

BUZZ

Teacher's Guide

with Digital Pack

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- **Classroom Presentation Tools**
(Student Book, Workbook, and Phonics & Literacy)
- **Online Practice**
- **Teacher's Resources**
- **Assessment**

Tamzin Thompson

BUZZ

Teacher's Guide

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Starter

Hello!
page 4

What's your name? • I'm / My name's • The Alphabet • Numbers 1-10 • How old are you? I'm

Poster

Shapes • Numbers 11-20

Lesson 1 Words

Lesson 2 Grammar

Lesson 3 Words and Grammar

Lesson 4 Story

Lesson 5 Skills and Culture

1 At School page 6	Classroom objects Functional Language Show me the It's here!	What is it? It's	Colors What color is it / the ...? It's / The desk is
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2 My Things page 16	Toys Functional Language What's your favorite toy? It's a	I have I don't have	School things This is my This is your
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Review Units 1 and 2 page 26

3 Fun with Friends page 28	Activities Functional Language Let's ... OK! No, thanks.	I can I can't	Actions Can you ...? Yes, I can. / No, I can't.
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4 Outdoors page 38	Animals Functional Language Can it / Can a ...? Yes, it can. / No, it can't.	Is it a ...? Yes, it is. / No, it isn't.	Nature There's a ... There are some
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Review Units 3 and 4 page 48

5 My Body page 50	Body and face Functional Language Touch your ...!	This is These are	Animals' bodies and faces It has
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6 My Family page 60	Family Functional Language Who's in your family?	Who's he / she? He's / She's my	Feelings Are you ...? Yes, I am. / No, I'm not.
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Review Units 5 and 6 page 70

7 My Clothes page 72	Clothes Functional Language Put on your ...!	This is his / her These are his / her	Adjectives Those (pants) are That (cap) is
--	---	--	--

8 Food page 74	Fruit Functional Language How many ...?	I like I don't like	Food Can I have some ..., please? Yes, here you go. / No, sorry!
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Review Units 7 and 8 page 92

My Buzz Record page 94

Billy's Painting Emotional Well-being Being resourceful	School in the U.K. and Cuba Project Extra Board Game
---	--

Nisha's Jump Rope Emotional Well-being Being generous	Toys and games in the U.S.A. and Madagascar Project Extra Toy Survey
---	--

Let's Catch the Moon! Emotional Well-being Being perseverant	Free time activities in Canada and Japan Project Extra Trophy
--	---

Coconuts for Everyone! Emotional Well-being Being part of a team	Nature in Australia and the Bahamas Project Extra Postcard
--	--

Two Little Ducklings Emotional Well-being Being able to assess risk	Pets in the U.K. and Ukraine Project Extra A New Animal
---	---

Moody Monkey Emotional Well-being Managing your emotions	Family in China and the U.S.A. Project Extra Family Book
--	--

The Shoemaker Emotional Well-being Being helpful	Clothes in Italy and the U.K. Project Extra Paper Chain
--	---

Fox and Stork Emotional Well-being Being considerate	Breakfast food in Türkiye and Vietnam Project Extra Shopping Role Play
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Learning Objectives

Students will learn the names of the team characters.

Students will be able to introduce themselves and ask and answer questions about their names.

Students will be able to say the alphabet.

Students will be able to count from 1 to 10.

Students will be able to ask and answer questions about how old they are.

Language

Team Characters: Emma, Hector, May, Nina, Omar, Tang

Alphabet: a–z

Numbers: 1–10

Functional Language: Hello. I'm (Tim). What's your name? I'm (Anna) / My name's (Anna). / How old are you? I'm (six).

Warm-up

- Greet students as they come into the classroom. Say *Hello!* and encourage students to say *Hello!* to you in return. Give each student a blank sticky label and ask them to write their name. Ask students to hold up their labels and say their names. Students can then wear their name labels.
- Arrange students in a circle. Hold up a soft ball or beanbag. Point to a student and say *Hello, (student's name)*. Gently toss the ball or beanbag to the student. Encourage the student to greet another student and to throw the ball or beanbag to them. Repeat until all students have had a chance to greet someone.

Lead-in

- Write *alphabet* on the board. Say the alphabet in English and ask students what they think the word *alphabet* means. Ask students if they know any letters of the alphabet in English.
- Write *numbers* on the board. Count to ten in English, holding up the correct number of fingers as you do so. Ask students what they think *numbers* means. Ask students if they know any numbers in English.

Student Book pages 4–5**1 Listen and point. Then listen and repeat.** 001

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture on page 4 in their Student Book.
- Tell students that they are now going to meet the team characters. The team characters are six children who play together in *Buzz Park*. Students will meet these characters in every unit throughout the series.
- If you are using the Classroom Presentation Tool, present the characters using the interactive activity.

