

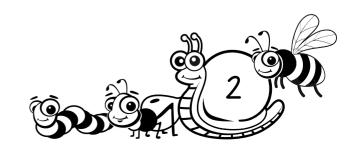




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## Introduction

The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "Beetles, bugs and butterflies"

The pack has been designed as a tool to help students understand the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The audio contains some introductory material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play. Also, you'll find some suggested activities we recommend you to do before the play, pre play activities and some post-play activities which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, expressions and grammatical structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (extension activity) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them. In this case, we provide you with the corresponding track number.

In order to help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "Beetles, bugs and butterflies".

## Audio Beetles, bugs and butterflies (Track 1 to 11)

- ◆) Track | Listening. Introduction of Katie and James
- ■) Track 2 Meet the characters
- 1) Track 3 Dialogue 1
- ◆) Track 4 Dialogue 2
- Track 5 Song I "We are going hiking"
   Track 6 Song 2 "The beauty contest"
   Track 7 Song 3 "Wally, the worm"
- Track 8 Song 4. "A butterfly is born"
- ◆ Track 9 Song 5. "I love my job"
- ◆) Track 10 Song 6. "Beetles, Flies & Butterflies"
- ◆) Track II Post-play activity 4. Who is who?

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefore offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.







## **Conceptual contents**

The educational interest of this activity will focus on helping students start developing the basic skills of any foreign language. All this, with an approach based on communication, which aims to encourage students, involving them in dialogues, songs and other forms of communication that are essential to teaching and learning in the language process. At this stage students should develop a level of understanding and speaking to enable them to deploy their first English communicative manifestations, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of "BEETLES, BUGS AND BUTTERFLIES" will allow you to study in depth the following conceptual contents:

- Present simple tense: third person singular.
- There is/ There are. Affirmative, negative and interrogative sentences.
- How many...?
- Parts of the body and verbs related to them (run, see, jump, dance...)
- Prepositions of place (on, in, under, next to...)
- Physical descriptions. Adjectives.
- Vocabulary related to bugs, nature and outdoor activities...
- Educational values such as friendship, solidarity, collective effort, self-esteem.

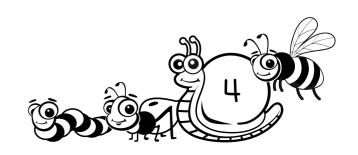
## **Contenidos conceptuales**

Los intereses educativos de esta actividad se centran en contribuir a que los alumnos se inicien en las destrezas básicas de la lengua extranjera. Todo ello, con un enfoque basado en la comunicación que pretende estimular a los alumnos haciéndoles participar en diálogos, canciones... y otras manifestaciones comunicativas fundamentales en el proceso de enseñanza-aprendizaje de la lengua.

En esta etapa los alumnos deben desarrollar un nivel de comprensión y expresión oral que les permita desplegar sus primeras manifestaciones comunicativas en inglés, además de procurar su sensibilización y acercamiento a la tradición cultural anglosajona. El material didáctico de "BEETLES, BUGS AND BUTTERFLIES" os permitirá, además, profundizar en los siguientes contenidos conceptuales:

- Presente simple: tercera persona del singular.
- There is/ There are. Frases afirmativas, negativas e interrogativas.
- How many...?
- Partes del cuerpo y verbos relacionados con ellas (correr, ver, saltar, bailar...)
- Preposiciones de lugar (sobre, en, debajo, junto a...)
- Descripciones físicas. Adjetivos calificativos.
- Vocabulario relacionado con los bichos, la naturaleza y actividades al aire libre.
- Valores educativos como la amistad, la solidaridad, el esfuerzo colectivo y la autoestima.





# Collection Constanting Conference Conference

## **Plot synopsis**

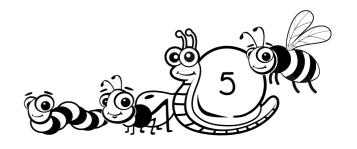
Today is a special day for Kate and James. It is a school holiday, so they take the opportunity to go hiking up to the forest together. Breathing fresh air, running freely, and being in contact with nature... is always a wonderful experience. James is delighted with the idea, but he has a concern: he is very afraid of all kinds of bugs, especially spiders. Katie, on the other hand, is delighted with the idea of being able to see all kinds of bugs, and thus learn a lot about them; In fact, when she grows up she wants to be a biologist. Even though Katie insists that James does not have to be afraid of bugs, he is not at all calm. That's why Katie proposes to tell him stories about bugs, so James will lose his fear of bugs.

The first of the stories that she tells is the one about Wally the worm and Lewis, the ladybug. Once upon a time, in the middle of the forest, the bugs decided to hold a beauty contest to decide who was the most beautiful and the most handsome. At the contest they introduce all the bugs: Bob, the beetle, Flick, the fly, Andy, the ant... an endless amount of bugs that want everyone to appreciate their beauty. The most surprising thing is that Wally the worm is also introduced. Wally is a bug that is always sad because he has no friends, and because the fact that he is a worm makes everyone disgusted. Even so, Wally sees the opportunity to make friends by showing up at the beauty contest. This idea seems stupid to Lewis, the ladybug, a very cocky creature who thinks he is the most beautiful and handsome of all. Lewis mocks Wally the worm, and tells him that he has no chance of winning, and that he better not show up for the contest. Wally, very sad, decides to take refuge under a leaf, and that is when a miracle takes place: a cocoon forms around Wally, which in time, opens and from within emerges a beautiful butterfly with beautiful wings with one thousand and one colours. What Wally did not know is that he was not really a worm at all, but actually a caterpillar, which in turn transformed him into a beautiful butterfly, called Buffy. Logically it ends up being Buffy the butterfly who wins the beauty contest. The moral of the story is: Never let yourself get carried away by first impressions, because there is always beauty inside.

The second of the stories she tells is the one about Billy. The bee and Sam, the snail (a story based on the popular fable "The Ant and the Grasshopper" by Aesop)... Once upon a time, in the forest, Billy, the bee is collecting pollen to make honey, but what a surprise Billy gets! She hears a very loud snore, and discovers that it is a snail. This snail is called Sam and he is very lazy; In fact, he prefers to spend the whole day sleeping and have nobody bother him. Although Billy - along with the rest of the bees - explain how important it is to work and collect food in the summer to have it for the winter, Sam, the snail ignores him and prefers to live the way he wants, a life of relaxation and eternal holidays. When the harsh winter arrives, Sam suffers because he has no food, but Billy, the bee helps him out so he has something to eat and so he does not die during the winter. Thanks to Billy, Sam learns the lesson and is eternally grateful; so the following summer he is dedicated to collecting food so as not to suffer again. The moral of the story: Learn to divide up your time, because we can all have fun, but we also have to work hard; We can not expect that everything will always be good, since there are always good and bad times.

These stories help James to overcome his fear of bugs, and enjoy a day in the woods with his friend Katie. In the afternoon, they return home happy to have been outdoors all day.





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## **Sinopsis**

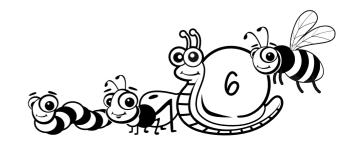
Hoy es un día especial para Kate y James. Es fiesta en la escuela, así que aprovechan para ir juntos de excursión al bosque. Respirar aire fresco, correr libremente, estar en contacto con la naturaleza... es siempre una experiencia maravillosa. James está encantado con la idea, pero tiene una preocupación: le dan mucho miedo todo tipo de bichos, especialmente las arañas. Katie, en cambio, está encantada con la idea de poder ver toda clase de bichos, y así aprender mucho sobre ellos; de hecho, de mayor quiere ser bióloga. A pesar de que Katie le insiste a James que no tiene que tener miedo de los bichos, éste no está del todo tranquilo. Por ello Katie propone como idea contar historias sobre bichos, y así seguro que James les pierde el miedo injustificado que tiene.

La primera de las historias que cuentan es la de Wally, el gusano y Lewis, la mariquita... Érase una vez, en mitad del bosque, se decide celebrar un concurso de belleza para decidir cuál de todos los bichos es el más hermoso, el más guapo, el más apuesto. Al concurso quieren presentarse todos los bichos: Bob, el escarabajo, Flick, la mosca, Andy, la hormiga... y un sinfín de bichos que quieren que todo el mundo aprecie su belleza. Lo más sorprendente es que al concurso de belleza también quiere presentarse Wally, el gusano. Wally es un bicho que siempre está triste porque no tiene amigos, y porque el hecho de ser un gusano hace que todo el mundo le tenga asco. Aun así Wally ve la oportunidad de hacer amigos presentándose al concurso de belleza. Esta idea le parece estúpida a Lewis, la mariquita, un bicho muy engreído que se cree el más guapo de todos. Lewis se burla de Wally, el gusano, y le dice que no tiene posibilidades de ganar, y que mejor que no se presente al concurso. Wally, muy triste, decide refugiarse debajo de una hoja, y es cuando se produce el milagro: donde había un gusano aparece un capullo que, con el tiempo, se abre y del que asoma una hermosa mariposa con unas preciosas alas de mil y un colores. Lo que Wally no sabía es que en realidad no es un gusano, sino una oruga, hecho que hace que se convierta en una preciosa mariposa, llamada Buffy. Lógicamente acaba siendo Buffy, la mariposa quien gana el concurso de belleza. Moraleja: No te dejes llevar por las primeras impresiones, porque la belleza siempre está en el interior.

La segunda de las historias que cuentan es la de Billy, la abeja y Sam, el caracol (una historia basada en la popular fábula "La Cigarra y la Hormiga" de Esopo)... Érase una vez, en un lugar del bosque Billy, la abeja está recogiendo polen para poder fabricar jugosa miel, pero Icuál es su sorpresa! Billy escucha un ronquido muy fuerte, y descubre que su autor es un caracol. Este caracol se llama Sam y es muy perezoso; de hecho prefiere pasarse todo el día durmiendo y que nadie le moleste. A pesar de que Billy -junto con el resto de abejas- le explica lo importante que es trabajar y recolectar en verano para tener alimentos en invierno, Sam, el caracol no le hace caso, y prefiere vivir su vida de relax y de eternas vacaciones. Cuando llega el crudo invierno, Sam sufre porque no tiene alimentos, pero Billy, la abeja le ayuda para que pueda comer y así no muera durante el invierno. Gracias a ello, Sam aprende la lección y le está eternamente agradecido a Billy; así que el siguiente verano se dedica a recolectar comida para no volver a sufrir. Moraleja: Aprende a dividir el tiempo, porque podemos divertirnos, pero también hay que trabajar; no podemos confiar en que siempre todo nos va a ir bien, ya que hay épocas buenas y malas.

Las historias consiguen que James les pierda el miedo a los bichos, y disfrute de un día en el bosque con su amiga Katie. Llegada la tarde, los dos vuelven a casa felices de haber estado todo un día al aire libre.





## Listening. Introduction of Katie and James



#### √) Track 1

KATIE. Hello boys and girls, and teachers, of course.

