



Vocabulary: greetings; boy, girl

Objectives: To meet our characters. To introduce oneself. To greet someone and say goodbye. To say whether you are a girl or a boy.

Page 2

1 Sticker Activity

This activity introduces the book characters. Children listen (audio 1.01) and paste the 4 stickers with the pictures of the book characters: **Bruno**, **Fiona**, **Kitty**, and **Freddy**. Point to each character and say: *This is (Bruno)*. Each time, prompt the children to say: *Hi, (Bruno)!* or *Hello, (Bruno)!*



Audio 1.01:

Bug: Let me introduce you to our little friends: Bruno, Fiona, Kitty and Freddy.

2 Dialogue 1 – What's your name?

Talk about what is happening in the picture:

The children are at the playground.

This is Bruno. He is a boy.

This is Fiona. She is a girl.

This is Freddy. He is a boy.

This is Kitty. She is a girl.

Play the audio 1.02 pausing after each speech bauble and ask the children to point to the character who is speaking.



Audio 1.02:

Kitty : Hello! I'm Kitty.

Freddy: Hi! My name is Freddy.

Fiona: Hello! My name is Fiona.

Bruno: Hi! I'm Bruno. What's your name?

3 Question Task

Children practice answering their name.

Bruno: What's your name?

4 Dialogue 2 – Hello. How are you?

Teach the words for greetings: *hello, hi, goodbye*. Children listen to the dialogue (audio 1.03) in which our little helpers, the bugs, illustrate social conventions of meeting people. Act out the dialogue.



Audio 1.03:

Bug 1: Hello. How are you?

Bug 2: Hi. I'm fine. Thank you.

Bug 3: Goodbye!

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 3

1 Children trace the lines and colour the pictures of Kitty, Bruno, Freddy and Fiona. Ask: *Who is this? Is this (Bruno)?*

2 Children draw themselves and write their name under the picture. Practice asking and answering the question.

3 Teach the words *boy* and *girl*. Play the audio file 1.04 for the children to listen and circle the correct word. Ask: *Is Kitty/Bruno a boy or a girl? Are you a boy or a girl?*



Audio 1.04:

Practice Bug:

Let's practice!

a girl – Kitty is a girl.

a boy – Bruno is a boy.

Are you a boy or a girl?

4 Children colour and say the words for greetings.



Vocabulary: toys; colours (red, green, blue, yellow)

Objectives: To identify and name toys. To describe toys in terms of colour. To learn how to make polite requests.

Page 4

1 Vocabulary – Toys

Introduce the words for toys. Point to a picture of a toy and say: *This is a (doll)*. Children listen (audio 2.01) and say the words for toys. Ask them to name the toys they have. Ask: *Have you got a (ball)?*



Audio 2.01:

Listen and repeat: a ball, a doll, a teddy, a car, a bike, a kite, a train, a robot, a balloon, blocks

2 Dialogue 1 – My Toys

Check whether the children remember the names of our characters. Ask: *Who's this? Is this (Kitty)?* Say: *The children are at kindergarten. They are showing one another their toys.* Play the audio pausing after each speech bauble making sure that the children understand everything. Ask them to point to the character who is speaking. Ask: *Who's got a (teddy)?*



Audio 2.02:

Bruno: Look! This is my car. It's green.
Fiona: This is my teddy. It's blue.
Kitty: This is my doll. It's yellow.
Freddy: And this is my kite. What colour is it? It's red, blue, green and yellow!

3 Vocabulary – Colours

Teach the words for colours: *yellow, blue, red, green*.
Ask: *What colour is the (teddy)?*

4 Dialogue 2 – Can I have a balloon?

Children listen to the dialogue in which the bugs illustrate the way we ask for things. Read and act out the dialogue.

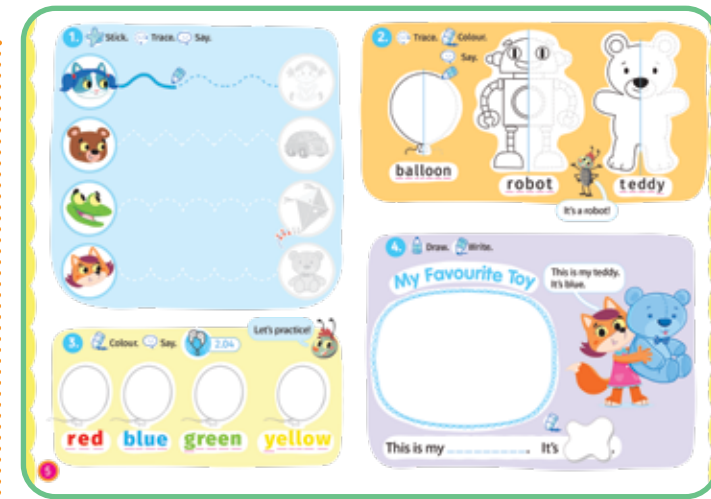


Audio 2.03:

Bug 1: Can I have a balloon?
Bug 2: Here you are.
Bug 1: Thank you.

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 5

- 1 Children paste the stickers of four toys belonging to our characters: **doll, car, kite, teddy**. They do the tracing activity, and say the words for toys: *This is a (doll).* / *Kitty has got a (doll).*
- 2 Children trace the lines to complete the pictures of toys. They colour and name the toys in the pictures: *It's a (robot).*
- 3 Children colour the balloons as instructed. They follow the listening task (audio 2.04) for additional practice.



Audio 2.04:

Practice Bug: Let's practice!
red –The balloon is red.
blue –The balloon is blue.
green –The balloon is green.
yellow –The balloon is yellow.

- 4 Children draw and describe their favourite toy.



Page 6

A... apple, alligator, ant, avocado, anteater
B... banana, bear, bird, bag, basket, bee, badger

Follow the plan with each letter, first with the letter **A**, and then with the letter **B**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Aa / Bb** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound:

A... apple / B...banana.