- Play the recording for students to listen and point to the children in the picture. Ask *Can you see Tang?* Point to Tang in the picture and say *Look! It's Tang!* to help students understand the meaning of the question. Ask *Can you see (Omar)?* about the other children in the picture. Encourage students to point to the correct children in the picture.
- Model the team characters' names for students to repeat aloud together. Students point to the correct character as they say the names.
- Play the recording again, pausing for students to repeat the names.
- Point to each of the characters and ask *Who's this?* Encourage students to say the names.

Audio Transcript

1 **Nina** I'm Nina.

2 **Hector** I'm Hector.

3 **May** I'm May.

4 **Emma** I'm Emma.

5 **Omar** I'm Omar.

6 **Tang** I'm Tang.

2 Listen and repeat. 002 Ask and answer.

Focus on the conversation. Play the recording, pausing after each line for students to repeat.

Model similar conversations with volunteers. Encourage students to use their own names.

- Students move around the classroom introducing themselves to one another and asking for their classmates' names.

Walk around the classroom, helping where necessary.

Optional Activity

Arrange the students in a circle. Take a place in the circle yourself. Turn to the student on your right and say *Hello! I'm (your name). What's your name?* Encourage the student to answer. Then encourage them to turn to the student on their right and repeat the conversation. Students repeat the conversation around the circle until the last student asks you your name.

3 Listen and point. Then sing. 003–004

- Focus attention on the alphabet letters. Tell students that they are going to hear the letters. Play the first recording of the alphabet song for students to listen and point to the letters in their books. Play the recording again, pausing after each letter and encouraging students to repeat.
- Play the karaoke recording of *The Alphabet Song* for students to listen. Then play it a few more times and encourage students to join in as much as they can.
- Chant the alphabet as a class.

- Say a few letters of the alphabet, and then invite a student to continue with a few more letters. Continue in this way around the class, as many times as necessary, for all students to have a turn to say some of the letters.

Audio Transcript

a, b, c, d
e, f, g
h, i, j, k
l, m, n, o, p
q, r, s
t, u, v
w, x, y, z!
You can sing the alphabet.

4 Listen, point, and repeat. 🎧 005

- Focus attention on the numbers. Tell students that they are going to hear the numbers. Play the recording for students to listen and point to the numbers.
- Play the recording again, pausing after each number and encouraging students to repeat the numbers.
- If you like, you can use the *Color, Shapes, and Numbers* poster to present the numbers. Point to the numbers on the poster and ask students to say them. Then say numbers and invite students to point to them on the poster.

Optional Activity

Hold up different numbers of classroom items, e.g., three books, five pens, seven pencils. Ask students to count the items, first together, then individually. Invite students around the class to hold up between one and ten items for the rest of the class to count.

5 Listen and write the number. 🎧 006

- Focus on the pictures of the children. Tell the class that they are going to hear the children saying how old they are. Play the first item on the recording. Then pause and ask students to say the number 10. Show students the example number 10 in the box next to the first picture.
- Play the rest of the recording, pausing after each item for students to write the number.
- Play the recording again for students to check their answers, and again for students to repeat.

Audio Transcript

Girl 1 I'm ten.
Boy 1 I'm five.
Girl 2 I'm six.
Boy 2 I'm nine.
Girl 3 I'm eight.
Boy 3 I'm seven.

ANSWERS

a 10 b 5 c 6 d 9 e 8 f 7

6 Listen and repeat. 🎧 007 Ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model similar conversations with volunteers. Encourage students to use their own ages.

- Students take turns asking and answering the question in pairs, and then form new pairs to repeat the task.
- Walk around the classroom, helping where necessary.

Workbook pages 2–3

1 Write the names.

- Students look at the pictures and write the missing letters.

ANSWERS

1 May 2 Omar 3 Tang 4 Hector 5 Nina
6 Emma

2 Read and write.

- Students write the words to complete the conversations.

ANSWERS

1 Hello, What's 2 I'm, Nina

3 What's missing? Write.

- Students write the missing letters.

ANSWERS

c, f, h, j, m, p, r, w, y

4 Write the number.

- Students read the words and write the matching numbers.

ANSWERS

1, 7, 3, 10, 5, 6, 2, 8, 9, 4

5 Write the missing numbers.

- Students write the missing number words.

ANSWERS

1 four 2 nine 3 one, three 4 seven, eight

6 Look and write.

- Students look at the pictures and complete the conversations.

ANSWERS

1 How, five 2 How old are you? I'm ten.

Assessment for Learning

- Time for feedback! Write the words *alphabet* and *numbers* on the board. Ask the class *Are you happy about the alphabet and numbers?* If you like, you can use the *How Do You Feel?* poster to elicit how students are feeling.
- See the Introduction for ideas on how to have students show how well they have understood something (e.g., using traffic light cards). Choose the idea that works best for your class. Make sure students know that it is OK not to understand something; they are here to learn.
- Use your chosen feedback routine to check whether students have understood, or whether they need more help.
- If necessary, play some more games to practice the letters and numbers, e.g., *Bingo!* (see *Ideas Bank*).