JAMES. How are you? My name is James.

KATIE. And my name is Katie. JAMES. Yes, Katie and James

KATIE. We both love to go hiking, and doing lots of other things in the forest.

JAMES. The forest is a fascinating place and we can find lots of bugs. Yeah, the forest is full of bugs.

JAMES. There are so many everywhere. We saw spiders, bees, worms, snails...

KATIE. And butterflies, lots and lots of butterflies with thousands of different colours.

JAMES. But, I am afraid of beetles, bugs and butterflies.

KATIE. Not me; I'm not afraid; I like them. When I grow up I'm going to study bugs.

JAMES. You want to be a biologist.

KATIE. Exactly; I want to be a biologist. I'll get to see so many bugs and be able to tell lots of super cool stories about them.

JAMES. Like the beauty contest that was held in the forest where only the most beautiful bugs could participate.

KATIE. And the worm wanted to participate, and everyone said he was going to lose, but...

JAMES. Don't ruin the ending Katie!

KATIE. Oops, and the work story, remember James?

JAMES. Ahh yes, the most important thing in that story was to always remember to work hard and not be lazy like Sam, the snail.

KATIE. Thank Goodness Billy, the bee was able to help him.

JAMES. It's so nice to go to the forest boys and girls, it is good to get fresh air.

KATIE. And you get to understand nature better.

JAMES. Because, you have to respect everything around you...

KATIE. That's right, because who knows, there could be a bug close to you.

J. & K. Big hugs and kisses boys and girls. See you in the theatre!

## **WORDS:**

TEACHERS - HIKING - FOREST - BUGS - SPIDERS - BEES WORMS - SNAILS BUTTERFLIES - AFRAID - BEETLES - STORIES - BEAUTY CONTEST - WORM LOSE - WORK - LAZY - SNAIL - BEE - NATURE - THEATRE.





## Listening. Introduction of Katie and James



#### ▼) Track 1

Listen to the listening again and repeat the words when you hear the bell ring. Good luck!

KATIE. Hello boys and girls, and teachers, of course. (REPEAT-TEACHERS)

JAMES. How are you? My name is James.

KATIE. And my name is Katie. JAMES. Yep, Katie and James.

KATIE. We both love to go hiking, Q (REPEAT- HIKING) and doing lots of other things in the forest. Q (REPEAT- FOREST)

JAMES. The forest is a fascinating place and we can find lots of bugs. Q (REPEAT-BUGS). Yeah, the forest is full of bugs. There are so many everywhere. We saw spiders, Q (REPEAT-SPIDERS) bees, Q (REPEAT-BEES) worms, Q (REPEAT-WORMS) snails Q (REPEAT-SNAILS)...

KATIE. And butterflies, lots and lots of butterflies Q (REPEAT-BUTTERFLIES) with thousands of different colours.

JAMES. But, I am afraid Q (REPEAT- AFRAID) of beetles, Q (REPEAT- BEETLES) bugs and butterflies.

KATIE. Not me; I'm not afraid; I like them. When I grow up I'm going to study bugs.

JAMES. You want to be a biologist.

KATIE. Exactly, I want to be a biologist. I will get to see so many bugs and be able to tell lots of super cool stories about them. Q (REPEAT- STORIES)

JAMES. Like the beauty contest **Q** (REPEAT-BEAUTY CONTEST) that was held in the forest where only the most beautiful bugs could participate.

KATIE. And the worm wanted to participate, Q (REPEAT- WORM) and everyone said he was going to lose, Q (REPEAT-LOSE) but...

JAMES. Don't ruin the ending Katie!

KATIE. Oops, and the work story, remember James? Q (REPEAT-WORK)

JAMES. Ahh yes, the most important thing in that story was to always remember to work hard and not be lazy Q (REPEAT-LAZY) like Sam, the snail Q (REPEAT-SNAIL)

KATIE. Thank goodness Billy, the bee was able to help him. Q (REPEAT-BEE)

JAMES. It's so nice to go to the forest boys and girls, it is good to get fresh air.

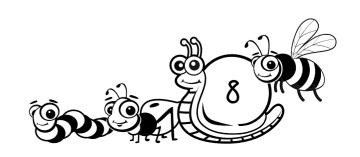
KATIE. And you get to understand nature better Q (REPEAT-NATURE)

JAMES. Because, you have to respect everything around you...

KATIE. ... That's right, because who knows, there could be a bug close to you.

J. & K. Big hugs and kisses boys and girls. See you in the theatre! Q (REPEAT-THEATRE)





## Listening. Introducción deKatie y James



#### √) Track 1

KATIE. Hola niños y niñas, y también profesores, por supuesto.

JAMES. ¿Qué tal estáis? Yo me llamo James.

KATIE. Y vo me llamo Katie.

JAMES. Eso es, somos Katie y James.

KATIE. A los dos nos encanta ir de excursión, y mucho más si es al bosque.

JAMES. El bosque es fascinante, y allí encontramos todo tipo de bichos.

JAMES. Es verdad, el bosque está repleto de bichos. Hay muchos por todas partes. Vimos arañas, abejas, gusanos, caracoles...

KATIE. Y también mariposas, mariposas de mil y un colores.

JAMES. La verdad es que a mí los escarabajos, los bichos y las mariposas me dan miedo. KATIE. A mí no; no me dan miedo; me gustan. De mayor me gustaría estudiar los bichos.

JAMES. Serás bióloga.

KATIE. Eso mismo; seré bióloga. Ver tantos bichos nos permitió contar historias súper chulas de ellos.

JAMES. El concurso de belleza que se celebra en el bosque donde participan los bichos más bonitos.

KATIE. Y al que se presentó gusano, y todos decían que iba a ser el perdedor, pero...

JAMES. INo cuentes el final, Katie!

KATIE. Y también el cuento del trabajo, ¿recuerdas James?

JAMES. Lo importante que es trabajar, y no ser un vago como Sam, el caracol.

KATIE. Menos mal que Billy, la abeja le pudo ayudar, que sinó...

JAMES. Chicos, chicas... Ir al bosque es una experiencia súper bonita que nos permite respirar aire fresco.

KATIE. Y conocer mejor la naturaleza.

JAMES. Así que ya lo sabéis, respetad todo lo que os rodea 🛚

KATIE. ... porque ¿quién sabe? Quizás hay algún bicho cerca de vosotros. J. & K. iUn beso y un abrazo muy fuertes, y nos vemos en el teatro!

## **PALABRAS:**

PROFESORES - EXCURSIÓN - BOSQUE - BICHOS - ARAÑAS - ABEJAS - GUSANOS - CARACOLES MARIPOSAS - ESCARABAJOS - MIEDO - HISTORIAS - CONCURSO DE BELLEZA - GUSANO PERDEDOR - TRABAJO - VAGO - CARACOL - ABEJA - NATURALEZA - TEATRO.





## Listening. Introduction of Katie and James



#### √) Track 1

Escuchad de nuevo el listening y repetid las palabras después de que suene la campana. ¡Buena suerte!

KATIE. Hola niños y niñas, y también profesores, por supuesto. Q (REPITE-PROFESORES)

JAMES. ¿Qué tal estáis? Yo me llamo James.

KATIE. Y yo me llamo Katie.

JAMES. Eso es, somos Katie y James.

KATIE. A los dos nos encanta ir de excursión, Q (REPITE-EXCURSIÓN), y mucho más si es al bosque Q (REPITE-BOSQUE)

JAMES. El bosque es fascinante, y allí encontramos todo tipo de bichos Q (REPITE-BICHOS)

JAMES. Es verdad, el bosque está repleto de bichos. Hay muchos por todas partes. Vimos arañas, Q (Repite-ARAÑAS), abejas Q (REPITE-ABEJAS), gusanos Q (REPITE-GUSANOS), caracoles Q (REPITE-CARACOLES)

KATIE. Y también mariposas  $\bigcirc$  (REPITE-MARIPOSAS), mariposas de mil y un colores.

JAMES. La verdad es que a mí los escarabajos Q (REPITE-ESCARABAJOS), los bichos y las mariposas me dan miedo Q (REPITE-MIEDO)

KATIE. A mí no; no me dan miedo; me gustan. De mayor me gustaría estudiar los bichos.

JAMES. Serás bióloga.

KATIE. Eso mismo; seré bióloga. Ver tantos bichos nos permitió contar historias súper chulas de ellos. (REPITE-HISTORIAS)

JAMES. El concurso de belleza que se celebra en el bosque donde participan los bichos más bonitos.

KATIE. Y al que se presentó gusano Q (REPITE-GUSANO), y todos decían que iba a ser el perdedor, pero... Q (REPITE-PERDEDOR)

JAMES. INo cuentes el final, Katie!

KATIE. Y también el cuento del trabajo 🕢 (REPITE-TRABAJO), ¿recuerdas James?

JAMES. Lo importante que es trabajar, y no ser un vago Q(REPITE-VAGO) como Sam, el caracol Q(REPITE-CARACOL)

KATIE. Menos mal que Billy, la abeja le pudo ayudar, que sinó... (REPITE-ABEJA).

JAMES. Chicos, chicas... Ir al bosque es una experiencia súper bonita que nos permite respirar aire fresco.

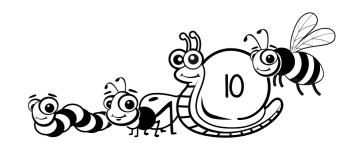
KATIE. Y conocer mejor la naturaleza 众 (REPITE-NATURALEZA)

JAMES. Así que ya lo sabéis, respetad todo lo que os rodea...

KATIE. ...porque ¿quién sabe? Quizás hay algún bicho cerca de vosotros.

J. & K. IUn beso y un abrazo muy fuertes, y nos vemos en el teatro! Q (REPITE-TEATRO)





## esifieding s

### **Meet the characters**

#### √) Track 2



#### Katie.

Fun, intelligent and determined. She is a girl who is always ready to have adventures. She loves going to the forest, because she knows she can find all kinds of bugs there. Katie wants to be a biologist, because she loves everything to do with animals and plants. James and her are very close and he always goes everywhere with her. Katie knows lots of stories about bugs, she reads about them at school, and James and her like to tell them again and again.

#### Katie.

Divertida, inteligente y decidida. Es una niña siempre dispuesta a vivir aventuras. Ir de excursión al bosque le encanta, porque sabe que puede encontrar y observar a todos los bichos que se encuentre. Katie quiere ser de mayor bióloga, porque le apasiona todo lo relacionado con los animales y las plantas. Es muy amiga de James, y siempre va con él a todas partes. Katie sabe historias de bichos que ha leído en la escuela, y junto a James las cuenta una y otra vez.

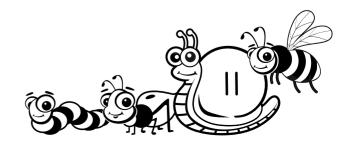
#### James..