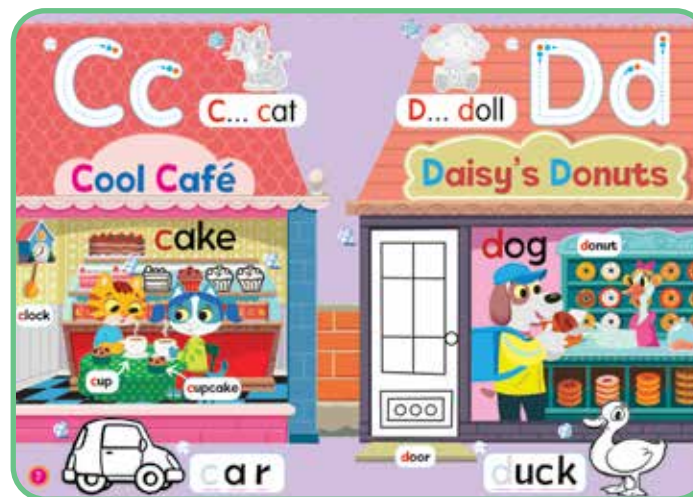
• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **alligator / bear**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **ant / bird**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

The alligator is eating an apple.
The anteater sells apples and avocados.
The ant has got an apple.
The bear is buying bananas.
The badger sells bananas.
The bee is buzzing around.

• **Art** – Children complete and colour the drawings.



Page 7

C... cat, cake, car, clock, cup, cupcake, café
D... doll, dog, duck, donut, door

Follow the plan with each letter, first with the letter **C**, and then with the letter **D**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Cc / Dd** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **C... cat / D...doll.**

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **cake / dog**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **car / duck**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

The cats are in a café.
They are drinking cocoa and eating cupcakes.
The car is close to the café.
Daisy the duck sells donuts.
The dog is delivering donuts.
There's a duck at the door.

• **Art** – Children complete and colour the drawings.



Vocabulary: colours

Objectives: To identify and name colours. To identify and name fruit (apple, orange, plum, banana).

Page 8

1 Vocabulary – Colours

Introduce the words for colours. Say: (Blue). I like (blue). Do you like (blue)? Children listen to the audio 3.01 and say the words for colours.



Audio 3.01:

Listen and repeat: red, blue, green, yellow, orange, pink, purple, white, black, brown, grey

2 Dialogue 1 – What colour is it?

Say: The children are having a picnic. They are sitting on a blanket and eating their picnic lunch. The sun is shining but there are some clouds in the sky. Play the audio pausing after each speech bubble making sure that the children understand everything. Point to the things they describe: the sun, the sky, the grass, the clouds. Ask: What colour is (the sun)? / What colour are the (clouds)?



Audio 3.02:

Fiona: The sun is yellow. The sky is blue.

Freddy: The grass is green. I'm green!

Kitty: What colour are the clouds?

Bruno: They're white.

Bird: No, they aren't. They're grey! Look!

Worm: I like pink. What colour do you like?

3 Question Task

Children are asked to name the colour they like.

Worm: I like pink. What colour do you like?

4 Vocabulary & Sticker Activity

Teach the words for fruit: an apple, a banana, an orange and a plum. Children paste the four stickers in the right places: **apple, banana, orange, and plum.**

5 Let's practice – What colour is it?

Practice answering about colours of things. Play the audio file (3.03) pausing after each question giving the children time to answer it.



Audio 3.03:

Practice Bug: Let's practice!

What colour is the apple? – It's red.

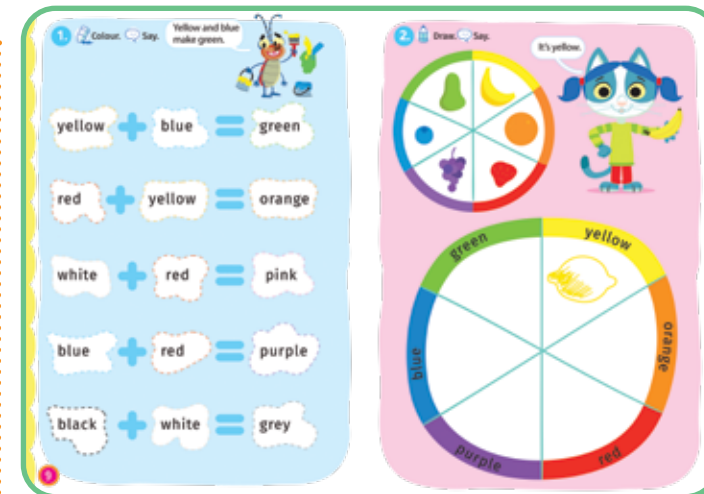
What colour is the banana? – It's yellow.

What colour is the orange? – It's orange.

What colour is the plum? – It's purple.

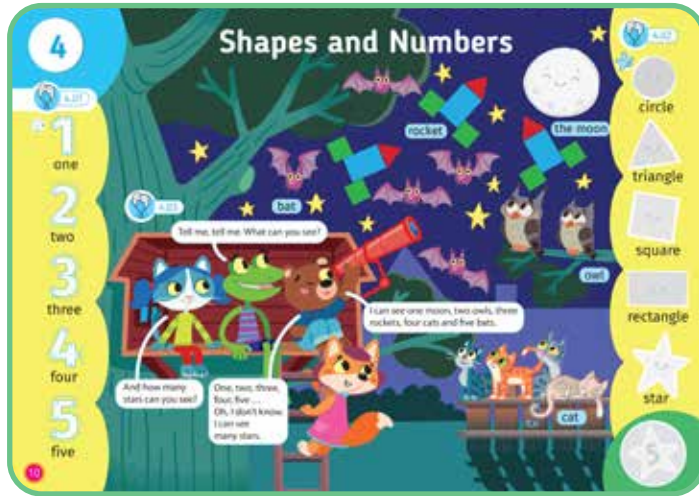
6 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 9

- Children learn about mixing colours. They colour the blobs of paint, and then say the sentences as in the example: Yellow and blue make green.
- Children learn about cold and warm colours by exploring the Colour Wheel. Children draw their own color wheel and practice naming colours.