Lesson 1 Words

Learning Objective

Students will be able to talk about the classroom.

Language

Classroom objects: board, cabinet, chair, clock, desk, door, trash can, window

Functional Language: Show me the (board)! It's here!

Warm-up

- Play a game of *Bingo!* (see *Ideas Bank*) with the class to review numbers 1–10.
- Play the game again using the letters of the alphabet.

Lead-in

- Tell the class *Today we are learning about the classroom.* Write *classroom objects* on the board. Show the lesson flashcards and invite students to guess the meaning of *classroom objects*.
- Ask the class a simple question about the topic, e.g., *What's in your classroom?* Students can point to items in the classroom and name any items that they know the words for in English.

Teaching Tip

Assign each student a partner. Encourage students to discuss ideas with their partner when they are thinking of an answer or an idea, trying to understand the instructions for an activity, or assessing what they have learned. Having a partner to discuss things with makes students feel more confident and allows them to support each other in their learning.

Student Book pages 6–7

1 Look, share, learn

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. Alternatively, you can use the *At School* vocabulary poster to present the new words.
- Encourage students to share their knowledge by naming any of the items that they know the English words for, e.g., *book, teacher, numbers 1–10, letters a–z*. Prompt students, if necessary, by asking *Can you see (a book)? Can you see (the number 2)? (a book, a teacher, numbers 1–10, letters a–z)*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the lesson flashcards to present the new words.

2 Listen, point, and repeat. 🎧 008

- Play the recording for students to listen and point to the objects in the picture.
- Play the recording again for students to repeat the words.

Optional Activity

Play a game of *Stop the Cards* (see *Ideas Bank*) using the flashcards.

3 Say the chant. 🎧 009

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

clock, clock
door, door
board, board
window, window
desk, desk
trash can, trash can
cabinet, cabinet
chair, chair

4 Play the Numbers game.

- Focus on the conversation. Read the speech samples aloud.
- Explain that in the game, one person chooses an object from exercise 2 and says the number of the object. The other person finds the object in the picture and says the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns saying *Number (two)! for their partner to find and name the object in the picture (Door!)*.

5 Look, listen, and repeat. 🎧 010

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Check students' understanding of the functional language. Say *Show me the (board)! Encourage students to point to the correct object in the classroom and say It's here!*

6 Listen and number. 🎧 011

- Focus on the pictures. Ask students to name the classroom objects.
- Play the first conversation on the recording, pausing for students to find the correct classroom object in their books. Show the students the example number 1 in the box next to the clock.
- Play the rest of the recording, pausing after each conversation for students to find the correct classroom object and write the number in the box.
- Check answers by asking *What's number (1)? Elicit the answer, It's a (clock).*

Audio Transcript

1 **Man** Show me the clock.

Child It's here.

2 **Man** Show me the window.

Child It's here.

3 **Man** Show me the trash can.

Child It's here.

4 **Man** Show me the door.

Child It's here.

5 **Man** Show me the cabinet.

Child It's here.

6 **Man** Show me the chair.

Child It's here.

7 **Man** Show me the desk.

Child It's here.

8 **Man** Show me the board.

Child It's here.

ANSWERS

a 3 b 4 c 6 d 1 e 8 f 2 g 7 h 5

7 Look at 6. Say and point.

- Focus on the conversation. Read the speech bubbles aloud.
- Model the conversation with volunteers. Encourage the volunteers to choose classroom objects from exercise 6.
- Students work in pairs. They take turns asking their partner to show them a classroom object in exercise 6, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Extra Team Up! 1 DOWNLOAD

- The *Team Up!* tasks are optional. They offer additional language practice and promote global skills. The tasks can be used to extend the lesson if you have extra time available, or they can provide additional pair or group work practice of the new language, if your students need it. Detailed teaching notes can be found with the *Team Up!* Worksheets, which are available for download from Oxford English Hub.
- Students use Worksheet 1 (two pages) to practice the new language. They cut out and share the classroom objects from page 2, then color them and glue them onto pages to make their collage (one collage per student). They then stand in front of the class (or work in groups). The other students say *Show me the board!* The student at the front of the class points to the correct object in their collage and says *It's here!*

Global Skills: Creativity and Critical Thinking

The *Team Up!* tasks provide a different context for revising the new language. Students can use them to create something personal and have a sense of ownership.

Workbook Pages 4–5

1 Read and circle.

- Students look at the pictures and circle the correct words.

ANSWERS

1 board 2 window 3 desk 4 chair 5 cabinet
6 door 7 clock 8 trash can

2 Look and write.

- Students look at the numbered objects in the picture and write the words.

ANSWERS

1 door 2 clock 3 window 4 desk 5 board
6 chair 7 trash can 8 cabinet

3 Write the letters. Then check ✓ or cross X.

- Students use the key to write the letters for the corresponding numbers. They then check the words that match the pictures and cross the words that do not match the pictures.