He is Katie's best friend, and always goes everywhere with her. He takes every opportunity to go to the forest when he can, but he is a bit afraid because he knows that there are lots of bugs: and other things he is afraid of. Thankfully, his friend Katie goes with him and helps him to overcome his fear. James does not know what he wants to be when he grows up. But with Katie, they tell stories about bugs over and over again.

#### James.

Es el mejor amigo de Katie, y siempre va con ella. La oportunidad de ir hasta el bosque le gusta, pero está un poco nervioso porque sabe que éste está lleno de bichos: animalitos que a él le dan miedo. Menos mal que su amiga Katie va con él y le ayuda a superar sus miedos. James no sabe qué quiere ser de mayor. Junto a Katie cuenta historias de bichos que su amiga le ha contado una y otra vez.





## Collection Collection

#### ◆) Track 2

#### Wally, the worm.

Being a worm is not easy, quite the opposite. Poor Wally is a very good worm, but Wally has no friends, because everyone is disgusted by her. She is a worm, and lives and behaves like a worm does. She is always sad. When she learns that a beauty contest is being held in the forest she wants to participate so she can make some friends.



#### Wally, el gusano.

Ser un gusano no es fácil, sino todo lo contrario. El pobre Wally es muy bueno, pero no tiene amigos, y todo porque a todo el mundo le da asco. Es un gusano, y vive y se comporta como tal. Está siempre triste. Cuando se entera que se celebra un concurso de belleza en el bosque participa para hacer amigos.



#### Buffy, the butterfly.

Actually Wally turns out to be more than just a regular worm, and, thanks to Mother Nature, she turns into a beautiful butterfly. What Wally does not know is that she is not really a worm at all, but actually a caterpillar, and after a long process she has the power to turn into a butterfly. Buffy has huge wings and lots of colours.

## Buffy, la mariposa.

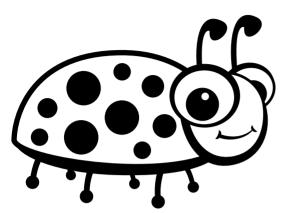
En realidad es Wally el gusano que, gracias a la Madre Naturaleza, cambia su forma y se convierte en una preciosa mariposa. Lo que no sabía Wally es que en realidad no es una gusano, sino una oruga, y después de un largo proceso tiene el poder de ser una mariposa. Buffy tiene las alas enormes y de muchos colores.







#### √) Track 2



### Lewis, the ladybug.

Lewis is a very conceited and egocentric bug. He thinks he is the most beautiful and handsome creature in the forest. He is convinced that he will win the beauty contest. Lewis is very arrogant and has very few friends. He is red, with black spots.

#### Lewis, la mariquita.

Es un bicho muy engreído y egocéntrico. Cree que es el bicho más hermoso y guapo del bosque. Está convencido que ganará el concurso de belleza que se celebra en el bosque. Lewis es muy arrogante y tiene pocos amigos. Es de color rojo, con manchas negras.

#### Sam. the snail.

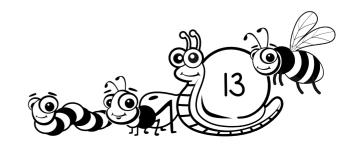
Lazy, lazy, lazy and always sleeping... that's Sam, the snail. He is a snail that does not want to work and spends all day resting on the leaves. Sam the snail does not even move to get food, he just bites off pieces of the leaf on which he is lying. Sam thinks he has everything he needs in his house which he carries on his back

#### Sam, el caracol,

Perezoso, vago y siempre durmiendo... así es Sam, el caracol. Es un caracol que no tiene ganas de trabajar y que se pasa todo el día descansando encima de las hojas. Sam el caracol ni siquiera se mueve para conseguir comida, se limita a morder la hoja sobre la que está tumbado. Sam cree que tiene todo lo que necesita en la casa que lleva a cuestas.









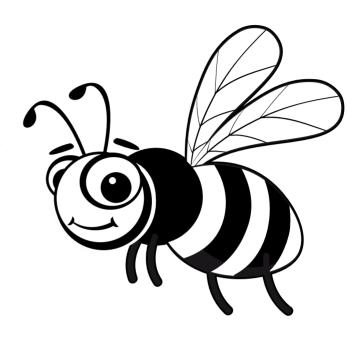
#### ◆) Track 2

#### Billy, the bee.

She is a worker, very active and nervous and always wanting to do things. Billy is a bee who collects pollen from flowers and makes the most delicious honey. She does not understand that some bugs do not want to work, because for her, work is the most important thing in the world.

#### Billy, la abeja.

Trabajadora, activa, nerviosa y siempre dispuesta a hacer cosas. Billy es una abeja muy dispuesta a recolectar polen de las flores y hacer la miel más deliciosa. No entiende que algunos bichos no quieran trabajar, porque para ella el trabajo es lo más importante del mundo.

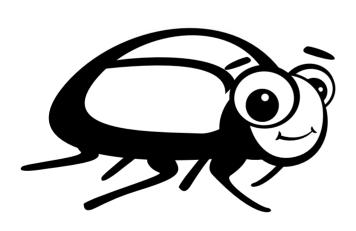


### Bob, the beetle -Volunteer-

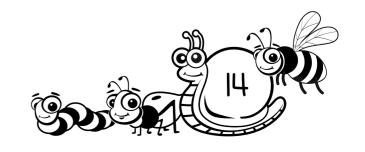
Big and slow moving, Bob is a beetle that has many friends. Bob loves to live in the forest and never gets into trouble. Bob is friendly and always ready to help all the other bugs.

### Bob, el escarabajo -Voluntario-

Grandote y de movimientos lentos, Bob es un escarabajo que tiene muchos amigos. Le encanta vivir en el bosque y nunca se mete en problemas. Bob es amable y siempre dispuesto a ayudar a todos los bichos.

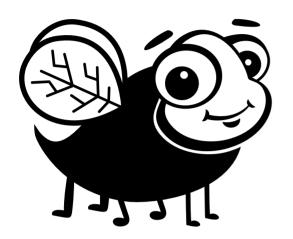








#### ◆) Track 2

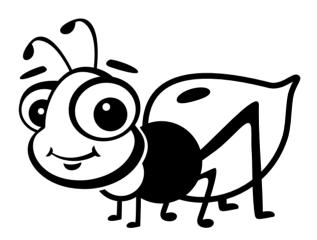


## Flick the fly -Volunteer-

Flick is the fastest fly of them all. Flick loves to stick it's little feet in sugar and savour the taste. Flick is always hungry, and is always flying around looking for sweets and other food.

#### Flick, la mosca -Voluntario-

Flick es la mosca que vuela más rápido de todas. Le encanta meter sus patitas en el azúcar y saborearlo. Flick siempre tiene hambre, y está siempre volando a la búsqueda de dulces y todo tipo de comida.



## Fandy the ant -Volunteer-

Afraid but organized, that's Andy. A small ant that works tirelessly. Small, but very neat and always ready to collect seeds for the colony, before winter comes.

## Andy, la hormiga **-Voluntario-**

Miedosa y organizada, así es Andy. Es una pequeña hormiga que trabaja incansablemente. Es pequeña, muy aseada y siempre dispuesta a recoger semillas para la colmena, antes de que llegue el invierno.







#### ◆) Track 2

Listen to the recording again and fill in the gaps with the corresponding words.

| Escucha lo grabado de nuevo, y rellena los huecos con las palabras correspondientes.  |
|---|
| Katie. Fun, intelligent and determined. She is a who is always ready to have She loves going to the, because she knows she can find all kinds of there. Katie wants to be a biologist, because she loves everything to do with animals and plants. James and her are very close and he always goes everywhere with her. Katie knows lots of about bugs, she reads about them at, and James and her like to tell them again and again. |
| WORDS: ADVENTURES - STORIES - BUGS - SCHOOL - GIRL - FOREST   |
| James. He is Katie's best friend, and always goes everywhere with her. He takes every opportunity to go to the when he can, but he is a bit because he knows that there are lots of bugs: and other things he is afraid of. Thankfully, his Katie goes with him and helps him to overcome his James does not know what he wants to be when he grows up. But with Katie, they tell about bugs over and over again                      |
| WORDS: FOREST - STORIES - FRIEND - AFRAID - FEAR  |
| <b>Wally, the worm.</b> Being a is not easy, quite the opposite. Poor Wally is a very good worm, but Wally has no, because everyone is by her. She is a worm and lives and behaves like a worm does. She is always When she learns that a contest is being held in the forest she wants to participate so she can make some friends   |
| WORDS: SAD - FRIENDS - WORM - DISGUSTED - BEAUTY  |
| <b>Buffy, the butterfly.</b> Actually Wally turns out to be more than just a regular, and, thanks to Mother, she turns into a beautiful butterfly. What Wally does not know is that she is not really a worm at all, but actually a, and after a long process she has the power to turn into a Buffy has huge and lots of   |
| WORDS: CATERPILLAR - WINGS - WORM - NATURE - COLOURS - BUTTERFLY  |



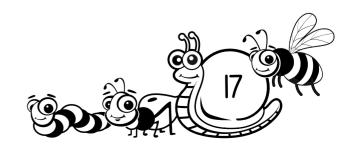




## ◀》Track 2

| <b>Lewis, the ladybug.</b> Lewis is a very conceited and bug. He thinks he is the most beautiful and creature in the He is convinced that he will win the beauty contest. Lewis is very and has very few friends. He is, with spots.  |
|---|
| WORDS: FOREST - EGOCENTRIC - HANDSOME - ARROGANT - BLACK - RED  |
| <b>Sam, the snail.</b> Lazy, lazy, and always sleeping that's Sam, the snail. He is a snail that does not want to work and spends all day resting on the Sam the snail does not even move to get, he just bites off pieces of the leaf on which he is lying. Sam thinks he has everything he needs in his which he carries on his back. |
| WORDS: LAZY - FOOD - LEAVES - FOOD - HOUSE  |
| <b>Billy, the</b> She is a, very active and nervous and always wanting to do things. Billy is a bee who collects pollen from flowers and makes the most delicious She does not understand that some bugs do not want to, because for her, work is the most important thing in the world.  |
| WORDS: HONEY - WORK - BEE - WORKER  |
| Bob, the beetle -Volunteer- Big and slow moving, Bob is a that has many<br>Bob loves to live in the and never gets into trouble. Bob is and always<br>ready to help all the other   |
| WORDS: FRIENDS - FOREST - BEETLE - FRIENDLY - BUGS  |
| Flick, the fly -Volunteer- Flick is the fastest of them all. Flick loves to stick it's little feet in and savour the taste. Flick is always, and is always flying around looking for sweets and other food.   |
| WORDS: HUNGRY - FLY - SUGAR   |
| <b>Andy, the ant-Volunteer-</b> Afraid but organized, that's Andy. A ant that works tirelessly. Small, but very neat and always ready to collect for the, before comes.   |
| WORDS: SMALL - WINTER - SEEDS - COLONY -ANT   |







## Dialogue 1

#### ◆) Track 3

Billy, the bee, and Sam, the snail

Billy. Hi, boys and girls, how are you? My name is Billy. B-I-L-L-Y and I'm a bee, and that's why I am black and yellow, and I'm going to tell you a secret: I love working. (A snore is heard) What was that? (we hear the snore again, but louder) There it is again! That's strange, that's not a noise you expect to hear in the middle of the forest! It sounds like a... a... (We hear the snore once more, louder still)... a snore. I think there is someone sleeping. And if I'm not mistaken, it's coming from over there. (She sees a snail that is asleep) Hey, what are you doing there? Sleeping, what a silly question!

