

OXFORD

BUZZ

Teacher's Guide

with Digital Pack

2

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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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Buzz 2

Starter
Hello Again!
page 4

Hello, ... How are you? I'm fine, thanks. ● Days of the Week What day is it? It's ...
● Numbers 11-100

Lesson 1 Words

Lesson 2 Grammar

Lesson 3 Words and Grammar

1
At home
page 6

Places at home
Functional language
Where's the ...?
It's upstairs / downstairs.

Is he / she in the ...?
Yes, he / she is.
No, he / she isn't.

Furniture and home
Where's ...?
It's in / on / under ...

2
At the farm
page 16

Farm animals
Functional Language
Do you like ...?
Yes, I do. / No, I don't.

Are they ...?
Yes, they are. / No, they aren't.

Adjectives
It's a ... / They're (Adjective + Noun)

Review Units 1 and 2 page 26

3
Time for School
page 28

School things
Functional Language
Can I use your ...?
Sure! Here you are.

Do you have a ...?
Yes, I do. / No, I don't.
Does he / she ...?
Yes, he / she does. /
No, he / she doesn't.

Sports equipment
We have our ...
They have their ...

4
Mealtime
page 38

Food
Functional Language
I'd like some ... for breakfast / lunch / dinner.

I have ... for breakfast.
Do you have ... for breakfast?
Yes, I do. / No, I don't.
He / She has ... for lunch.
Does he / she have ... for lunch?
Yes, he / she does. / No, he / she doesn't.

Vegetables
Do you like ...?
Yes, I do. / No, I don't.
Does he / she like ...?
Yes, he / she does. /
No, he / she doesn't.

Review Units 3 and 4 page 48

5
Wild Animals
page 50

Wild animals
Functional Language
Can it ...?
Yes, it can. / No, it can't.

... live on land / in water.
... don't live on land / in water.
Do ... live on land / in water?
Yes, they do. / No, they don't.

Animal foods
What do ... eat?
They eat ... they don't eat ...

6
My Favorite Things
page 60

Possessions
Functional Language
Is this Sam's ...?
No, it isn't. It's Eva's ...

Whose ... is it?
It's mine / yours / hers / his.
Whose ... is it?
It's ours / yours / theirs.

Clothes
What are you wearing?
I'm wearing a ... I'm wearing ...

Review Units 5 and 6 page 70

7
Around Town
page 72

Places in town
Functional Language
Let's go to the ...
OK. Let's go!

Is there a ... on your street?
Yes, there is. / No, there isn't.
Are there any ... in your town?
Yes, there are. / No, there aren't.

Transportation
Where's the ...?
It's in front of / next to / behind the ...
It's between the ... and the ...

8
On the Weekend
page 82

Sports and games
Functional Language
What games do you like?
I like ... and ...

What's he / she doing?
He's / She's playing ...
What are they doing?
They're playing ...

Free time activities
Is he / she ...ing?
Yes, he / she is. / No, he / she isn't.

Review Units 7 and 8 page 92

My Buzz Record page 94

Lesson 4 Story

Albie's surprise
Emotional Well-being
Managing worry

Lesson 5 Skills and Culture

Homes in Spain and the Netherlands
Project Extra Model Room

Henrietta
Emotional Well-being
Being proud of yourself

Farm in Mexico and Indonesia
Project Extra Country Poster

The Big Game
Emotional Well-being
Taking part is more important than winning

Art classes in France and Morocco
Project Extra Dream School Bag

The Wolf's Breakfast
Emotional Well-being
Dealing with difficult situations

School lunches in the U.K. and South Korea
Project Extra Favorite Foods Collage

The Tiger and the Turtle
Emotional Well-being
Being determined

Wild animals in Australia and India
Project Extra Animal Quiz

The Prince's Toys
Emotional Well-being
Learning what makes you happy

Favorite things in Italy and the U.K.
Project Extra Time Capsule

The Red Kite
Emotional Well-being
Dealing with frustration

Transportation in Hungary and Brazil
Project Extra Town Map

Walter Wants to Play
Emotional Well-being
Being kind to others

Favorite games in Poland and South Africa
Project Extra Free-time Poster

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Learning Objectives

Students will review the names of the team characters.