ANSWERS

1 board X 2 chair ✓ 3 desk X 4 door X

4 Read and number.

- Students read the sentences, look at the pictures, and find / write the correct numbers to match the pictures to the sentences. If they need help with the functional language, they can look at the conversation in exercise 7 on page 7 of their Student Book.

ANSWERS

a 3 b 1 c 2 d 4

Assessment for Learning

- Time for feedback! Write *classroom objects* on the board. Ask the class, *Are you happy about the new words for classroom objects? If you like, you can use the How Do You Feel? poster to elicit how students are feeling. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about classroom objects. Students hold up the traffic light card that shows how confident they feel. If you wish, students can complete the optional record sheet to assess their learning for this lesson, or at the end of the unit.*
- For further practice or reinforcement of the new words, play more flashcard games (see *Ideas Bank*). Alternatively, students can turn to the *Picture Dictionary* on page 92 of their Workbook. They can take turns pointing to pictures and asking and answering *What's this? It's a (desk)*. Then they can write in the words.

Lesson 2 Grammar

Learning Objective

Students will be able to ask about classroom objects.

Language

What is it? It's a (desk).

Warm-up

- Play a game of *Find the Cards* (see *Ideas Bank*) with the Lesson 1 flashcards to review the classroom objects vocabulary.

Teaching Tip

When you have set Workbook activities for homework, collect students' Workbooks and check their work. Circle or mark their mistakes, but don't correct them. Allow some correction time in class for students to look over their work to try to correct their own mistakes. Students can work in pairs to do this. Students learn from helping others to correct their work.

Lead-in

- Write the phrase *classroom objects* on the board and ask students if they remember what it means.
- Ask students to point to and name some classroom objects. Say *Show me the (board)!* Ask students to point to the correct object in the classroom and say *It's here!*
- Tell the class that today they will learn how to ask about classroom objects.
- Slowly start to draw a classroom object from Lesson 1 on the board. As you draw, ask *What is it?* and point to your picture. Encourage students to call out the name of the classroom object as soon as they can tell what it is. Repeat students' answers using the lesson grammar, e.g., *Yes! It's a (desk)*. Repeat with other known classroom objects.

Student Book pages 8–9

1 Listen and follow. 012

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Emma, Tang, Hector, and Nina) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat aloud together.
- Point to the picture of the window in the story and ask *What is it?* Elicit the answer *It's a window*.
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.
- Focus students' attention on the new grammar in the box. Repeat the question and answer several times, holding up the flashcard of the window or pointing to a window in the classroom to reinforce the meaning. Ask students to repeat the question and answer with you.
- Draw their attention to the *Look!* tip. Make sure that they understand that *It's* means *It is*.

Optional Activity

- Students can work in pairs to act out the grammar cartoon. In each pair, the student who plays Emma can also play Hector and Nina, saying *Hello, Tang!*
- Walk around the classroom as students practice, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. 013

- Tell students to look at the picture. Point to each classroom object and ask *What is it?* Choose a different student to answer each time. Encourage students to answer using *It's a ...*
- Play the first item on the recording. Ask students to point to the correct object in the picture. Show the class the example number 1.
- Play the rest of the recording for students to number the classroom objects in the picture.

Audio Transcript

- 1 What is it? It's a cabinet.
- 2 What is it? It's a door.
- 3 What is it? It's a clock.

- 4 What is it? It's a desk.
- 5 What is it? It's a chair.
- 6 What is it? It's a trash can.

ANSWERS

- 1 cabinet
- 2 door
- 3 clock
- 4 desk
- 5 chair
- 6 trash can

3 Read and check ✓ or cross X.

- Point to the pictures and ask different students to name the classroom objects.
- Read the questions and answers aloud. Then, ask students if the answers are correct. Show the class the example check symbol for number 1. Explain that if the answer is correct, they should check the box, but if the answer is incorrect, they should draw a cross in the box.
- Students read the remaining questions and answers, and check or cross. Check the answers as a class.

ANSWERS

- 1 ✓
- 2 X
- 3 X
- 4 ✓

Mixed Ability

- Weaker students can work with a partner to complete the activity. They can then join with another pair and check answers as a group.
- Stronger students, who finish the task quickly, can work in pairs to ask and answer the questions correctly, e.g., *1 A: What is it? B: It's a trash can. 2 B: What is it? A: It's a desk.*

4 Listen and repeat. 014 **Point, ask, and answer.**

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model the conversation with volunteers. Encourage the volunteers to choose different photos from the puzzle.
- Students work in pairs. They take turns pointing to a photo in the puzzle and asking *What is it?* Their partner answers *It's a (board)*.

ANSWERS

- 1 What is it? It's a board.
- 2 What is it? It's a trash can.
- 3 What is it? It's a clock.
- 4 What is it? It's a window.
- 5 What is it? It's a cabinet.
- 6 What is it? It's a door.