Sam. Sleeping?? At this time?

Billy. Any time is good... a good time to sleep.

Sam. No, no, no, that's not right at all. It's daytime, so...

Billy. Will you be quiet and let me sleep, it's still early.

Sam. Early? But if it is already daytime, the sun is out and there is a lot of work to do.

Billy. Work? Oh, no, no, no, I don't like that word at all! No no no.

Billy Well, I love working, it's the best thing in the whole world.

Sam. Not for me.

Billy. I'm a bee.

Sam Ahhhhhhhh, I see. A bee makes honey?

Billy. That's right, I'm the one in charge of making the honey, but I need the pollen to do it.

Sam. Great.

Billy. I pick up the pollen from the flowers.

Sam. Okay okay, so then pick up the pollen from the flowers and let me sleep, I'm sooooo tired.

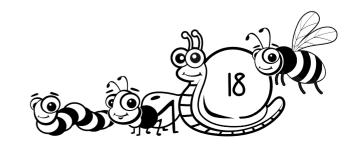
Billy. You could help me pick up the pollen from the flowers.

Sam. I could, but I'm not going to do it. I'd rather sleep.

Billy. You! You are a very lazy snail.

Sam. That's right, I'm Sam, the snail, and I'm very lazy.







## Dialogue 2

#### ◆) Track 4

Lewis, the ladybug, and Wally, the worm

Lewis. Yes Yes Yes I love being the way I am and I'm so happy. Hi, boys and girls, how are you? I'm great, I'm wonderful, I'm beautiful and the most handsome bug of all. My name is Lewis. And don't get confused, I'm a boy, not a girl. And the truth is that every day I get better. Everyone says: "Hey, Lewis, you are so handsome, you are so elegant, you are so sexy."

Wally. I think so too.

Lewis. UH, UHH, UHHH! What do my eyes see, what does my antennae pick up, what makes my wings flutter?

Wally. Hello.

Lewis. You're a... you're a...

Wally. A worm, yes, I am a worm and my name is Wally.

Lewis. UHHHHHH! You're disgusting.

Wally. I know.

Lewis. And ugly.

Wally. I know.

Lewis. You have so many legs.

Wally. I have a lot legs.

Lewis. And so many spots.

Wally. I have a lot spots.

Lewis. And you have a sad face.

Wally. That's normal, as I'm sad, everyone laughs at me and I have no friends.

Lewis. Of course not, nobody likes worms. When we see a worm we go UHHHHHHH!

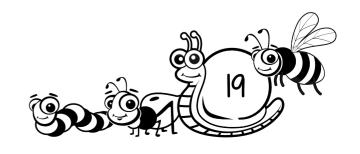
Wally. I know, and that makes me even sadder.

Lewis. Well, I don't know ... you really have it hard.

Wally. I wish I wasn't a worm.

Lewis. Of course, Wally, I understand.





## Song 1 We are going hiking



#### ◆) Track 5

James & Katie: We are going hiking

James: up to the forest

James & Katie: We are going hiking

Katie: the forest is best

James & Katie: We are going hiking

James: the backpacks are prepared

James & Katie: We are going hiking

Katie: adventures We will share

(Spoken)

James: I can't wait to get to the forest

Katie: I know it's my favourite place

James: did you bring everything We need?

Katie: I did yes, yes, yes

James & katie: We are going hiking

Katie: We will find bugs there

James & Katie: We are going hiking

James: bugs make me scared

James & Katie: We are going hiking

Katie: I will protect you

James & Katie: We are going hiking

James: I'm happy I'm with you today



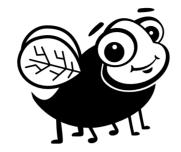


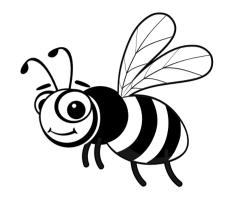
## Song 2 The beauty contest

# Collection Constanting Constan

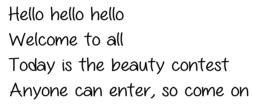
◆) Track 6

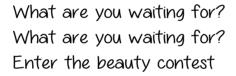


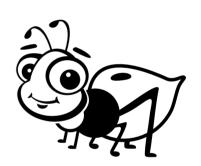






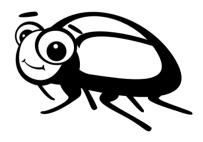
















## Song 3 Wally, the worm

# Collection Collection

#### ◆) Track 7

Wally:

Hello there My name is Wally And I am a worm

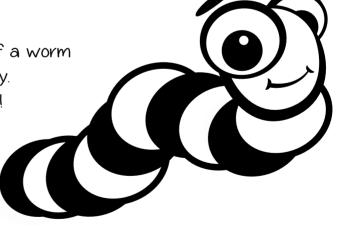
I am blue And move real slowly I am always sleepy

I live up there
In the tree
I eat lots of leaves

All the people That I meet They are very mean to me

(Spoken)

I wish that I could be something instead of a worm And I wish I could fly, that would be lovely. Oh how sad it is that I have to be a worm!







## Song 4 A butterfly is born



#### ◆) Track 8

#### Bugs:

Everyday is a happy day here in the forest.

But today is a special day, a butterfly is born.

Curiously the butterfly is different from the rest.

She has blue, green and red on his very big wings.

And we want this new butterfly.

And we like this new butterfly.

And we see this new butterfly.

And we love this new butterfly.

Everyday is a happy day here in the forest.

But today is a special day, a butterfly is born.







## Song 5 I love my job

#### ◆) Track 9

#### Billy:

I am a bee And I'm pretty Yellow and black Fancy that like to sunbathe while I work Collecting pollen to make Honey 

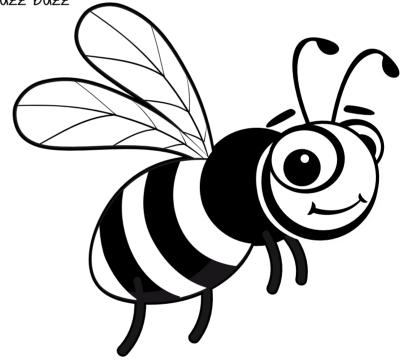
I am a bee just watch me go buzz buzz I fly so fast from flower to flower

I am friends with the queen bee buzz buzz all the honey makes her happy

Buzz

I am a bee And I'm pretty Yellow and black Fancy that like to sunbathe while I work Collecting pollen to make Honey

I am a bee And I'm pretty Yellow and black Fancy that like to sunbathe while I work Collecting pollen to make Honey Buzz Buzz Buzz Buzz Buzz Buzz Buzz Ahhh X3 I am a bee!!!







## Song 6 Beetles, bugs & butterflies

# Collection Constitution Constit

#### **◄**) Track 10

I love all of the bugs

like beetles and butterflies

going to the forest is great yeah it's great

From bugs we learn lots and lots,

bug's stories are the best

... going to the forest is great, yeah it's great.

Flies

Ants

Spiders

Bees

Worms

Snails

Butterflies

Beetles

Flies

Ants

Spiders

Bees

Worms

Snails

Butterflies

Beetles

I love all of the bugs

like beetles and butterflies

going to the forest is great yeah it's great

From bugs we learn lots and lots,

bug's stories are the best

... going to the forest is great, yeah it's great.

I love all of the bugs

like beetles and butterflies

going to the forest is great yeah it's great

From bugs we learn lots and lots,

bug's stories are the best

... going to the forest is great, yeah it's great.

The forest is great

The forest is ... great

Goodbye boys and girls!!





## **Pre-play activity 1** More about the characters **Teachers**



In this activity, students must write the name of the characters, the type of animal it is, and finally choose the correct attribute that defines them.

En esta actividad, los alumnos deberán escribir el nombre de los personajes, el tipo de animal que son, y finalmente elegir la cualidad correcta que los define.



WALLY WORM Happy, Excited, Sad



BUFFY BUTTERFLY Beautiful, Ugly, Terrific



LEWTS LADYBUG Crazy, Arrogant, Shy



SAM SNAIL Worker, Fast, Lazy



**BFF** Lazy, Worker, Quiet



BEETLE Nervous, Friendly, Anxious



**FLICK FLY** Slow, Big, Hungry



ANDY ANTOrganized, Lazy, Sad

#### ANSWERS:

- I. WALLY / WORM / Sad2. BUFFY / BUTTERFLY / Beautiful
- 3. LEWIS / LADYBUG / Arrogant
- 4. SAM / SNAIL / Lazy

- 5. BILLY / BEE / Worker 6. BOB / BEETLE / Friendly
- 7. FLICK / FLY / Hungry
- 8. ANDY / ANT / Organized





## Pre-play activity 1 More about the characters Teachers



## **Extension activity**

Give out the photocopies of the Worksheet for Pre-play activity 1, one per student, and explain that it shows the main characters from the story.

Point to the names of the characters and ask the students to identify each of them: 'Who is this'

Now go through the characters and ask students questions about each one:

El profesor repartirá las fotocopias de la Pre-play activity I Worksheet, una por estudiante, y explicará los personajes principales de la historia.

Señalará los nombres de los personajes y pedirá a los estudiantes que identifiquen a cada uno de ellos: "¿Quién es éste?"

Luego hará preguntas a los estudiantes sobre cada uno de ellos:

Wally: Who is this? Is he a worm or a snail? (Answer: He is a worm)

Buffy: Who is this? Is she a bee or butterfly? (Answer: She is a butterfly)

Sam: Who is this? Is he a snail or an ant? (Answer: He is a snail)

Billy: Who is this? Is she a worm or a bee? (Answer: She is a bee)

Bob: Who is this? Is he a beetle or a fly? (Answer: He is a beetle)

Flick: Who is this? Is he a fly or a snail? (Answer: He is a fly)

Andy: Who is this? Is he a bee or an ant? (Answer: He is an ant)

(Note: The above questions and answers are only examples. The teacher should feel at liberty to vary the questions according to the ability of the class).

(Nota: Las preguntas y respuestas anteriores son sólo ejemplos. El profesor debe sentirse en libertad de variar las preguntas según el nivel de la clase).





## Pre-play activity 2 Let's go on an excursion! Teachers



Here we propose an activity in which the students must choose which are the objects that they need to go on an excursion to the mountain.

To do this we establish a list in which first, they must use arrows to choose the name of each of the objects. Then they must write them in one column or the other according to whether it is an object that should be taken on the trip to the mountain or not. With this activity we help the students learn useful vocabulary, so they can also acquire more knowledge about an outdoor activity, such as hiking to the mountain.