Vocabulary: shapes and numbers 1-5

Objectives: To identify and name numbers 1-5. To count to five. To identify and name shapes.

Page 10

1 Vocabulary: Numbers

Introduce numbers to five. Children trace the numbers 1-5. They listen to the audio 4.01 and say the words for numbers.



Audio 4.01:

Listen and repeat: one, two, three, four, five

2 Vocabulary & Sticker Activity – Shapes

Introduce the words for shapes. Children paste the stickers of five shapes: **circle, triangle, square, rectangle, star**. They listen to the audio 4.02 and say the words.



Audio 4.02:

Listen and repeat: circle, triangle, square, rectangle, star

3 Dialogue – What can you see?

Talk about what is happening in the picture: *It's night. The children are in a tree house. They are looking at the sky through a telescope.* Draw attention to what our characters are looking at: *bats, rockets, owls, cats, the moon and stars.* Play the audio twice. Ask: *How many (cats) can you see?*



Audio 4.03:

Freddy: Tell me, tell me. What can you see?

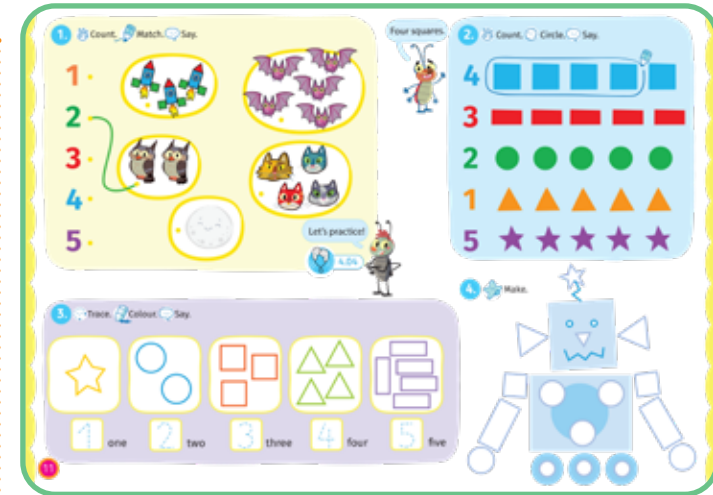
Bruno: I can see one moon, two owls, three rockets, four cats and five bats.

Kitty: And how many stars can you see?

Bruno: One, two, three, four, five ...
Oh, I don't know. I can see many stars.

4 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



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- Children listen to the audio 4.04, count the things in the pictures and do the matching task.



Audio 4.04:

Practice Bug: Let's practice!

How many moons can you see? - one
How many owls can you see? - two
How many rockets can you see? - three
How many cats can you see? - four
How many bats can you see? - five

- Children count and circle the correct number of shapes. Ask: *How many (squares) can you see?*
- Children trace the numbers, and colour the shapes. Ask: *How many (stars) can you see?*
- Children use the stickers to complete the picture of a robot.



Page 12

E... egg, elephant, ear, eight, eagle
F... fish, frog, five, fridge, fan, fork

Follow the plan with each letter, first with the letter **E**, and then with the letter **F**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Ee / Ff** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **E... egg / F...fish**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **ear / frog**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **eight / five**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound.

Talk about the picture:

*The elephant is eating eggs.
 How many eggs are there? Eight.
 The frog is frying fish.
 How much is the fish? Five pounds.*

• **Art** – Children complete and colour the drawings.



Page 13

G... grapes, golf, gate, goat, gum, grass, grasshopper
H... house, hen, hat, hot, hill, hammer

Follow the plan with each letter, first with the letter **G**, and then with the letter **H**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Gg / Hh** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **G... grapes / H...house**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **golf / hen**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **gate / hat**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

*The goat is picking grapes.
 Kitty is playing golf.
 There's a grasshopper hiding in the grass.
 There's a house on a hill.
 It's hot. The hen needs a hat.*

• **Art** – Children complete and colour the drawings.



Vocabulary: family members; demonstrative pronouns (this, that, these, those); adjectives (big, little)

Objectives: To identify and name family members.
To recognize size (big, little).

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1 Vocabulary – Family Members

Introduce the words for family members. Children listen (audio 5.01) and say the words.



Audio 5.01:

Listen and repeat: grandad, grandma, dad, mum, brother, sister, baby, friend

2 Dialogue – My Family

Let the children look at the photos of Kitty's family members before you play the audio. Play the audio twice. Point to each family member and ask: *Who's this? Is this Kitty's (mum)?*



Audio 5.02:

Kitty: This is my family – my mum, my dad, my little sister and my big brother. And those are my grandad and grandma.

Fiona: Who's this? Is this your brother?

Kitty: No, that's my friend, Rolly! He lives downstairs.

Rolly: Who's your friend?

3 Question Task

Children answer the question: **Rolly:** Who's your friend?

4 Vocabulary & Sticker Activity – Big & Little

Explain or demonstrate the meaning of adjectives *big* and *little*. Point out the difference in size between the two mice, and the two pieces of cheese in the stickers: **BIG** (a big piece of cheese), **LITTLE** (a little piece of cheese). Children paste the stickers and say the words. Point out the meaning of a *big sister* and a *little sister*.

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



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- Children look at the picture of Rolly's family and say who's who. Ask: *Who's this? Is this his (mum)?*
- Children listen to the audio 5.03, and do the matching task.



Audio 5.03:

Practice Bug: Let's practice!

BIG – a big cat
LITTLE – a little cat
BIG – a big mouse
LITTLE – a little mouse

- Children trace the words *mum* and *dad*, and then colour the pictures.
- Children draw their family.
Ask: *Who's in your family?*
Who's this? Is this your (mum)?