Global Skills: Creativity and Critical Thinking

Puzzles like the one in exercise 4 help students to develop their problem-solving skills. Asking students what they think they need to do to solve a puzzle or complete an activity, rather than simply giving them instructions, encourages them to think laterally and engage better with the task.

Optional Activity

For further practice of the grammar, display the unit flashcards on the board. Point to each one and ask *What is it?* Encourage students to answer *It's a (desk)*. If a student makes a mistake, praise their efforts and ask a different student the question.

Extra Team Up! 2 DOWNLOAD

- If you have time, and would like to develop students' communication and collaboration skills further, you can download the optional Unit 1 *Team Up!* Worksheet 2 (two pages) from Oxford English Hub for extra writing and speaking practice.
- Students can work in pairs or small groups to complete the worksheet. Tell them to complete the sentences on the cards on the left so that they match the classroom objects to the cards on the right. They then cut out the cards and use them to play *Memory Game* (see *Ideas Bank*).

Workbook pages 6–7

1 Order the words. Then look and write the letter.

- Students write the jumbled words in the correct order to make sentences. They then look at the pictures and write the correct letters to match their sentences.

ANSWERS

- 1 It's a board., d 2 It's a chair., b 3 It's a clock., a
4 It's a desk., c

2 Color and write.

- Students color the sections of the puzzles with dots in them to find the classroom objects. They then complete the questions and answers for each picture.

ANSWERS

- 1 door 2 What, window

3 Read and number.

- Students read the sentences and number the classroom objects in the picture.

ANSWERS

- (clockwise) 1, 2, 4, 5, 3

4 Look and write.

- Students look at the pictures and write questions and answers about the classroom objects.

ANSWERS

- 1 trash can 2 is it, board 3 What is it? clock
4 What is it? door

Assessment for Learning

If you wish, students can complete the optional record sheet to assess the learning objective for this lesson.

Lesson 3 Words and Grammar

Learning Objective

Students will be able to ask what color things are.

Language

Colors: black, blue, brown, gray, green, orange, pink, purple, red, white, yellow

What color is the (desk)? It's (brown). / The (desk) is (brown).

Warm-up

- Play *Memory Game* (see *Ideas Bank*) with the Lesson 1 flashcards to review classroom objects.

Lead-in

- Tell the class *Today we are learning about colors*. Write the word *colors* on the board. Show the flashcards for this lesson and invite students to guess the meaning of the word *colors*.
- Ask the class a simple question about the topic, e.g., *What colors can you see in the classroom?* Elicit answers from different students. If necessary, prompt students by asking *Can you see (red)?*

Student Book pages 10–11

1 Listen, point, and repeat. 015

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point to the photos and repeat the words.

2 What's next? Listen and say. 016

- Tell students that they are going to hear recordings of the color words. They must look at the photos and say which color comes next in the sequence.
- Play the recording for students to listen and say which color comes next in each sequence. Pause after each item for students to say the next color word.

Audio Transcript

Green, red, orange, yellow, gray, brown, purple, pink, blue, white ... What's next?

Green, red, orange, yellow, gray, brown, purple, pink ... What's next?

Green, red, orange, yellow, gray, brown ... What's next?

Green, red, orange, yellow ... What's next?

Green, red, orange ... What's next?

Green, red ... What's next?

ANSWERS

black, blue, purple, gray, yellow, orange

Optional Activity

Use the *Colors, Shapes, and Numbers* poster to review the colors as a class. Then play a game of *Stop and Say* (see *Ideas Bank*) using the unit flashcards and the karaoke version of *The Alphabet Song* from the Starter unit.

3 Listen and repeat. 017 Say and point.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model the conversation with volunteers. Encourage the volunteers to choose colors from exercise 1.
- Students work in pairs. They take turns making sentences about colors, using the conversation in their Student Book as a model, and pointing to the colors on the page.
- Walk around the classroom, helping where necessary. Make a note of any problems to address as a class.

4 Listen and follow. 018

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Nina and Tang) and say what they can see.

- Play the recording for students to listen and follow the story in their books.
- Choose different students and ask *What color is the desk in picture 1 / picture 3?*
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.
- Focus students' attention on the new grammar in the box. Repeat the sentences several times, pointing to the desk in pictures 1 and 3 of the grammar cartoon to reinforce the meaning. Ask students to repeat the sentences with you.

Optional Activity

- Students work in pairs to act out the grammar story. In each pair, one student takes the part of Nina, and the other takes the part of Tang.
- Walk around the classroom as students practice, helping with pronunciation where necessary. Since one role has more lines than the other, students can exchange roles and practice acting out the story again.
- Invite different pairs to act out the story for the class.