A continuación proponemos una actividad en la que los estudiantes deben elegir cuáles son los objetos que les hacen falta para ir de excursión al bosque.

Para ello establecemos una lista en la que en primer lugar, deben mediante flechas elegir el nombre de cada uno de los objetos. Luego deben escribirlos en una columna u otra según si es un objeto que debe llevarse a una excursión al bosque o no.

Con esta actividad facilitamos que los alumnos aprendan vocabulario útil, y puedan además adquirir un mayor conocimiento sobre una actividad al aire libre, como es una excursión al bosque.

Objects that must be taken on an excursion to the mountain:

Objects that do not have to be taken on an excursion to the mountain:

Hat
Sun cream
Water
Food
Backpack
Sun glasses

Computer Suitcase Table lamp Home telephone Dress shoes Skates

## **Extension activity**

The teacher will ask the students to make sentences according to what they should take on an excursion to the mountain, and what not to, according to the example that appears below. Example: To go to the mountain I need a hat, but I do not need a computer.

El profesor planteará a los alumnos que hagan frases atendiendo a lo que deben llevarse a una excursión a la montaña, y lo que no según el ejemplo que aparece a continuación.

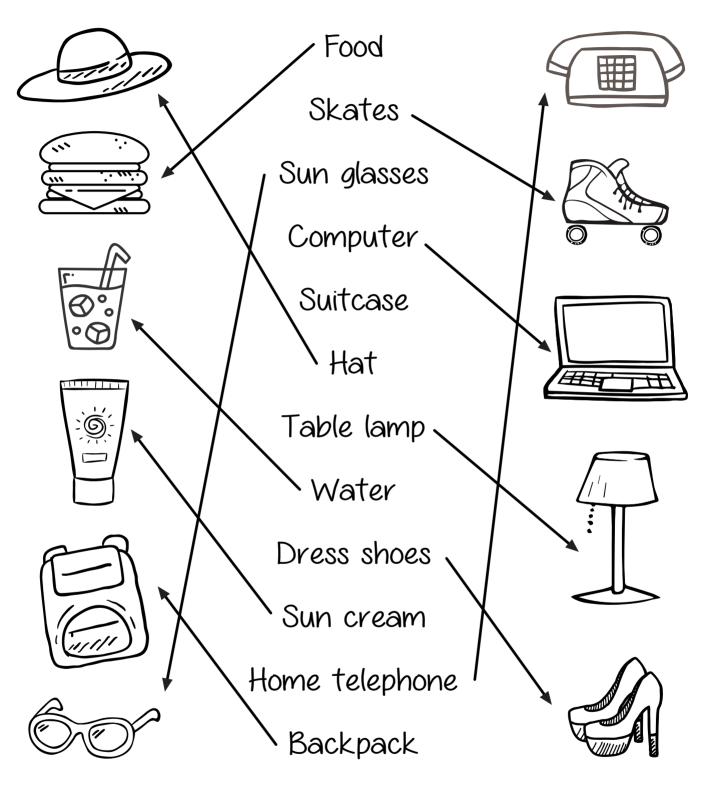
Ejemplo: Para ir a la montaña necesito una gorra, pero no necesito un ordenador.





## Pre-play activity 2 Let's go on an excursion! Teachers









## Pre-play activity 3 Questions about the dialogues Teachers



Next we propose a series of questions in which the students must choose which is the correct option from A - B - C.

For this they must listen to the tracks corresponding to the two recorded dialogues -TRACKS 3 and 4- and pay close attention.

With this activity the teacher will be able to check the comprehension level of the students, as well as their knowledge of the vocabulary.

A continuación planteamos una serie de cuestiones en las que los alumnos deben elegir cuál es la opción correcta entre la A - B - C.

Para ello deben escuchar los tracks correspondientes a los dos diálogos grabados -TRACKS 3 y 4-y prestar mucha atención.

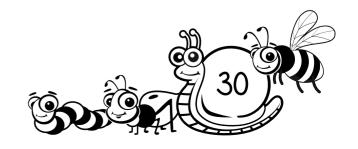
Con esta actividad el profesor comprobará el nivel de comprensión de sus alumnos, así como el grado de conocimiento que disponen de vocabulario.

## **Questions:**

- I. What is bee's name?
  - A. Binny
  - B. Billy
  - C. Binzie
- 2. What colour is the bee's dress?
  - A. Black and yellow
  - B. Red and green
  - C. Yellow and white
- 3. What sound does the bee hear?
  - A. Sneezing
  - B. Moaning
  - C. Snoring

- 4. Who is Billy the bee with?
  - A. Sam, the Snail
  - B. Lewis, the Ladybug
  - C. Wally, the worm
- 5. What is the Snail doing?
  - A. Eatina
  - B. Sleeping
  - C. Singing
- 6. What word does Sam, the Snail not like?
  - A. Work
  - B. Dream
  - C. Sleeping





## Pre-play activity 3 Questions about the dialogues Teachers



- 7. What does Billy, the bee make?
  - A. Honey
  - B. Marmalade
  - C. Milk
- 8. What does Billy need to make honey?
  - A. Grass
  - B. The pollen from flowers
  - C. River water
- 7. What does Billy the bee make?
  - A. Honey
  - B. Marmalade
  - C. Milk
- 8. What does Billy need to make honey?
  - A. Grass
  - B. The pollen from flowers
  - C. River water
- 9. What is Sam, the snail like?
  - A. Ready
  - B. Fast
  - C. Lazy
- 10. What is the Ladybug's name?
  - A. Elvis
  - B. Justin
  - C. Lewis

- II. Is the ladybug a boy or a girl or something else?
  - A. A boy
  - B. A girl
  - C. A monster
- 12. What kind of bug is Wally?
  - A. An ant
  - B. A beetle
  - C. A worm
- 13. What is Wally, the worm like?
  - A. Happy
  - B. Sad
  - C. Bored
- 14. Does Wally like being a worm?
  - A. Yes
  - B. No
  - C. It depends on the day
- 15. How does Lewis define Wally, the worm?
  - A. Disgusting and ugly
  - B. Elegant and handsome
  - C. Fun and friendly

## **Answers:**

| B - 2 A - 3 C - 4 A - 5 B - 6 A - 7 A 8 B - 9 C - 10 C - 11 A - 12 C - 13 B - 14 B - 15 A





## Pre-play activity 4 Colours and numbers Teachers



In this activity students will learn (or revise) the colours, and the numbers from 1-20. There are eight boxes and in each box there are some bugs and a colour. Students have to colour the bugs and write the number under the box.

En esta actividad, los alumnos aprenderán (o repasarán) los colores y los números del 1 al 20. Se dispondrán ocho recuadros; en cada uno de ellos habrá algunos bichos y un color. Los alumnos deberán colorear los bichos del color indicado y escribir el número de bichos de cada recuadro debajo del mismo.

Colours: pink, green, orange, red, yellow, blue, purple, brown. Numbers: one, five, eight, nine, twelve, fourteen, sixteen, twenty.

Now students have to complete the sentences for each box, using either a number or a colour, or both. Explain that 'there is' is only used for single objects (e.g. "There is one beetle") and 'there are' is used for plural nouns (e.g. "There are four snails").

Los alumnos deben completar las frases correspondientes a cada recuadro, utilizando un número, un color o ambas cosas. El profesor explicará que "there is" solo se utiliza para un objeto en singular (e.g. "There is one beetle") y que cuando tengamos más de un objeto (plural), utilizaremos "there are" (e.g. "There are four snails").

## **Answer key**

- I. There is one pink snail.
- 2. There are five green flies.
- 3. There are eight orange butterflies.
- 4. There are nine pink worms.
- 5. There are twelve yellow bees.
- 6. There are fourteen blue ants
- 7. There are sixteen purple ladybugs
- 8. There are twenty brown beetles.

## **Extension activity**

The teacher can now ask the students questions like: "How many yellow bees are there?" - "(There are) twelve (yellow bees)."

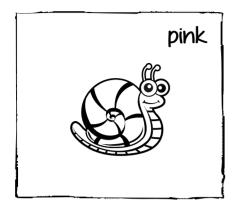
El profesor puede realizar preguntas simples a los alumnos del tipo: "How many yellow bees are there?" - "(There are) twelve (yellow bees)."



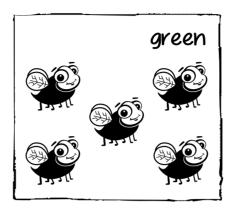


## Pre-play activity 4 Colours and numbers Teachers

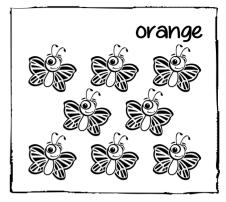




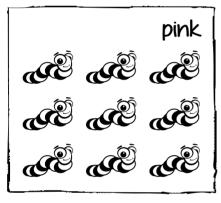
There is one pink snail.



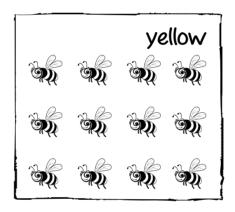
There are five green flies.



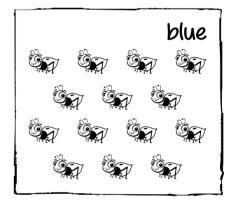
There are eight orange butterflies.



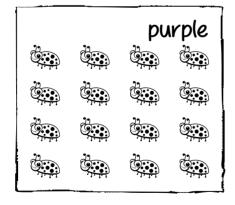
There are nine pink worms.



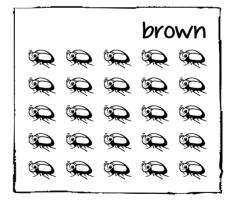
There are twelve yellow bees.



There are fourteen blue ants



There are sixteen purple ladybugs



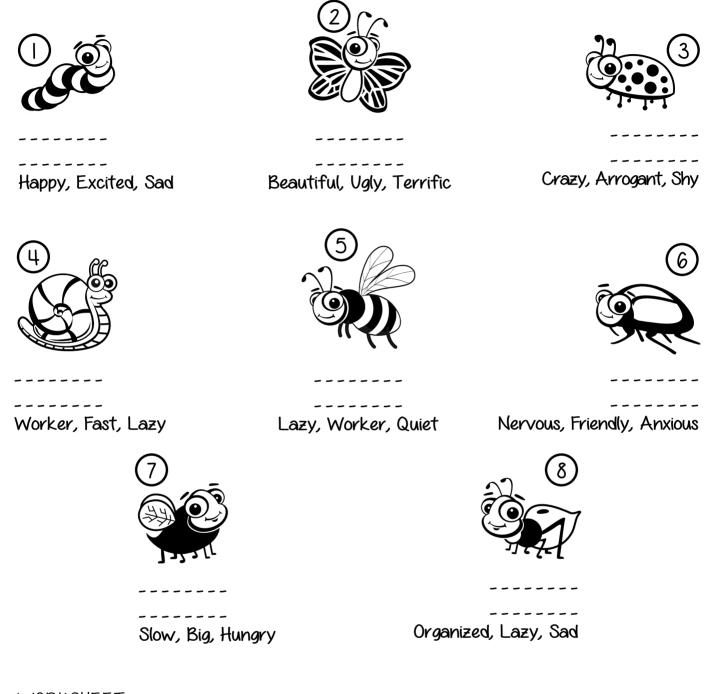
There are twenty brown beetles.