Vocabulary: numbers 6-10, words connected to a birthday party

Objectives: To identify and name numbers 6-10, and count to 10. To give information about one's age. To identify and name things connected to a birthday party.

Page 16

1 Vocabulary & Writing – Numbers

Revise numbers to five and introduce numbers 6-10. Children listen to the audio 6.01, say and trace the numbers.



Audio 6.01:

Listen and repeat: six, seven, eight, nine, ten

2 Vocabulary & Sticker Activity

– Birthday party words

Introduce the words connected to a birthday party. Children paste the four stickers, listen to the audio and say the words.



Audio 6.02:

Listen and repeat: a cake, a candle, a present, a party hat

3 Dialogue – Happy Birthday!

Say: It's Bruno's birthday today. He's having a birthday party. His friends are here. They are all wearing party hats. There's a cake on the table. There are some presents for Bruno. Children listen to the dialogue. They count the candles on the cake to say how old Bruno is.



Audio 6.03:

Fiona: How old are you, Bruno? Let's count the candles on your birthday cake.

Bruno: One, two, three, four, five, six.
I'm six years old!

Freddy & Fiona: Happy birthday!

Bug: How old are you?

4 Question Task

Children are asked about their age:

Bug: How old are you?

5 Arts & Crafts

Children colour the Happy Birthday banner.

6 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



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- 1 Children listen to the audio and count to 10. Children trace and say the numbers.



Audio 6.04:

Practice Bug:

Let's count to ten - one, two, three, four, five, six, seven, eight, nine, ten.

- 2 Children trace the numbers, count the things in the pictures, and do the matching task.
Ask: How many (balloons) are there?
- 3 Children read the sentences, and write the ages of the characters in the pictures.



Page 18

I... ice-cream, igloo, ice, ice skating, insect
J... juice, jungle, jug, jaguar, jeans, jacket

Follow the plan with each letter, first with the letter **I**, and then with the letter **J**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Ii / Jj** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **I... ice-cream / J... juice**.

• **Letter Recognition** – Children recognize the beginning letter emphasized in red: **igloo/ jungle**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **ice / jug**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

This insect likes ice-cream and ice-skating.
The Inuit has built an igloo.
The jaguar is jogging in the jungle.
The jaguar is wearing jeans and a jacket.
There's some juice in the jug.

• **Art** – Children complete and colour the drawings.



Page 19

K... koala, kangaroo, kiwi fruit, kiwi, karate, key
L... lion, ladybird, lemon, lemonade, lollipop, llama, lettuce

Follow the plan with each letter, first with the letter **K**, and then with the letter **L**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Kk / Ll** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **K... koala / L...lion**.

• **Letter Recognition** – Children recognize the beginning letter emphasized in red: **kangaroo / ladybird**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **kiwi / lemon**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

The koala is looking for kiwi fruit.
The lion is looking for lemons to make some lemonade.
The llama is looking for lollipops.

• **Art** – Children complete and colour the drawings.



Vocabulary: parts of the face

Objectives: To identify and name parts of the face.
To recognize size (big, small). To count to 10.

Page 20

1 Vocabulary – My Face

Use the picture of the bigfoot to teach the names for parts of the face. Point to its nose and say: *What's this? It's a nose. It's got one nose.* Point to its eye and say: *What's this? It's an eye. It's got two eyes.* Repeat with the other parts of the face. Children listen to the audio 7.01, point and say the words for body parts.



Audio 7.01:

Listen and repeat: head, eye, ear, nose, mouth, tooth

2 Dialogue – My Face

Say: *Kitty, Bruno, Fiona and Freddy are camping in the forest. They are sleeping in tents. Here comes the bigfoot.* Children listen to the dialogue in which the characters are describing the bigfoot.

Read the dialogue sentence by sentence pointing to the body parts. Read the dialogue once again, and ask the children to point to the body parts on the picture of the bigfoot.



Audio 7.02:

Fiona: It's got two small ears.

Bruno: It's got two big eyes.

Freddy: It's got a big nose and a big mouth.

Kitty: It's got many teeth!

Bug: How many teeth has it got?

3 Question Task

Children count and answer the question:

Bug: How many teeth has it got?

4 Grammar & Sticker Activity – Plural forms

Point out the difference between regular and irregular plural forms. Children paste the four stickers in the right places:



Audio 7.03:

Listen and repeat: one eye, two eyes, one tooth, many teeth

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.

Page 21

- Children read the words for body parts, and number the picture.
- Children listen to the audio 7.04 or read the phrases in the table, compare the two monsters, choose the monster that fits the description, and colour A or B.



Audio 7.04:

Practice Bug: Let's practice!

Who's got three eyes - A or B? – It's B.
Who's got two eyes - A or B? – It's A.
Who's got one nose - A or B? – It's B.
Who's got five teeth - A or B? – It's A.

- Children listen to the audio 7.05, or read the sentences in which the three monsters describe themselves, and then draw the missing body parts.



Audio 7.05:

Practice Bug: Listen and draw!

Monster 1: I've got three small eyes, two ears and one big nose.

Monster 2: I've got four small ears, two big eyes and no nose.

Monster 3: I've got six eyes, a big mouth and many teeth.



Vocabulary: body parts

Objectives: To identify and name body parts.
To recognize size (long, short). To practice counting to 10.

Page 22

1 Vocabulary – My Body

Use the picture of the bigfoot to teach the names for parts of the body. Point to its head and say: *What's this? It's a head. It's got one head.* Point to its leg and say: *What's this? It's a leg. It's got two legs.* Repeat with the other parts of the body. Children listen, point and repeat the words for body parts.



Audio 8.01:

Listen and repeat: head, arm, knee, foot, leg, toe, finger, hand, tummy

2 Dialogue – My Body

Introduce the adjectives *long* and *short*. Children listen to the text in which the bigfoot is describing himself. Read the text sentence by sentence pointing to the body parts. Ask the children to show the body parts on the picture of the bigfoot.