5 Listen and follow. Then sing. 🎧 019–020 ▶

- Tell students to look at the words to the song *What Color Is It?* Explain to them how the colored words are substituted: the second verse is the same as the first, but the colored words are replaced by those on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Extra Team Up! 3 DOWNLOAD

- If you have time, and would like to develop students' creativity, communication, and critical thinking skills further, you can download the Optional Unit 1 *Team Up!* Worksheet 3 from Oxford English Hub for extra reading and writing practice.
- Students work in groups to complete the color puzzle using different colors, e.g., *The (door) is (blue)*. They then exchange puzzles with another group, read each other's sentences, and color the picture accordingly.

Optional Activity

Play a game of *Do You Have ...?* (see *Ideas Bank*) with the colors flashcards. Students from each team (in turn) ask the other team, *Do you have (blue)?* If a student from the other team has the flashcard, they should answer *Yes, I do.*, and hold up the card or display it on the board.

Workbook pages 8–9

1 Read and color.

- Students read the words and color the pens.

ANSWERS

1 black 2 pink 3 brown 4 red 5 green 6 orange

2 Choose colors. Then color and write.

- Students choose one color word from the box for each number and then color the numbers.
- Students then write about the numbers they have colored, e.g., *one = gray*.

ANSWERS

Students' own answers

3 Look and write.

- Students look at the pictures and complete the questions. They also complete the answers, using the color words in the box.

ANSWERS

1 black 2 is it, white 3 is it, gray

4 Choose colors. Then color and write.

- Students color the classroom objects in the picture using their own choice of colors from exercise 2 in the Student Book. They then complete / write the questions and answers.

ANSWERS

1 white 2 Students' own answers 3 What color, Students' own answers 4 What color, Students' own answers

Assessment for Learning

- Ask the class *Do you know the colors?* Using your chosen feedback routine (see *Assessment for Learning* page 12), ask students to show you how confident they are with the new vocabulary. If you wish, students can complete the optional record sheet to assess the learning objective for this lesson.
- If students are not sure they know the colors, ask them to work in pairs to test each other. They can take turns holding up a colored pen / pencil (or point to one of the color photos on page 10 exercise 2 of the Student Book). Their partner tries to remember and says the word. Alternatively, students can turn to the *Picture Dictionary* on page 92 of their Workbook. They can take turns pointing to pictures for their partner to say the words. Then they can write in the words.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice and work. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practice, and they will get there.

Lesson 4 Story

Learning Objective

Students will be able to read about a painting class.

Language

Vocabulary and grammar from Lessons 1–3

Warm-up

- Play the *What Color Is It?* song again and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of the color words (*red, white, and blue*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 12 and 13 and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and guess what the story is about (children and pictures). Write the word *story* on the board. Tell the class that they're going to read a story about a painting class.

Student Book pages 12–13

1 Talk about the pictures.

- Focus students' attention on the story. Ask students to say English words they can see in the story pictures for the classroom objects (chair, desk, board, cabinet, door, window) and colors (red, yellow, green, blue, brown, white, black, gray, purple, orange, pink).

2 Listen and read. 🔊 021 ▶

- Tell the class that they are going to listen to or watch the story. Focus their attention on the pictures and encourage them to point to the correct story frame as they listen.
- Play the video or the recording for students to follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Match and say.

- Tell students to look at the pictures. Choose students at random to find where the pictures come from in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *It's a chair* (in frame 3).
- Read out the first sentence (*It's a chair*). Ask students to point to the matching picture below. Show the class the example line.
- Students complete the activity by drawing lines to match the remaining sentences and pictures.
- Choose different students to point to the pictures and say the matching sentences.

ANSWERS

a 4 b 1 c 2 d 3

Think, Feel, Grow

- Focus students' attention on the task and read the question aloud. Ask students to think about their answers.
- Choose different students to answer the question. Establish that we can all paint different things.
- If there are any students in the class who feel that they are not good at painting, you can point out that we all have different skills. Ask those students to tell the class something that they can do.

- If you like, you can extend the conversation further by pointing out that we become good at things by practicing, and that it can take time to become good at something like painting. As an optional activity, you can challenge students to choose an object that they want to paint (e.g., a clock) and to paint a picture of that object every day for a week, to see if their pictures get better.

Global Skills: Emotional Self-regulation and Well-being

- Discussing the message of the story helps students to express their own thoughts and feelings and to share their opinions and beliefs with others. Each of the stories in *Buzz* has a positive message that students can apply to their own lives, which will help them to develop a positive attitude and important social skills. In this unit, the story shows us that when things go wrong, there is usually a way to fix them.
- Learning how to cope when things go wrong is an important aspect of emotional well-being. Encourage students to think of ways in which they can turn a bad event into a good one. As a follow-up activity, ask students to make a paint splotch on a sheet of paper. Students then exchange paint splotches with a partner and try to turn their partner's paint splotch into a picture using their own creativity and imagination.