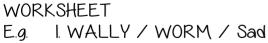




## Pre-play activity 1 More about the characters Students











## Pre-play activity 2 Let's go on an excursion! Students



Here there are a series of objects. Match the drawing of each with the corresponding name using arrows.

A continuación aparecen una serie de objetos. Relaciona el dibujo de cada uno de ellos con el nombre correspondiente mediante flechas.

















Sun glasses

Computer

Suitcase

Hat

Table lamp

Water

Dress shoes

Sun cream

Home telephone

Backpack















## Pre-play activity 2 Let's go on an excursion! Students



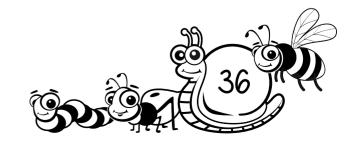
Now write in the corresponding column what objects above must be taken to enjoy a trip to the mountain, and what must not be taken.

Ahora escribe en la correspondiente columna qué objetos de los anteriores hay que llevar para disfrutar de una excursión a la montaña, y cuáles no.

Objects that must be taken on an excursion to the mountain:

Objects that do not have to be taken on an excursion to the mountain:





# Pre-play activity 3 Questions about the dialogues Students



Answer the following questions by choosing A - B - C.

Responde a las siguientes preguntas eligiendo A - B - C.

### **Questions:**

- I. What is bee's name?
  - A. Binny
  - B. Billy
  - C. Binzie
- 2. What colour is the bee's dress?
  - A. Black and yellow
  - B. Red and green
  - C. Yellow and white
- 3. What sound does the bee hear?
  - A. Sneezing
  - B. Moaning
  - C. Snoring
- 4. Who is Billy, the bee with?
  - A. Sam, the snail
  - B. Lewis, the Ladybug
  - C. Wally, the worm

- 5. What is the snail doing?
  - A. Eating
  - B. Sleeping
  - C. Singing
- 6. What word does Sam, the snail not like?
  - A. Work
  - B. Dream
  - C. Sleeping
- 7. What does Billy, the bee make?
  - A. Honey
  - B. Marmalade
  - C. Milk
- 8. What does Billy need to make honey?
  - A. Grass
  - B. The pollen from flowers
  - C. River water





# Pre-play activity 3 Questions about the dialogues Students



- 7. What does Billy, the bee make?
  - A. Honey
  - B. Marmalade
  - C. Milk
- 8. What does Billy need to make honey?
  - A. Grass
  - B. The pollen from flowers
  - C. River water
- 9. What is Sam, the snail like?
  - A. Ready
  - B. Fast
  - C. Lazy
- 10. What is the ladybug's name?
  - A. Elvis
  - B. Justin
  - C. Lewis



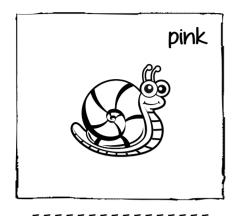
- II. Is the ladybug a boy or a girl or something else?
  - A. A boy
  - B. A girl
  - C. A monster
- 12. What kind of bug is Wally?
  - A. An ant
  - B. A beetle
  - C A worm
- 13. What is Wally, the worm like?
  - A. Happy
  - B. Sad
  - C. Bored
- 14. Does Wally like being a worm?
  - A. Yes
  - B. No
  - C. It depends on the day
- 15. How does Lewis define Wally, the worm?
  - A. Disgusting and ugly
  - B. Elegant and handsome
  - C. Fun and friendly

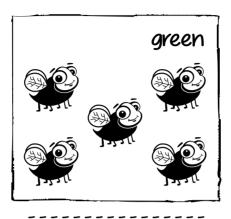


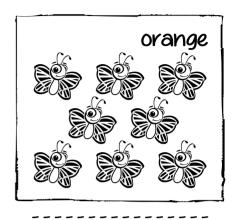


# Pre-play activity 4 Colours and numbers Students

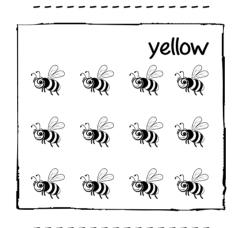


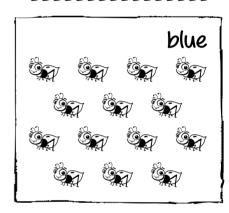


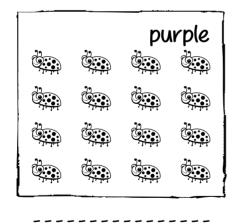


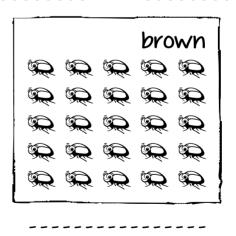




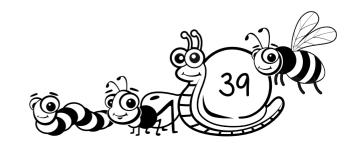












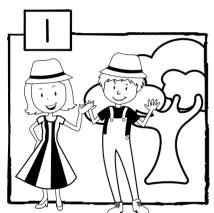
# Post-play activity 1 Put the pictures in the correct order Teachers



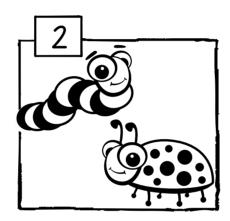
Give out copies of the Worksheet for Post-play activity I and explain to the students that the six pictures represent key moments from the show that they have seen. However, the pictures are not in the correct order. Students should put pictures I to 6, in the correct order and then find the correct sentences for each picture and write them in the spaces provided.

El profesor debe entregar copias de la Post-play activity I worksheet y explicar a los alumnos que las seis imágenes representan momentos clave de la obra que han visto. Sin embargo, las imágenes no están en el orden correcto. Los alumnos deben poner las imágenes I a 6, en el orden correcto y luego encontrar la oración correcta para cada imagen y escribir en el espacio proporcionado.

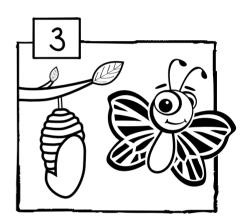
Sentences for the pictures (in the correct order):



Katie and James go hiking to the forest.



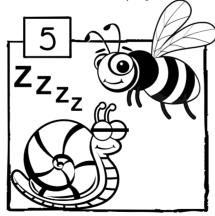
Wally, the worm meets Lewis, the Ladybug



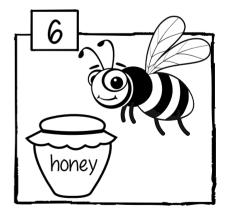
Wally, the worm becomes Buffy, the butterfly.



Buffy, the butterfly wins he beauty contest.



Billy, the bee finds Sam, the Snail sleeping.



Billy, the bee explains her work: collecting pollen from the flowers to make honey.





# Post-play activity 2 Complete the sentences Teachers



Below are a series of phrases related to the show "Beetles, Bugs & Butterflies". Students should select the words that appear in the correct box, and put them in the right place. In this way, the teacher can check the students have understood the show.

A continuación aparecen una serie de frases relacionadas con la obra "Beetles, Bugs & Butterflies". Los alumnos deben seleccionar las palabras que aparecen en la correspondiente caja, y ponerlas en su lugar correspondiente. De esta manera el profesor puede comprobar si ha habido una comprensión de la misma por los alumnos.

#### **Sentences:**

- I. Katie, James' FRIEND... is brave and he is not afraid of the "BUGS... that live in the "FOREST...
- 2. James, is ...AFRAID... of the bugs that are in the forest, but he likes ...STORIES... about bugs very much.
- 3. Sam, the ... SNAIL... is very ... LAZY... and he does not like ... WORKING..., he prefers to ... SLEEP... all the time.
- 4. Billy, the ... BEE... likes to make ... HONEY... and flies from flower to flower collecting ... POLLEN.
- 5. Lewis, the ...LADYBUG... wants to win the beauty ...CONTEST... in the forest, because he thinks he is the most ...HANDSOME... of all.
- 6. Wally, the ... WORM is ... DISGUSTING and is ... SAD because he is ugly and has no friends.
- 7. ...WALLY..., the worm becomes a beautiful ...BUTTERFLY... with beautiful ...WINGS... which are a thousand and one ...COLOURS.

### **Words:**

HONEY - WORKING - AFRAID - HANDSOME - WORM - FOREST - FRIEND - BUGS - BUTTERFLY SORRY - POLLEN - BEE - STORIES - LAZY - WINGS - CONTEST - DISGUSTING - SLEEPING SNAIL - WALLY - LADYBUG - COLOURS

### **Extension Activity:**

The teacher can ask the students to orally tell the argument of the whole story to the rest of the classmates and thus practice all the vocabulary learned.

El profesor puede pedir a los alumnos que, de forma oral, cuenten el argumento de toda la obra al resto de compañeros y así practiquen todo el vocabulario aprendido.





# Post-play activity 3 True or false Teachers



In this activity, students should decide which sentences are true and which are false. They can then use the sentences which are true to write a summary of the play.

En esta actividad, los estudiantes deben decidir qué oraciones son verdaderas y cuáles son falsas. Luego pueden usar las oraciones que son verdaderas para escribir un resumen de la obra.

- I. James is not afraid of bugs. FALSE
- 2. Katie wants to be a astronaut when she grows up. FALSE
- 3. Sam, the Snail is a very lazy bug and is always sleeping. TRUE
- 4. Billy, the Bee loves to work and collects pollen from flowers... TRUE
- 5. Billy, the Bee sings a song entitled "I love my job". TRUE
- 6. Sam, the Snail has wings and can fly through the forest. FALSE
- 7. Lewis, the ladybug is super discreet and does not like to be seen. FALSE
- 8. Wally, the worm is sad because he is a worm, and everyone is disgusted. TRUE
- 9. Lewis, the ladybird wants Wally the worm to win the beuaty contest. FALSE
- 10. Wally, the worm turns into a ladybug. TRUE

### **Extension activity:**

Once the students have identified all of the false sentences, get them to write down the correct sentences for each, thus facilitating a greater understanding of the show.

Una vez que los estudiantes hayan identificado todas las oraciones falsas, deben escribir las oraciones correctas para cada una, lo que facilitará una mayor comprensión de la obra de teatro.

### **Solutions:**

- I James is very afraid of bugs.
- 2. Katie wants to be a biologist when she grows up.
- 6. Sam, the Snail has no wings and can not fly through the forest.
- 7. Lewis, the ladybug is super indiscreet and likes to be seen by everyone.
- 9. Lewis, the ladybug does not want Wally the Worm to win the beauty contest.
- 10. Wally, the worm turns into a butterfly.