Audio 8.02:

Bigfoot: That's not me! I've got long arms and short legs. I've got two big feet and ten long toes.

Freddy: How many toes has it got?

3 Question Task

Children answer the question:

Freddy: How many toes has it got?

4 Grammar & Sticker Activity – Plural forms

Explain regular and irregular plural forms. Children paste the four stickers in the right places:



Audio 8.03:

Listen and repeat: one leg, two legs, one foot, two feet

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 23

- 1 Children look at the monster, count the body parts, write and say how many of each body parts the monster has got.
- 2 Children follow the clues to colour the monster. Help them describe the monster.
- 3 Children complete the pictures of monsters, and then listen and do the matching task.



Audio 8.04:

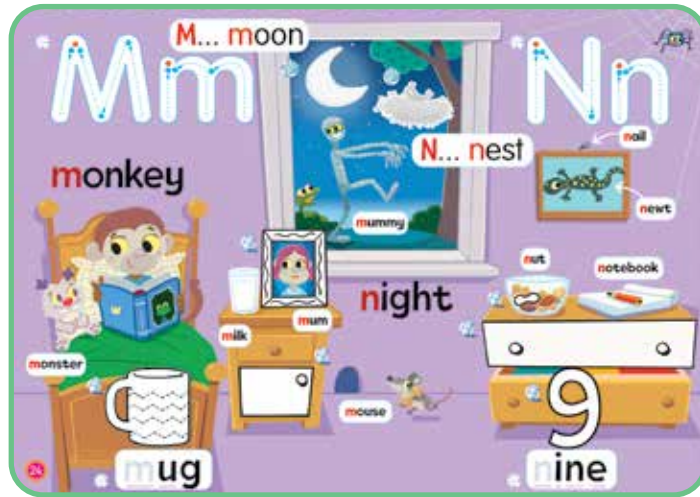
Practice Bug: Let's practice! Listen and match.

Monster 1: I've got two long arms and two legs.

Monster 2: I've got two big hands and two big feet.

Monster 3: I've got three eyes, six legs and a big nose.

Monster 4: I've got a big head and two big ears.



Page 24

M... moon, monkey, mug, milk, monster, mum, mummy, mouse
N... nest, night, nine, nail, newt, nut, notebook

Follow the plan with each letter, first with the letter **M**, and then with the letter **N**. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Mm / Nn** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **M... moon / N...nest**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **monkey / night**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **mug / nine**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

*It's night. The moon is in the sky.
 The monkey is reading a book about monsters.
 There are some nuts on the night table.
 The mouse steals a nut.*

• **Art** – Children complete and colour the drawings.



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O... owl, octopus, orange, an orange
P... pencil, pig, pink, pen, paper, pumpkin, pear, plum, peas

• **Tracing Activity** – Children trace the capital and lower-case letters – **Oo / Pp** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **O...owl / P...pencil**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **octopus / pig**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **orange / pink**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

*The octopus is painting an orange.
 What colour is the orange?
 The pig has got a pencil.
 What colour is the pencil?*

• **Art** – Children complete and colour the drawings.



Vocabulary: house, flat, home; parts of a house; rooms

Objectives: To identify and name parts of a house and rooms. To identify the location of people in a house. To recognize activities we do at home.

Page 26

1 Vocabulary – Parts of a House

Teach the words *house*, *flat* and *home*. Say: *This is a house. Fiona lives in this house. This house is Fiona's home. This is your home. You live in a house/flat.* Use the vocabulary illustrations to teach the words for parts of a house. Children listen to the audio 9.01 and say the words.



Audio 9.01:

Listen and point: house, chimney, roof, door, window, wall

2 Vocabulary – Rooms

Use the picture of Fiona's house to teach the words for rooms. Children listen to the audio 9.03, point and say the words for rooms.



Audio 9.03:

Listen and repeat: bedroom, bathroom, living room, kitchen, garden

3 Dialogue – Fiona's Home

Children listen to the text in which Fiona is talking about her home. Read the text once again sentence by sentence, point to the house and each room, and mime the actions – *sleep, take a bath, eat, sit* – to make the meanings clearer.



Audio 9.02:

Fiona: This is my home.
I live in a big old house.
I sleep in the bedroom.
I take a bath in the bathroom.
I eat in the kitchen.
I sit by the fire in the living room.

Fiona: Where's everyone?
Help me find my friends.

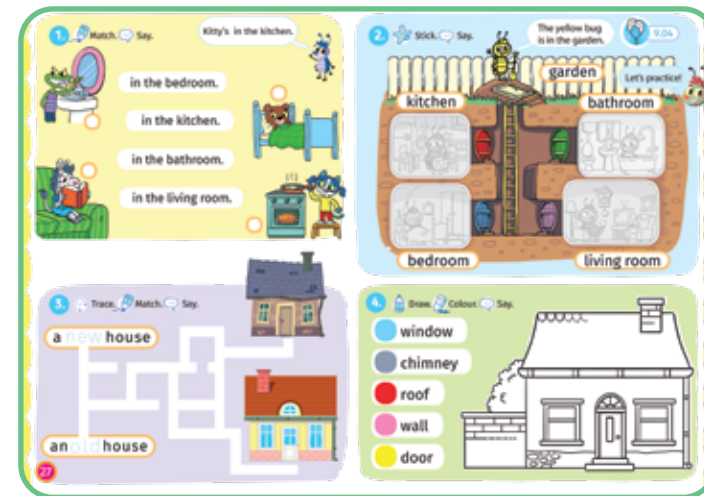
Bug: Who's in the kitchen?

4 Question Task

Say: *The bug is in the garden. Fiona's friends are in the house.* Ask: *Who's in the (kitchen)?* The children can point to the character in the picture and answer.