4 Act out the story

Students work in groups of six, with one student for each of the following parts: Teacher, Rahul, Girl 1, Girl 2, Ava, and Billy. As a group, students decide who should take each part. Also, students in groups of fewer than six to take more than one part, e.g., Rahul and Girl 2 can be played by the same student.

Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems.

- Invite different groups to act out the story for the class.

Global Skills: Communication and Collaboration

Working together to act out the story requires the participation of every member of the group. This gives students responsibility, not only for performing the play but for planning it (e.g., deciding who should play each part and which parts can be played by the same person, if necessary). It is also an opportunity for collaboration, while building a sense of independence.

Extra Team Up! 4 DOWNLOAD

- If you have time, and would like to develop students' creativity and communication skills further, you can download the optional Unit 1 *Team Up!* Worksheet 4 (two pages) from Oxford English Hub for extra writing and speaking practice.
- Students color and cut out the pictures on page 2 and glue them onto page 1 of the worksheet, to illustrate the book cover. They then trace over the title and author name. Invite students to present their book covers to the class.

- To help students develop literacy skills, focus on the parts of a cover (title, illustration, author name). Explain that these are important features of a book cover. The title tells us the name of the story, the author name tells us who wrote the story, and the illustration gives us an idea of what the story is about.
- As an extension activity, ask students to design book covers for their favorite stories and to present them to the class.

Optional Activity

Ask students to read the story again at home. If possible, they should read it aloud to their family. This will help parents to engage with their children's learning and allow students to demonstrate their progress in English, as well as providing an opportunity for reading and pronunciation practice.

Workbook pages 10–11

1 Look at the pictures. What classroom objects can you see?

- Students look at the story pictures and answer the question.

ANSWERS

desk, chair, cabinet

2 Read the story.

- Students read the story to themselves.

3 Read again and write.

- Students read the story again and then write answers to the questions.

ANSWERS

1 red 2 white 3 It's

4 Read, look, and write the letter.

- Students match the story sentences to the pictures.

ANSWERS

1 a 2 c 3 b

Assessment for Learning

If you wish, students can complete the optional record sheet to assess the learning objectives for this lesson.

Lesson 5 Skills and Culture

Learning Objective

Students will learn about school in the U.K. and Cuba.

Language

School, classroom, playground, student, teacher

Warm-up

- Play a game of *What's Different?* (see *Ideas Bank*) to review classroom objects and colors.
- Point to objects in the classroom and ask students at random *What is it? What color is the (board)?*

Lead-in

- Ask students to look at the photos on Student Book pages 14 and 15 to try to work out which countries they will be learning about today. Write *the U.K.* and *Cuba* on the board.
- If there is a map or a globe in the classroom, show students the two countries on it.
- Tell students that today they will be learning about school in these countries.

Student Book pages 14–15

1 Listen, point, and repeat. 022

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

2 Listen and say the number. 023

- Focus on the photos of Evie and the U.K. Ask *Which country is Evie from?* (the U.K.)
- Tell students that they are going to hear Evie talking about school in her country. They must listen and say the number of the photo when Evie talks about it.
- Play the recording, pausing after each time Evie talks about a photo for students to call out the number.

Audio Transcript

Evie: This is my teacher. She's in the classroom.

It's Evie. I'm a student. This is my school.

This is my classroom. The chairs are blue. The desks are brown. The cabinet is white.

This is the playground. Look! One, two, three students!

Let's play!

ANSWERS

3, 1, 2,

3 Watch the video.

- Play the video for students.
- Ask students *What classroom objects can you see?* Play the video again, pausing after each known classroom object is mentioned or shown and eliciting the word from the class (*cabinet, desk, chair*).
- Play the video again, pausing to point to the teacher, classroom, playground, and students. Ask different students to say the words.

Video Transcript See page 108

Optional Activity

Display the Lesson 1 and Lesson 3 flashcards on the board. Play the video again for students to write down the words they see and hear. Students then compare their lists in groups before sharing with the class.

4 Listen and repeat. 024 Talk about your classroom.

- Focus on the conversation. Play the recording for students to listen and follow. Encourage students to point to the speech bubbles as they hear them.
- Play the conversation again, pausing for students to repeat.

- Students work in pairs, taking turns making sentences about their classroom.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to model their conversations for the class.

5 Look and say the people and places.

- Focus on the photo of Carlos. Ask *Which country is Carlos from?* (Cuba)
- Ask students to look at the rest of the photos and name in English the people and places they can see. Elicit answers from different students. (People: teacher, students; Places: classroom, playground)
- Ask students to say what classroom objects and colors they can see in the photos.

6 Listen and read. 🎧 025 Number.

- Play the recording for students to follow Carlos' sentences.
- Play the recording again, pausing after the first sentence for students to point to the correct photo. Show the class the example number 1 in the box next to the photo of Carlos' teacher.
- Play the rest of the recording. Students number the photos to match the sentences.