Students will be able to ask and answer *How are you?*
I'm fine, thanks.

Students will be able to say the days of the week.

Students will be able to spell names.

Students will be able to count from 11 to 100.

Language

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

Days of the Week: Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday

Numbers: 11–100

Functional Language: Hello, (Nina). How are you? I'm fine, thanks. What day is it? It's (Monday). How do you spell (Emma)? (E-M-M-A.)

Warm-up

- Greet the students as they come into the classroom. Say *Hello!* and encourage them to say *Hello!* to you in return. Hand out blank sticky labels to the students. Ask them to write their name on the label. Ask students to hold up their label and say their name. Students can then wear their name label.
- Arrange the students in a circle. Hold up a soft ball or a beanbag. Point to yourself and say *Hello! My name's (your name).* Gently toss the ball or beanbag to a student and ask them, *What's your name?* Encourage the student to answer with their name, then choose another student and throw the ball or beanbag to them and ask for the next student's name. Repeat until all students have had chance to introduce themselves.

Lead-in

- Tell the class, *Today we are meeting people, and learning the days of the week and some more numbers in English.* Write the numbers 1–10 on the board. Ask students if they can say these numbers in English. Count to ten with the class. Then invite students around the class to count to ten individually.
- Ask students if they know any days of the week in English. Tell them not to worry if they don't because that is what they are going to learn today.

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

- Ask students if they can remember any of the characters from **Buzz 1**. Tell students that they are now going to meet the team characters again. 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. Alternatively, ask students to look at the picture in the Student Book. Then play the recording, pausing for students to point to the correct characters in the picture. Prompt students if necessary by asking, *Can you see (Emma)?*
- 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

- Emma** I'm Emma.
- Nina** I'm Nina.
- Hector** I'm Hector.
- Omar** I'm Omar.
- Tang** I'm Tang.
- May** I'm May.

Optional Activity

Write the team characters' names on the board, in different colors if possible. Point to the names and ask students to read them out and point to the correct characters in their book. Ask students to close their eyes. Erase one of the names from the board. Ask students to open their eyes and say which name is missing.

2 Listen and point. Then listen and repeat. 002

- Review some greetings with the class. Write the greetings *Hello! Hi! How are you? I'm fine, thanks* on the board. Tell students that we can use these greetings when we meet someone. Greet students around the class and encourage them to respond.
- Focus on the conversation in the picture. Play the recording, pausing after each line for students to repeat.
- Model the conversation with students around the class.
- Students move around the class, acting out the conversation with their classmates, changing the name each time they address someone new.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

Optional Activity

Ask students each to write their name on a piece of paper and put it into a bag, box, or other container. Invite one student at a time to take a name from the container, read the name, then turn to the student whose name they have picked and say *Hello, (student's name). How are you?* The chosen student should answer *I'm fine, thanks.* They can then pick a name from the container and repeat the exchange with another student.

3 Listen and follow. Then sing. 003–004

- Use a calendar or timetable to present the days of the week. Say the days for students to repeat aloud together.

- Ask students to look at the song. Draw attention to the words in color. Explain that the song has seven verses, but only one appears in the book. The other six verses are the same as the first, but the colored words are replaced by different days of the week.
- Play 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 and let students sing the words from memory.

Optional Activity

Say the days of the week in order, leaving out one day. Ask students to tell you which day is missing. Repeat, missing a different day each time.