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 27

- Children match pictures and phrases, and then say where each character is, for example: *Kitty's in the kitchen.*
- Children listen to the audio, paste each bug in the right room, and then say where each bug is, for example: *The yellow bug is in the garden.*



Audio 9.04:

Practice Bug: Listen and repeat.

The yellow bug is in the garden.
The red bug is in the kitchen.
The green bug is in the bathroom.
The blue bug is in the bedroom.
The pink bug is in the living room.

- Children trace the words for adjectives – *old* and *new* – match each adjective with the correct picture, and then say the phrases.
- Children complete the picture of a house, and then use the key to colour it. Practice describing the house, e.g. *The roof is red. The windows are blue.*



Vocabulary: furniture items; prepositions of place (in, on, under)

Objectives: To identify and name furniture items.
To identify the location of objects.

Page 28

1 Vocabulary – Furniture

Use the picture of Bruno's room to teach the words for furniture. Say: *This is Bruno's bedroom. What is there in Bruno's room? There's a (bed).* Children listen, point and say the words for furniture items.



Audio 10.01:

Listen and repeat: cupboard, picture, bed, clock, shelf, table, chair, lamp, rug, toy box

2 Dialogue – My Bedroom

Children listen to the text in which Bruno is describing his room. Read the text once again pointing to each item of furniture mentioned. Ask: *What is there in Bruno's room? What is there in your room?* Help with the answers.



Audio 10.02:

Bruno: This is my bedroom. What is there in my room? There's a bed, a chair, a table, a cupboard and a shelf. There are two pictures on the wall. And there are some toys in the toy box.

Bug 1: Where are my friends?

Bug 2: I'm in the cupboard.

Bug 3: I'm on the shelf.

Bug 4: I'm under the table.

3 Grammar & Sticker Activity – Prepositions of Place

Teach and demonstrate the meanings of the prepositions of place: *in, on, at*. Children paste each sticker in the correct place. Ask them to name the toys found in Bruno's room: *ball, car, teddy, robot, plane, book*. Practice using the prepositions by asking where the toys are: *Where's the (car)?* Help with the answers.



Audio 10.03:

in – The ball is in the box.

on – The lamp is on the table.

under – The train is under the chair.

4 Question Time

Draw attention to the bug in the right corner asking where his friends are. By using a different voice for each of the bugs, read what each of them is saying. Ask the children to point to each bug:

Bug 1: Where are my friends?

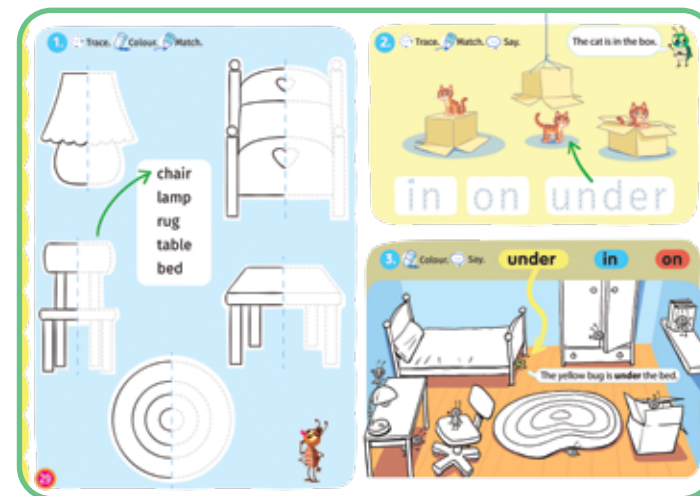
Bug 2: I'm in the cupboard.

Bug 3: I'm on the shelf.

Bug 4: I'm under the table.

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 29

- 1 Children complete and colour the pictures of furniture items, and then match pictures and words. Ask them to name the items in the pictures: *This is a (chair).*
- 2 Children trace the words for prepositions, and match the words and pictures. Ask: *Where's the cat?*
- 3 Children colour the bugs as instructed, and then ask them to say where each bug is, for example: *The yellow bug is under the bed.* Help with the answers.



Page 30

Q... queen, quiz, quilt, quiet, quill
R... rainbow, rabbit, rose, rocket, rain, robot, red, rocks

Follow the plan with each letter, first with the letter Q, and then with the letter R. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Qq / Rr** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **Q...queen / R...rainbow**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **quiz / rabbit**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **quilt / rose**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

*The queen is watching a quiz.
 The rabbit is running in the rain.*

• **Art** – Children complete and colour the drawings.



Page 31

S... sun, seal, starfish, sea, seagull, seashell, spider, sofa, strawberry
T... tree, tiger, turtle, tent, tower, tub, toad, towel, tomato, tea

Follow the plan with each letter, first with the letter Q, and then with the letter R. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Ss / Tt** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **S...sun / T...tree**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **seal / tiger**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **starfish / turtle**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

The seal is sitting on the sofa and eating strawberries.

The tiger is in a tub drinking tea.

• **Art** – Children complete and colour the drawings.



Vocabulary: pets; adjectives (cute, shy, cuddly)

Objectives: To identify and name pets.

Page 32

1 Vocabulary – Pets

Talk about animals we keep as pets, and how we care about our pets. Say: *We feed our pets. We clean our pets. We pat out pets. We play with our pets. We love our pets.* Introduce the words for pet animals one by one, and ask the children to look and find each pet in the illustration. Say: *This is a (bird). Can you see a (bird)?* Children listen to the audio, and say the words for pets.



Audio 11.01:

Listen and repeat: a bird, a cat, a dog, a fish, a frog, a parrot, a mouse, a tortoise, a lizard, a rabbit, a hamster

2 Dialogue – Our Pets

Say: *Kitty, Fiona, Bruno and Freddy are at the pet fair. Let's see what pets they've got.* Children listen to the dialogue. Ask: *Who's got a (fish)?*



Audio 11.02:

Freddy: My pet is a fish. It likes to eat worms.