ANSWERS

4, 2, 1, 3

7 Write about school in your country. Go to your Workbook page 13.

- Tell students to turn to page 13 of their Workbook and look at the writing task. This can be done in class or be set for homework.

Project Extra *Team Up!* 5 DOWNLOAD

- If you have time, and would like to develop students' creativity, communication, and collaboration skills further, students can complete the optional Unit 1 project. Students will use the language they have learned in this unit to make and do a toy sunkey.
- Click the link on the Classroom Presentation Tool on Student Book page 11 to access the optional project page, which includes full instructions to support students. Worksheets and unit teaching notes are available for download from Oxford English Hub. There is also a video for students to use as a model to present their project, which is available on the Classroom Presentation Tool and Oxford English Hub.

Workbook pages 12-13

1 Look and write.

- Students write the words from the box under the correct pictures.

ANSWERS

1 playground 2 teacher 3 classroom 4 student

2 Look, read, and number.

- Students read the sentences and number the matching pictures.

ANSWERS

a 2 b 4 c 3 d 1

3 What color are the things in your classroom? Color the boxes.

- Students color the boxes to show what color the objects in their classroom are.

ANSWERS

Students' own answers

4 Draw and write about your classroom.

- Focus students' attention on the writing and drawing space.
- Ask students to look at the colors they used for the classroom objects in exercise 3. Read the sentence stems aloud and ask students around the class to complete them orally, using their answers in exercise 3.
- Students then use their answers in exercise 3 to complete the text about their classroom. They illustrate their writing with a drawing.
- Invite students to read out pieces of writing aloud to the class.

ANSWERS

Students' own answers

Assessment for Learning

- When you mark students' writing, underline their mistakes instead of correcting them. Encourage students to think about their mistakes and to correct these themselves. This helps students to develop learner autonomy.
- If you wish, students can use the traffic light cards and complete the record sheet to assess the learning objective for this lesson. Also, students can turn to the *Picture Dictionary* on page 92 of their Workbook. They can take turns pointing to pictures for their partner to say the words. Then they can write in the words.

Unit Test DOWNLOAD

- The students are now ready to do the Unit 1 test, downloadable from the Teacher's resources on Oxford English Hub.

Lesson 1 Words

Learning Objective

Students will be able to talk about toys.

Language

Toys: ball, board game, boat, kite, jump rope, plane, robot, teddy bear

Functional Language: *What's your favorite toy? It's a (board game).*

Warm-up

- Play a game of *What Do You Have?* (see *Ideas Bank*) with the class to review school things.

Lead-in

- Tell the class *Today we are learning about toys.* Write *toys* on the board. Show the lesson flashcards and invite students to guess the meaning of *toys*.
- Ask the class a simple question about the topic, e.g., *What toys do you like?* Elicit answers from different students around the class. Repeat their answers in English.

Student Book pages 16–17

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. Alternatively, you can use the *My Things* vocabulary poster to present the new words.
- Encourage students to share their knowledge by naming any of the items that they know the English words for, e.g., *desk, chair*. Prompt students, if necessary, by asking, e.g., *Can you see a (desk)? Can you see a (chair)?* (a desk, chair and colors of items)
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the lesson flashcards to present the new words.

2 Listen, point, and repeat. 026

- Play the recording for students to listen and point to the toys in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *What's Missing?* (see *Ideas Bank*) using the flashcards.

3 Say the chant. 027

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

kite, kite
teddy bear, teddy bear
boat, boat
robot, robot
board game, board game
jump rope, jump rope
plane, plane
ball, ball

Global Skills: Digital Literacy

Encourage students to check their pronunciation of the new words by making audio or video recordings of themselves chanting the vocabulary. They can play these recordings back to check how well they are saying the new words.

4 Play the Colors game.

- Read the conversation aloud. Explain that in the game, one person chooses a toy from exercise 2 and says what color(s) it is. The other person finds the toy in the picture and says the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns describing toys for their partner to find and name.

5 Look, listen, and repeat. 028

- Focus on the picture. Ask students to name the toys they can see (plane, a board game).
- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Check students' understanding of the functional language. Ask *What's the girl's favorite toy?* as you point to the plane in the picture. Elicit the answer (plane).

6 Listen and number. 029

- Focus on the picture. Ask students to name the toys and say what color(s) each toy is.
- Play the first exchange on the recording, pausing for students to find the correct toy in the picture. Show the students the example number 1 in the box next to the teddy bear.
- Play the rest of the recording, pausing after each exchange for students to find the correct toy and write the number in the box.
- Check answers by asking *What's number (1)?* Elicit the answer, *It's a (teddy bear).*

Audio Transcript

- 1 **Woman** What's your favorite toy?
Girl 1 It's a teddy bear.
- 2 **Woman** What's your favorite toy?
Boy 1 It's a kite.
- 3 **Woman** What's your favorite toy?
Girl 2 It's a boat.
- 4 **Woman** What's your favorite toy?
Boy 2 It's a jump rope.

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