4 Listen and follow. 005 Then ask and answer.

- Focus on the conversation. Play the recording for students to listen and follow.
- Ask students to work in pairs. They act out similar conversations, using different days of the week.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.
- If you like, you can write the days of the week on scraps of paper and hand them out to pairs of students. Students take turns to pick up a scrap of paper, show it to their partner, and ask and answer about it, e.g., A: *What day is it?* B: *It's Tuesday!*
- In each lesson after this point, you can ask students *What day is it?* and encourage them to answer *It's (Thursday).*

5 Listen, point, and repeat. 006

- Ask students to tell you how high they can count in English. Invite students around the class to count as high as they can.
- Tell students that they are going to hear some more numbers in English.
- If you have the *Colors, Shapes, and Numbers* poster from **Buzz 1**, you can use this to present the new numbers.
- Play the recording for students to listen and point to the numbers. Then play the recording again for students to repeat the numbers. Say the numbers in order with the class. Invite confident students to say the numbers individually or in pairs.

Optional Activity

Ask students to count items in the classroom. Write the names of a few known classroom items on the board (e.g., *bags, pencils, books, desks, rulers, erasers, pens, chairs*). Tell students to write these words on a sheet of paper, or in their notebook. They should then move around the class counting the number of each item. Show students how to keep a tally if necessary so that they can remember how many of each item they have counted. Students can compare their answers in groups and recheck their counting if they have different answers. Ask students around the class *How many (pencils)?*

6 What's missing? Listen and say. 007

- Tell students that they are going to hear recordings of some of the numbers from exercise 5.
- Play the recording for students to listen and point to the numbers as they are mentioned. Pause after each item for students to say which number is missing.

Audio Transcript

11, 12, 14, 15
16, 17, 18, 20
25, 30, 40, 50
70, 90, 100

ANSWERS

13, 19, 60, 80

Optional Activity

Start counting from any number between 11 and 100. Stop at random points and ask students to say the next number. If you like, you can ask confident students to continue counting from that number, then stop at a random place for another student to say which number comes next.

7 Listen and circle the correct numbers. 008

- Point to the numbers and ask students to say them. Point out that some of the pairs of numbers sound very similar (e.g., 3/30), so they need to listen carefully to hear which number is being said.
- Play the recording, pausing after each item for students to circle the correct number in each pair.
- Play the recording again for students to check their answers. Then check answers with the class by asking *What's number (1)?* and asking students at random to say the correct number.

Audio Transcript

- 1 **Tang** Look, Nina! I have 17 pencils!
Nina Seventeen? Wow! That's a lot of pencils.
Tang I know!
- 2 **Hector** What number is your house, Emma?
Emma It's number 80.
Hector Oh, yes! Your house is number 80!
- 3 **May** How old is your dad, Omar?
Omar He's 40.
May Forty?
Omar Yes, that's right.
- 4 **Emma** ... twenty-eight, twenty-nine, thirty! Wow! There are 30 flowers in my yard!
Tang Thirty?
Emma Yes! I have a lot of flowers in my yard!
- 5 **Nina** How old is your cousin, Omar?
Omar He's twelve.
Nina That's funny! My cousin is twelve, too!

Answers

1 17 2 80 3 40 4 30 5 12

Workbook pages 2-3

1 Read and write.

- Students complete the question and answer with the words in the box.

ANSWERS

1 How, you 2 I'm, thanks

2 Read and write the missing letters. What day is it?

- Students write the letters to complete the days of the week. They then say what day it is today.

ANSWERS

1 Wednesday 2 Saturday 3 Monday 4 Thursday
5 Sunday 6 Tuesday 7 Friday

3 Write the numbers.

- Students write the numbers to match the words.

ANSWERS

11, 12, 13
14, 25, 30, 40
50, 60, 70,
80, 90, 100

4 Write the number words.

- Students write the words for the numbers in the correct numerical order.