Bruno: My pet is a tortoise. It's a bit shy.

Fiona: My pet is a rabbit. It's cuddly.

Kitty: My pet is a hamster. It likes to run and run.

Bug: Who says woof-woof?

3 Question Task

Make the sounds the animals make. Point to the dog and say: *The dog says woof-woof.* Do the same with the rest of the animals. Play a guessing game. You make the animal sound, and children guess the animal. Children answer the question:

Bug: Who says woof-woof?

4 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 33

- 1 Children trace the words for pet animals, and then name the animals: *It's a (dog).*
- 2 Children listen and paste the four stickers (**fish, tortoise, rabbit, hamster**) in the right places. Ask: *Who's got a (fish)? What has (Freddy) got?*



Audio 11.03:

Practice Bug: Let's practice!

Freddy's got a fish.

Bruno's got a tortoise.

Fiona's got a rabbit.

Kitty's got a hamster.

- 3 Children complete the drawings of a lizard and a snake, and then name the animals.
- 4 Children draw a pet they have, or a pet they would like to have.



Vocabulary: farm animals

Objectives: To identify and name farm animals. To learn about work being done on a farm and why we keep animals.

Page 34

1 Vocabulary – Farm Animals

Talk about farm animals. Say: *Have you ever been on a farm? Do you know which animals are kept on a farm?* Introduce the words for farm animals one by one, and ask the children to look and find each animal in the picture. Say: *This is a (pig). Can you see a (pig)? How many (pigs) can you see?* Children listen to the audio, and say the words for farm animals.



Audio 12.01:

Listen and repeat: a pig, a hen, a rooster, a duck, a cow, a horse, a sheep, a goat

2 Dialogue – On the Farm

Say: Kitty, Fiona, Bruno and Freddy work on the farm every day.
Let's see what they do every day. Children listen to the dialogue.
Ask: What do they do on the farm every day?



Audio 12.02:

Bug 1: What do you do on the farm?

Kitty: We feed the animals.

Fiona: We collect eggs.

Bruno: We milk cows.

Freddy: We play with baby animals.

Bug: Who says oink-oink?

3 Vocabulary & Sticker Activity – Baby Animals

Introduce the words for baby animals: *kitten, puppy, lamb, chick, piglet, duckling*. Children paste the four stickers in the right places.

4 Question Task

Make the sounds the animals make. Point to the pig and say: *The pig says oink-oink.* Do the same with the rest of the farm animals. Play a guessing game. You make the animal sound, and children guess the farm animal. Children answer the question:

Bug: Who says oink-oink?

5 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 35

- 1 Children trace the words for farm animals, and then name the animals: *It's a (pig)*.
- 2 Teach the singular and plural forms. Point out the irregular plural of sheep. Children count the animals and do the matching task.
- 3 Revise the words for baby animals. Children match mothers and their babies.
- 4 Children learn about the products we get from farm animals. They complete the drawings of animal products. Ask and answer:

Where do eggs come from? Eggs come from hens.

Where does milk come from? Milk comes from cows.

Where does wool come from? Wool comes from sheep.

Where does honey come from? Honey comes from bees.

Where does cheese come from? Cheese comes from goats.



Page 36

U... umbrella, unicorn, underpants, urchin, UFO
V... volcano, vampire, van, vegetables
W... windmill, witch, wheel

Follow the plan with each letter. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Uu / Vv / Ww** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning with the sound: **U...umbrella / V...volcano / W...windmill**.

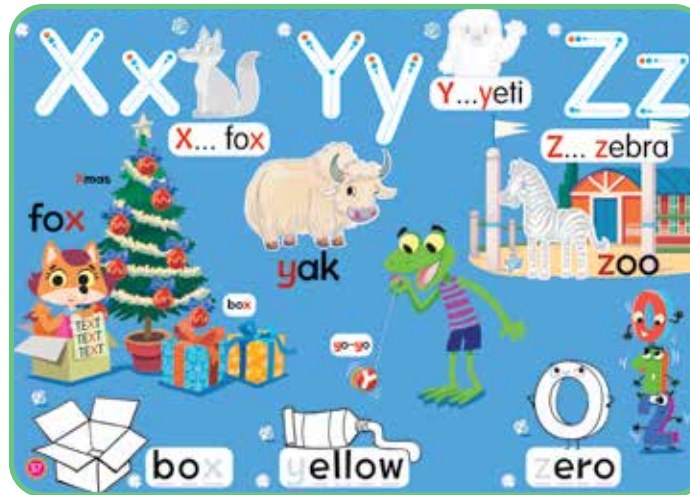
• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **unicorn / vampire / witch**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **unicorn / van / wheel**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

The unicorn has got an umbrella.
The vampire has got a van.
The witch has got a windmill.

• **Art** – Children complete and colour the drawings.



Page 37

X... fox, box, text, Xmas
Y... yeti, yak, yo-yo, yellow
Z... zebra, zoo, zero

Follow the plan with each letter. You can do the tasks in any order.

• **Tracing Activity** – Children trace the capital and lower-case letters – **Xx / Yy / Zz** – with their finger, pencil or marker.

• **Sticker Activity** – Children learn the key words. They paste the sticker with the key word beginning or ending with the sound: **X...fox / Y...yeti / Z...zebra**.

• **Letter Recognition** - Children recognize the beginning letter emphasized in red: **fox / yak / zoo**

• **Tracing Activity** – Children trace the beginning letter and colour the picture illustrating the given word: **box / yellow / zero**

• **Vocabulary & Speaking** – Children study the picture and learn other words beginning with the target letter/sound. Talk about the picture:

The fox is in the box.
The zebra is in the zoo.

• **Art** – Children complete and colour the drawings.



Vocabulary: fruit and vegetables

Objectives: To identify and name fruit and vegetables. To identify and name minibeasts. To express singular and plural.

