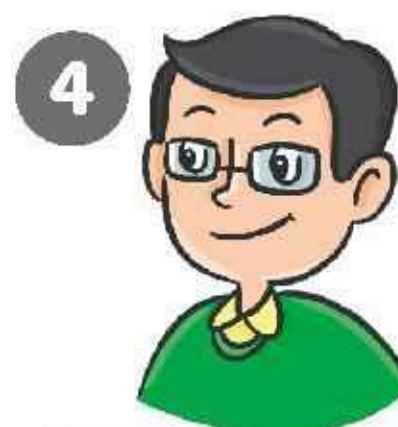
cousin



aunt



best friend



uncle



classmate

3  3.66 Listen, point and say.4  3.67  Listen, guess and repeat. Act out. 5 Do the role play. 

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

Podstawa programowa: kreatywne myślenie, dbanie o innych, współpraca

1



3.68

3.69

Listen and point. Listen and say.



2

3.70

Listen, point and repeat.



3

3.71

Listen, point and say.



4



Draw and say. Exchange.



LANGUAGE: I'm (from Poland); I've got (blond hair); My favourite colour is (green).

Podstawa programowa: kierowanie sobą, poczucie przynależności do wspólnoty, współpraca

1   3.72 Listen and sing *That's OK*.

2  3.73 Listen, point and repeat. Act out.



happy



sad



angry



scared



tired



calm

3  3.74 Listen and match. Point and say. 



4  Draw and say.



I'm happy. Happy is pink.



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50 (maze, lion, running), 75 (magic elf, giraffe), 92 (Ex. 3); Daria
Brzezińska pp 4 (flowers), 5 (ball, dog, apple, book, mouse),
9 (pens, ruler, rubber, notebook, schoolbag, crayon, pencil, book),
12 (rabbit); Justyna Tkocz pp 13, 16 (pen, pencil, crayon, rubber, ruler,
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boy drawing), 24 (girl, ball, bike, car, robot, squirrel), 25 (bikes,
skateboards, teddy bears), 25 (tables and objects around them),
28, 31 (cars, dolls, robots, scooters, bikes, teddy bear,
skateboards, ball), 56, 59 (footballer), 71, 83, 87 (notebook, ruler,
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puppets), 45 (1a-6b), 46 (1-6, a-c), 48 (animals 1-8, animals 1-6),
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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:
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77 (1-5), 78 (1-5), 79 (1-5, a-c, mother with children, father with
children), 86, 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,
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Skills bubble, Lucy icon, children), 15 (classroom, Culture Club
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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),

46 (children), 48 (Bugs reading a book), 50 51, 52, 53 (1, 2, a-c, Colin
icon, children), 62, 63 (except Ex. 3), 56, 58, 59, 61-62, 64-65, 68, 87
(cheese, bananas, chicken, carrot, ham, yoghurt, apples, tomatoes,
honey), 66 (children), 67, 68 (1a-5b), 70, 72, 74, 75, 76 (except frog),
78 (except 1-5), 79 (except family), 80 (1a-4b), 81, 84, 85 (Bugs in
garden, Lucy's Lab icon), 86-89, 90 (Colin, Lucy, Bella, Gary,
Ms Beetle, butterfly, teddy bear, dog), 91, 92 (pumpkin pushing),
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Kurs **Join Bugs Team** to seria czterech podręczników do nauki języka angielskiego przeznaczona dla uczniów klas zerowych oraz klas 1–3 szkoły podstawowej. Kurs **Join Bugs Team** jest w pełni zgodny z wymaganiami podstawy programowej i odpowiednio dostosowany do zróżnicowanych umiejętności i potrzeb edukacyjnych najmłodszych uczniów.

Kurs **Join Bugs Team**:

- zapewnia **wsparcie każdego dziecka** poprzez szereg zadań o różnym stopniu trudności i dodatkowe zadania dla dzieci pracujących szybciej;
- efektywnie uczy prostej **komunikacji** w języku angielskim poprzez wartościowe historyjki, angażujące piosenki, gry i scenki odgrywane w parach i grupach;
- skutecznie utrwala poznane słownictwo poprzez regularne **powtarzanie** oraz **kumulatywne** nadbudowywanie treści;
- pobudza ciekawość świata i **wrażliwość międzykulturową**;
- rozwija kompetencje społeczno-emocjonalne, **kreatywność i umiejętność krytycznego myślenia**;
- zachęca do **współdziałania** poprzez wspólne wykonywanie zadań i rozmaite zabawy;
- wspiera poczucie **sprawczości** i odpowiedzialność dziecka za proces uczenia się;
- gwarantuje angażującą **zabawę**, dzięki której dzieci mają możliwość osiągnąć sukces językowy.