ANSWERS

1 fifteen, sixteen, seventeen
2 eighty, ninety, one hundred
3 eighteen, nineteen, twenty
4 thirty, forty, fifty

Assessment for Learning

- Time for feedback! Write *Days of the Week* and *Numbers* on the board. Ask the class *How do you feel about the new words?*
- 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 days of the week and numbers (e.g., *What's Missing?* (see *Ideas Bank*) to practice the days of the week and *Bingo!* to practice the numbers).

Lesson 1 Words

Learning Objective

Students will be able to talk about places at home.

Language

Places at home: *bathroom, bedroom, dining room, downstairs, kitchen, living room, upstairs, yard*

Functional Language: *Where's the (bedroom)? It's (upstairs).*

Warm-up

- Sing the *What Day Is It?* song from the Starter Unit. Ask students to say what day it is today.
- Use the *Colors, Shapes, and Numbers* poster from **Buzz 1** to review numbers 1–100. Play a game of *Bingo!* (see *Ideas Bank*) with the class.

Lead-in

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

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 Home* vocabulary poster to present the new words.
- Encourage students to share their knowledge with the class by naming any of the items that they know the English words for, e.g., *teddy bear, window.* Prompt students, if necessary, by asking *Can you see (a teddy bear)?* (a teddy bear, a window, bananas, flowers, a turtle, a skateboard, chairs, and a clock, and colors of the 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. 009

- 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 *Number Words* (see *Ideas Bank*) using the lesson flashcards.

3 Say the chant. 010

- 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

bedroom, bedroom
upstairs, upstairs
bathroom, bathroom
living room, living room
dining room, dining room
downstairs, downstairs
kitchen, kitchen
yard, yard

4 Play the *Numbers* game.

- Focus on the conversation. Read the speech bubbles aloud.
- Explain that in the game one person chooses a place from the picture in exercise 1 and says the word. Their partner has to find the place in the picture and says the number of the place.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns saying a place for their partner to find and say the number.

5 Look, listen, and repeat. 011

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Check students' understanding of the functional language. Show the picture from exercise 1 and say *Where's the bathroom?* Encourage students to point upwards and say *It's upstairs!* Then say *Where's the kitchen?* Encourage students to point downwards and say *It's downstairs!*

6 Listen and number. 012

- Ask students to look at the pictures and decide where in the house each person is.
- Play the first item on the recording, pausing for students to find the correct picture in their books. Show the students the example number 1 in the box next to the picture of the living room.
- Play the rest of the recording, pausing after each item for students to find the correct picture and write the number in the box.
- Check answers by asking *What's number (1)?* Elicit the answer, *It's the (living room).*

Audio Transcript

1 living room
2 yard
3 bedroom
4 upstairs
5 bathroom
6 downstairs
7 kitchen
8 dining room

ANSWERS

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

7 Look at page 6. Ask and answer.

- Focus on the conversation. Read the speech bubbles aloud.
- Model the conversation with volunteers. Encourage the volunteers to ask about different rooms from exercise 1.
- Students work in pairs. They take turns asking their partner where a room in the house is, using the conversation in the Student Book as a model. Students can point to the room in the Student Book to help their partner if necessary.
- 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 Extra *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 Extra *Team Up!* Worksheets, which are available for download from Oxford English Hub.
- Students can either draw rooms on page 1 of Worksheet 1 or cut out, share, color, and then glue the pictures of rooms from page 2 onto page 1. One space has been left blank on page 2 so students can choose a sixth room.
- Once the house has been designed, students can show their house pictures to the class. Classmates can ask questions for the student to answer, e.g., *Where's the living room? It's (upstairs).*

Global Skills: Creativity and Critical Thinking

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

Workbook pages 4–5

1 Read and number.

- Students number the words to match the places in the picture.

ANSWERS

bedroom 1 living room 5 bathroom 2 kitchen 7 dining room 6 yard 8 downstairs 4 upstairs 3

2 Look and write.

- Students write the words for the rooms next to the pictures of the items.