Page 38

1 Vocabulary – Fruit

Introduce the words for fruit one by one, and ask the children to find each fruit in the garden. Say: *This is an (apple). Can you see (apples) in the garden? How many (apples) can you see?* Children listen to the audio, and say the words for fruit.



Audio 13.01:

Listen and repeat: an apple, a pear, a peach, a cherry, a strawberry

2 Vocabulary – Vegetables

Introduce the words for vegetables one by one, and ask the children to find each vegetable in the garden. Say: *This is a (carrot). Can you see (carrots) in the garden? How many (carrots) can you see?* Children listen to the audio, and say the words for vegetables.



Audio 13.02:

Listen and repeat: a carrot, a tomato, a potato, a pepper, a cucumber

3 Dialogue: In the Garden

Say: *Kitty, Fiona, Bruno and Freddy are in the garden. Let's see what they are doing now.* Children listen to the dialogue. Ask: *What is (Fiona) doing?*



Audio 13.03:

Bug 1: What are you doing in the garden?

Bruno: I'm digging.

Fiona: I'm watering the peppers.

Freddy: I'm planting seeds.

Kitty: I'm picking tomatoes.

Bug 2: And what is the rabbit doing?

Rabbit: I'm eating the carrots!

4 Vocabulary & Sticker Activity: Minibeasts

Introduce the words for minibeasts: *ladybird, snail, bee, butterfly, worm*. Children paste the stickers in the right places.

5 Let's Practice

Children count the fruit and vegetables to practice plural forms.



Audio 13.04:

Practice Bug: Let's practice!

How many pears can you see?

One, two, three, four, five, six, seven – seven pears.

How many apples can you see?

One, two, three, four, five – five apples.

How many cherries can you see?

One, two, three, four, five, six, seven, eight, nine, ten – ten cherries.

How many peaches can you see?

One, two, three, four, five, six – six peaches.

6 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 39

- Children identify fruit and vegetables. Ask: *Is this a fruit or a vegetable?* They colour the dot green if it's a vegetable, or red if it's a fruit, and then colour the pictures. For additional practice, ask them to say which of the fruit and vegetables they like: *Do you like (carrots)?*
- Point out the difference between singular and plural forms. Children count and write/say how many.
- Talk about how the plants grow: *First, you plant the seed. Then you water it. It needs the sun and the air to grow. When the tomato is ripe, you can pick it.* Children match verbs and pictures illustrating the actions: *plant, water, grow, pick*.
- Children draw and say which fruit and vegetables they like and which they don't like to eat.



Vocabulary: food and drinks

Objectives: To identify and name food and drinks.
To express likes and dislikes.

Page 40

1 Vocabulary – Food and Drinks

Introduce the words for food and drinks one by one. Say: *Milk. I like milk. Do you like (milk)?* Children listen and say the words. They paste the stickers in the right places.



Audio 14.01:

Listen and repeat: milk, tea, juice, an egg, cheese, water, bread, butter, jam, cookies, pie, bacon

2 Dialogue – Let's Eat!

Ask the children to name the food and drinks found on the table. Point and ask: *Is this (cheese)? Are those (cookies)?* Children listen to the dialogue twice. Play the audio file or read the dialogue for the children to listen. Ask: *Does (Bruno) like (tea)? Do you like (tea)?*



Audio 14.02:

Kitty: I like milk and cookies. I don't like eggs.

Freddy: I like eggs and orange juice.
I don't like milk. Yuck!

Fiona: I like tea and apple pie. I don't like cheese.

Bruno: I don't like tea. I like bread with butter and jam. Yummy!

Bug 1: A cup of tea?

Bug 2: Yes, please.

3 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 41

- 1 Children unscramble the words.
- 2 Children trace the words and draw a smiley next to each item to indicate whether they like or don't like it. Follow up with the listening activity.



Audio 14.03:

Practice Bug: Let's practice!

Say YES or NO.

Do you like cheese?

Do you like eggs?

Do you like cookies?

Do you like tea?

- 3 Children and circle what Bruno and Kitty like to eat and drink. Ask: *What does Bruno like? What does Kitty like?*
- 4 Children draw food and drinks they like and don't like. When finished, ask them to say what they like and don't like to eat or drink.



Vocabulary: Christmas words

Objectives: To learn about Christmas traditions. To learn some words connected to Christmas and winter.

Page 42

1 Dialogue – Merry Christmas

Talk about Christmas. See with how many words found in the picture the children are familiar with. Children listen to the dialogue twice. Play the audio file or read the dialogue for the children to listen. Ask: *When's Christmas?* *What do they do on Christmas?*



Audio 15.01:

Santa: Ho, ho, ho!

Bruno: It's December 25th – It's Christmas.

Fiona: We put up a Christmas tree.

Kitty: We eat turkey, potatoes and Christmas pudding for lunch.

Bug 1: We play games.

Freddy: We open our presents.

Yeti: Merry Christmas!

2 Sticker Activity

Children paste the stickers in the right places.

3 Art

Children colour the Merry Christmas banner.

4 Reward Sticker

The sticker is given as a reward after both pages of the unit have been completed.



Page 43

1 Vocabulary – Christmas Words

Children listen and say the words.



Audio 15.02:

1. snow

2. hot chocolate

3. scarf

4. bauble

5. card

6. snowman

7. boots

8. bells

9. fairy lights
10. snowflake
11. mittens
12. star
13. reindeer
14. sleigh
15. hat
16. candy cane
17. Christmas pudding
18. holly
19. Christmas stocking
20. turkey
21. gingerbread man
22. Christmas cracker
23. present
24. Santa
25. Christmas tree

2 Candy Canes and Ladders Board Game

Children play the game and learn the words connected to the festival. You need a few counters and a dice. Roll the dice to move. When you stop on a square, say what's in the picture. You climb up the ladders and slide down the candy canes. The first to reach the 25th square and answer it correctly (It's a Christmas tree.) is the winner! Hope you'll enjoy playing it.

Easy English 1