#### ◆) Track 11

In this activity there are three sentences for each of the characters in the play. Students will listen to the sentences on the audio (TRACK II) and, once recognized, will match them with the corresponding character: KATIE - JAMES- WALLY, THE WORM - SAM, THE SNAIL - BILLY, THE BEE - LEWIS, THE LADYBUG.

En esta actividad aparecen tres frases para cada uno de los personajes de la obra. Los alumnos escucharán las frases en el correspondiente audio (TRACK 10) y, una vez la reconozcan, tendrán que unirlas con el personaje correspondiente: KATIE - JAMES - WALLY, EL GUSANO SAM, EL CARACOL - BILLY, LA ABEJA - LEWIS, LA MARIQUITA.

But the sentences in the activity are not ordered, so the students will have to listen to them a second time and number them I - I2. When they finish, the teacher must verify that they have been correctly ordered by asking "Number I?" and all students will answer by reading the sentence. If this is too difficult, the process will be reversed: the teacher will read the sentence and the students will answer "Number...". After checking the order of the sentences, the students are prepared to copy the sentences beside the character who says them, thus creating a "mini-play".

Pero las frases que aparecen en la actividad, no están puestas en orden así que los alumnos deberán escucharlas una segunda vez y numerarlas del 1 al 12. Cuando acaben, el profesor debe comprobar que las han ordenado correctamente diciendo: "Number 1?" y todos los alumnos contestarán leyendo la frase. Si esto resulta demasiado difícil, se invertirá el proceso, el profesor leerá la frase y los alumnos responderán "Number..." Una vez comprobado el orden de las frases, los alumnos están preparados para copiar las frases junto al personaje que las dice, creando así una "mini-obra".

Now you can listen to the audio again (TRACK 10) and repeat each sentence. As a final activity, the teacher will divide the class into groups of four (one student per character) and students will perform the "mini-play".

Ahora se puede escuchar de nuevo el audio (TRACK 10) y repetir cada frase. Como actividad final, el profesor dividirá la clase en grupos de cuatro (un alumno por cada personaje). Los alumnos tendrán que representar la "mini-obra".







#### ▼) Track 11

Sam, the snail. Will you be quiet and let me sleep, it's still early.

Billy, the bee. You see? That's why it's so important to work, but then you do not

have food.

James. I love hiking with you to the forest Katie, but I'm very scared of

the bugs.

James. I really liked the story of the snail and the bee, now I know how

important it is to work. Do you know another story about bugs?

Wally, the worm It's normal for me to be sad, everybody laughs at me and I do not

have friends.

Lewis, the ladybug. But how is this possible? If you are no more than an ugly worm,

unless... you... you are a caterpillar.

Katie. And that's how the story of the snail and the bee ends. And

remember, it is very important to work.

Wally, the worm. Of course, if I participate in the beauty contest I will meet other

bugs, and thus, I will have friends.

Billy, the bee. I'm a bee, and that's why I am black and yellow, and I'm going

to tell you a secret: I love working. What is that sound?

Katie. And that's how the worm, which was really a caterpillar, was the

most beautiful creature of all.

Sam, the snail. Thanks Billy, I understand, from today I promise to work more

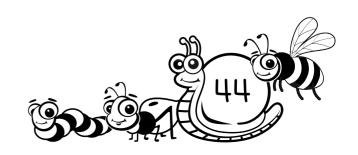
and sleep less.

Lewis, the ladybug. There's a beauty contest in the forest and I'm sure I'm going to

win, because I am the best.

James. I love hiking with you to the forest Katie, but I'm afraid of bugs.







#### **◄**) Track 11

#### Sentences in order:

James. I love hiking with you to the forest Katie, but I'm afraid of bugs.

Billy, the bee. I'm a bee, and that's why I am black and yellow, and I'm going

to tell you a secret: I love working. What is that sound?

Sam, the snail. Will you be quiet and let me sleep, it's still early.

You see? That's why it's so important to work, but then you do not

Billy, the bee. have food.

Sam, the snail Thanks Billy, I understand, from today I promise to work more

and sleep less.

Katie. And that's how the story of the snail and the bee ends. And

remember, it is very important to work.

James. I really liked the story of the snail and the bee, now I know how

important it is to work. Do you know another story about bugs?

Wally, the worm. It's normal for me to be sad, everybody laughs at me and I do not

have friends.

Lewis, the ladybug. There's a beauty contest in the forest and I'm sure I'm going to

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Wally, the worm. Of course, if I participate in the beauty contest I will meet other

bugs, and thus I will have friends.

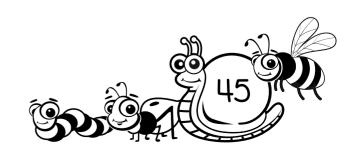
Lewis, the ladybug. But how is this possible? If you are no more than an ugly worm,

unless... you... you are a caterpillar.

Katie. And that's how the worm, who was really a caterpillar, was the

most beautiful creature of all.





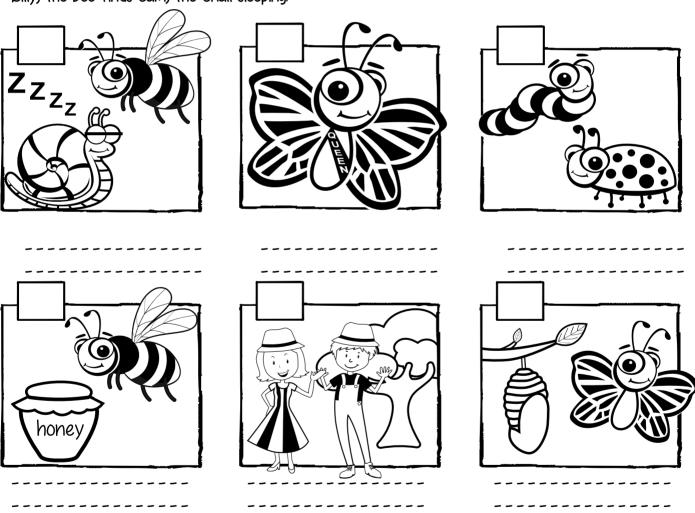
# Post-play activity 1 Put the pictures in the correct order Students



Find the correct sentence for each picture, number them from 1 to 6 according to the show you have already seen and write down the sentences in the spaces provided.

Encuentre la frase correcta para cada imagen, numere de la 6 según el show que ya ha visto y anote las frases en los espacios provistos.

- Buffy, the butterfly wins the beauty contest.
- Wally, the worm knows Lewis, the Ladybug.
- Billy, the bee explains her work: collecting pollen from the flowers to make honey.
- Katie and James go hiking to the forest.
- Wally, the worm becomes Buffy, the butterfly.
- Billy, the bee finds Sam, the Snail sleeping.







# Post-play activity 2 Complete the sentences Students



Below are a series of phrases related to the show "Beetles, Bugs & Butterflies". Choose the correct word and complete the sentences.

A continuación aparecen una serie de frases relacionadas con la obra "Beetles, Bugs & Butterflies". Elige la palabra correspondiente y completa las frases.

#### **Sentences:**

| ļ. | Katie, James' is brave and he is not afraid of the that live in the                        |
|----|--|
| 2. | James, is of the bugs that are in the forest, but he likes about bugs very much            |
| 3. | Sam, the is very and he does not like, he prefers to all the time                          |
| 4. | Billy, the likes to make and flies from flower to flower collecting                        |
|    | Lewis, the wants to win the beauty in the forest, because he thinks he is the most of all. |
| 6. | Wally, the is and is because he is ugly and has no friends.                                |
|    | thousand and one worm becomes a beautiful with beautiful which are a                       |

### Words:

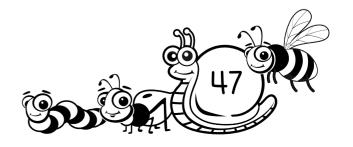
HONEY - WORKING - AFRAID - HANDSOME - WORM - FOREST - FRIEND - BUGS - BUTTERFLY SORRY - POLLEN - BEE - STORIES - LAZY - WINGS - CONTEST - DISGUSTING - SLEEPING SNAIL - WALLY - LADYBUG - COLOURS

### **Extension Activity:**

The teacher can ask the students to have a discussion about the whole show with the rest of their classmates and thus practice all the learned vocabulary.

El profesor puede pedir a los alumnos que, de forma oral, cuenten el argumento de toda la obra al resto de compañeros y así practiquen todo el vocabulario aprendido.





# Post-play activity 3 True or false Students



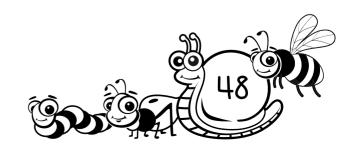
Listen and say which of the following sentences are true or false. Lee las siguientes afirmaciones y di cuáles son verdaderas y cuáles falsas.

- I. James is not afraid of bugs.
- 2. Katie wants to be a astronaut when she grows up.
- 3. Sam, the Snail is a very lazy bug and is always sleeping.
- 4. Billy, the Bee loves to work and collects pollen from flowers.
- 5. Billy, the Bee sings a song entitled "I love my job".
- 6. Sam, the Snail has wings and can fly through the forest.
- 7. Lewis, the ladybug is super discreet and does not like to be seen.
- 8. Wally, the worm is sad because he is a worm, and everyone is disgusted.
- 9. Lewis, the ladybird wants Wally the worm to win the beuaty contest.
- 10. Wally, the worm turns into a ladybug.

### **Extension activity:**

| There are six false sentences, do you know which ones? Write down the correct option for each one. |
|--|
| Hay seis oraciones falsas, ¿sabes cuáles? Escriba la opción correcta para cada una de ellas.       |
| Ex I. James is very afraid of bugs   |
|  |
|  |
|  |







#### ▼) Track 11

Listen and find the sentence and number it from 1-12. Then listen again and match it to the person who says it in the play.

Escucha cada frase, reconoce quien la dice. Únelas con flechas al personaje correspondiente y luego numéralas del 1 al 12.

- Will you be quiet and let me sleep, it's still early.
- You see? That's why it's so important to work, but then you do not have food.
- I love hiking with you to the forest Katie, but I'm very scared of the bugs.
- I really liked the story of the snail and the bee, now I know how important it is to work. Do you know another story about bugs?
- It's normal for me to be sad, everybody laughs at me and I do not have friends.
- But how is this possible? If you are no more than an ugly worm, unless... you... you are a caterpillar.
- And that's how the story of the snail and the bee ends. And remember, it is very important to work.
- ullet Of course, if I participate in the beauty contest I will meet other bugs, and thus, I will have friends.
- I'm a bee, and that's why I am black and yellow, and I'm going to tell you a secret: I love working. What is that sound?
- And that's how the worm, which was really a caterpillar, was the most beautiful creature of all.
- Thanks Billy, I understand, from today I promise to work more and sleep less.
- There's a beauty contest in the forest and I'm sure I'm going to win, because I am the best.
- I love hiking with you to the forest Katie, but I'm afraid of bugs.







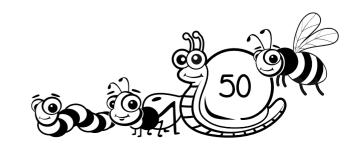
#### ◀》Track 11

| No | W ' | write | the | sentences | in | the | correct | ord | er. |
|----|-----|-------|-----|-----------|----|-----|---------|-----|-----|
|----|-----|-------|-----|-----------|----|-----|---------|-----|-----|

Ahora, escribe las frases en su orden correcto.

| James:              |      |      |  |
|---------------------|------|------|--|
| Billy, the bee:     | <br> | <br> |  |
| Sam, the snail:     | <br> | <br> |  |
| Billy, the bee:     | <br> | <br> |  |
| Sam, the snail:     |      | <br> |  |
| Katie:              | <br> | <br> |  |
| James:              |      | <br> |  |
| Wally, the worm:    |      | <br> |  |
| Lewis, the ladybug: |      | <br> |  |
| Wally, the worm:    |      | <br> |  |
| Lewis, the ladybug: | <br> | <br> |  |
| Katie:              | <br> | <br> |  |
|                     | <br> | <br> |  |





# Extra-activity 1 Create your bug



Here we go, an original ant made from cardboard egg cups. Aquí va una original hormiga hecha con hueveras de cartón.

#### You need the following materials:

Necesitas los siguientes materiales:

- Cardboard egg cups
- Scissors
- Paint Brushes
- Pipe cleaners
- Plastic craft eyes
- Paper Puncher

- Hueveras de cartón
- Tijeras
- Pinceles
- Limpiapipas
- Ojos móviles
- Punzón

#### Step by Step:

- I. The first thing we have to do is separate the egg cups and leave only three segments to make the body of the bug.
- 2. Then we paint the body a single colour, or combining several colours.
- 3. With the help of a paper puncher and a pad the holes are made to then pass the pipe cleaners clean through from side to side. In this way we will make the legs of the ant.
- 4. We will do the same to create the antennas.

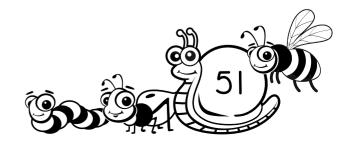
And that's how you can make your own bug! Let's do it!

#### Paso a paso:

- I. Lo primero que tenemos que hacer es separar las hueveras y dejar sólo tres segmentos para hacer el cuerpo del bicho.
- 2. Luego pintamos el cuerpo de un solo color, o combinando varios.
- 3. Con ayuda de un punzón y una almohadilla se hacen los agujeros para luego pasar los limpia pipas de lado a lado. De este modo haremos las patitas de los bichos.
- 4. Haremos lo mismo para crear las antenas.

iY así conseguirás tener tu propio bicho! iManos a la obra!



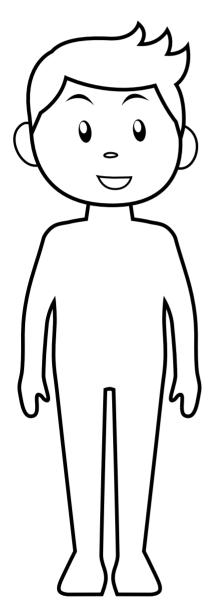


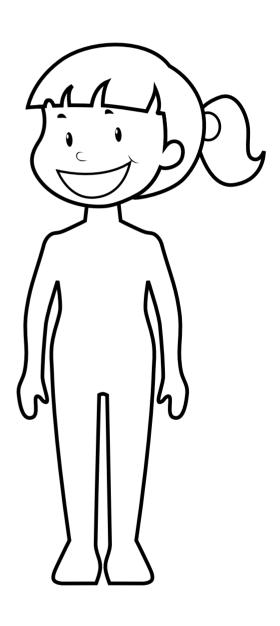
# Extra-activity 2 Dress Katie and James



Below is a picture of Katie and James without clothes. Cut out the different clothes, write their name, paint them and then dress them. The more wardrobe changes you make, the better.

A continuación aparece un dibujo de Katie y James sin vestir. Recorta las diferentes prendas de vestuario, pon su correspondiente nombre, píntalas y luego juega a vestirlos. Cuántos más cambios de vestuario hagas, mejor.



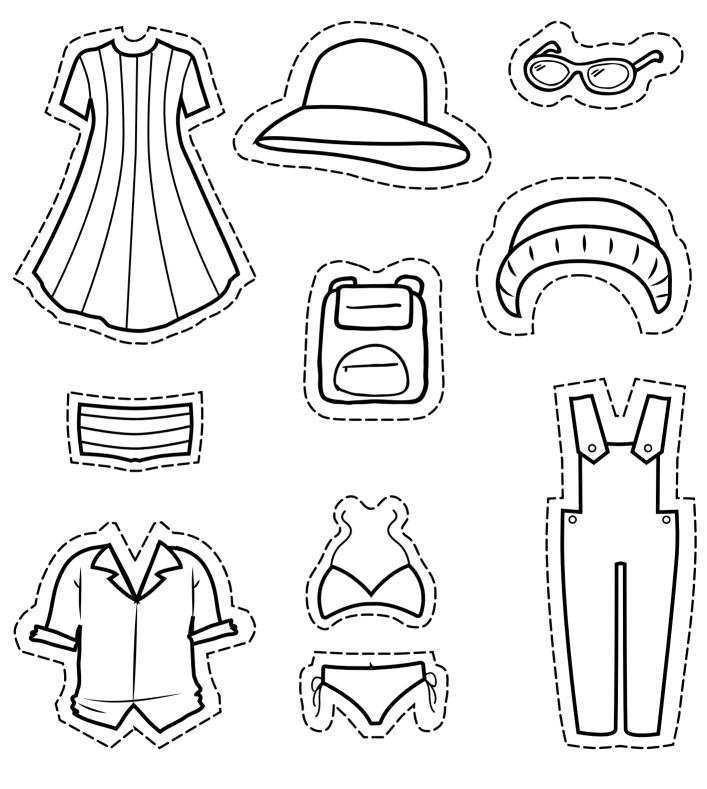






# Extra-activity 2 Dress Katie and James



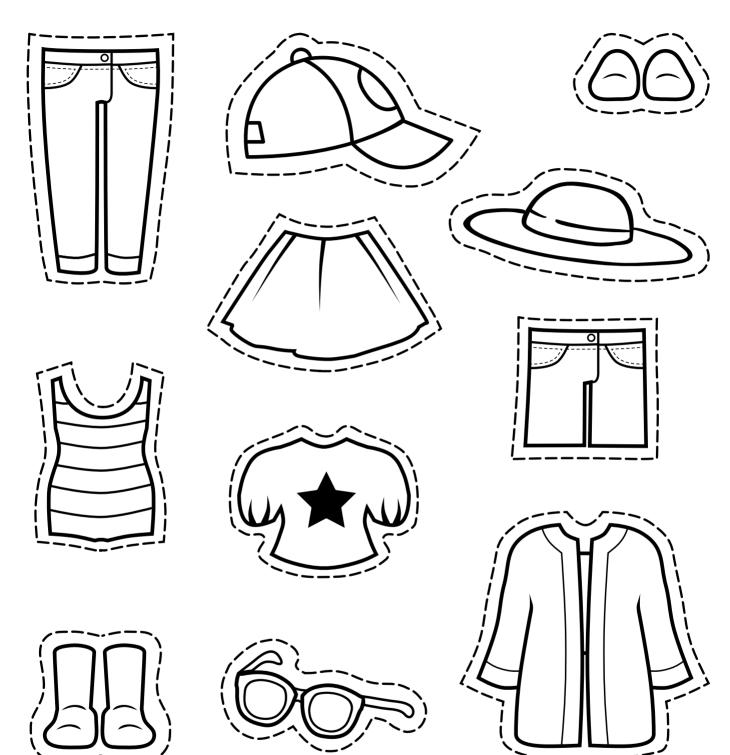




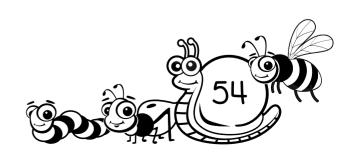


# Extra-activity 2 Dress Katie and James









# Collection Collection

#### **More information...**

#### **Books:**

Carle, Eric.

The very hungry Caterpillar.

(Published by Philomel books, 1969 and 1987)

Dalh, Roald (author); Blake, Quentin (Illustrator). **James and the Giant Peach**. (Puffin Books, 1988)

Carle, Eric. The Very Lonely Firefly. (Philomel Books, 1995)

Lawton, Caroline. Bugs A to Z. (Scholastic, 2005)

Mc Donald, Jill. Hello, World! Backyard Bugs. (Amazon Editor, 2007)

Zommer, Yuval & Taylor, Barbara. The Big Book of Bugs. (Amazon Editor, 2017)

### **Websites:**

Los insectos para infantil - Slideshare https://es.slideshare.net/mes22/los-insectos-para-infantil

"Bugs" un proyecto Flipped en Infantil ♥ The Flipped Classroom https://www.theflippedclassroom.es/bugs-un-proyecto-flipped-en-infantil/

#### Films:

A Bug's Life. 1.998. Directed by John Lasseter & Andrew Stanton.





## **Vocabulary**



|   | $\overline{}$ | ١ |
|---|---------------|---|
| 7 | ٠             | ١ |

About Adventures **Afraid** After Again Air Already Always Ant Antennae

Around



13 Back Be (to) Beauty Because Bee Beetle Biologist Bite (to) Boys Bring (to) Buas **Butterflies** 



Caterpillar Collect (to) Colours Contest



Daytime Disgusting Do (to)

13

Early Easy Eat (to) End Everyone Eyes

Face **Fast** Fear Fly Flowers Food **Forest** Fresh Friend

(3

Full

Fun

Girls Good Great Grow Up (to)

 $\mathfrak{O}$ 

Handsome Happy Hard Have (to) Hello Help (to) Hiking Honey House Hua Hungry

N

Idea

പ്

Journey Juice

 $\mathbb{G}$ 

Kind Kiss Know (to)

B

Ladybug Lazy Learn (to) Leaves Live (to) Look (to) Long Louder Love (to)

00

Many Make (to) Middle Mistake More Mountain

 $\emptyset$ 

Name Nature Nice Nobody  $(\cdot)$ 

Opportunity Other Overcome 0k

D

Plants Pick Up (to) Play (to) Poor Power

 $(\cdot)$ 

Question Quiet Quick

B

Ready Respect (to) Right

83

Sad

School

See (to) Share (to) Sleep (to) Slow Small Snail Spider **Stories** Strong Study (to) Sun **Sweets** 

T

Talk (to) Tell (To) There Things Think (to) Time Trees Today Together Turn into (to)

(1)

Ualy Understand (to)

(1)

Very Volúnteer

(m)

Want (to) Wav Welcome Who Wings Wonderful Worm Work (to) World



Yellow Yes You

92

Zero