ANSWERS

1 living room 2 kitchen 3 bedroom 4 yard 5 dining room 6 bathroom 7 downstairs 8 upstairs

3 Read, look, and write.

- Students decide where the people in the pictures are and complete the questions to match the pictures.

ANSWERS

1 bathroom 2 kitchen 3 living room 4 yard

4 Look, read, and write.

- Students read the questions, find the rooms in the picture, and write the answers. If they need help with the functional language, they can use the conversation in exercise 7 on page 7 of the Student Book to help them.

ANSWERS

1 upstairs 2 downstairs 3 downstairs 4 upstairs

Assessment for Learning

- Time for feedback! Write the phrase *places at home* on the board. Ask the class, *Are you happy about the new words for places in the home?* If you have the *How Do You Feel?* poster from **Buzz 1**, you can use this 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 places at home. 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 board games (see *Ideas Bank*). Alternatively, students can turn to the *Picture Dictionary* on page 2 of their Workbook. They can take turns pointing to pictures and asking and answering *What's this? It's the (bedroom).* Then they can write in the words.

Lesson 2 Grammar

Learning Objective

Students will be able to ask where someone is.

Language

Is Hector / he / she in the (dining room)? Yes, he / she is. / No, he / she isn't.

Warm-up

- Play a game of *Pass the Flashcards* (see *Ideas Bank*) to review the places at home vocabulary.

Teaching Tip

When you have set Workbook activities for homework, take students' Workbooks in 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 *places at home* on the board and ask students if they remember what this phrase means.
- Tell the class that today they will learn how to ask where someone is.
- Invite a student to come to the front of the classroom. Give the student a Lesson 1 flashcard and ask them to hold it up for the rest of the class to see. Ask questions to the rest of the class, e.g., *Is (he / she) in the (dining room)?* Elicit one-word answers, *Yes* or *No*. Say students' answers in the lesson grammar, e.g., *Yes, he / she is. / No, he / she isn't.*

1 Listen and follow. ▶▶ 013

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Nina and Hector) 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.
- Choose students and ask them to name the places in the grammar cartoon.
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.

Optional Activity

- Students can work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play (Nina or Hector).
- Students act out the story in their pairs. Walk around the classroom as students practice, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Look, listen, and learn. ▶▶ 014

- Focus students' attention on the new grammar in the box.
- Play the recording for students to listen and follow the text in the Student Book.
- Repeat the question and answers several times, pointing to the pictures in the grammar cartoon to reinforce the meaning. Ask students to repeat the question and answers with you.
- Draw their attention to the *Look!* tip. Make sure that students understand that *isn't* means *is not*.

Optional Activity

Remind students that we use *he* for men and boys (male) and *she* for women and girls (female). Ask students to look at exercise 5 in Lesson 1 again. Point to each of the people in the pictures and ask *Is he / she in the (bathroom)?* Students look at their pictures and answer *Yes, he / she is* or *No, he / she isn't*.

3 Listen and check the correct picture. ▶▶ 015

- Tell students to look at the pictures. Point to each picture in turn and ask students to say where the people are.
- Play the first item on the recording. Ask students to point to the correct picture. Show students the example check.
- Play the rest of the recording for students to check the correct picture in each pair.
- You could also play the recording again, pausing for students to repeat the questions and answers.

Audio Transcript

- 1 Is Mayumi in the living room?
No, she isn't. She's in the yard.
- 2 Is Haruto in the bedroom?
Yes, he is.
- 3 Is Dad in the kitchen?
Yes, he is.

- 4 Is Mom in the kitchen?
No, she isn't. She's in the bathroom.
- 5 Is Grandpa downstairs?
Yes, he is.
- 6 Is Grandma in the dining room?
No, she isn't. She's in the living room.

ANSWERS

- 1 second picture 2 first picture 3 first picture
- 4 second picture 5 second picture 6 first picture

4 Read and circle.

- Point to the pictures and ask different students to say what places they can see.
- Read the first question aloud. Ask students to say which answer is correct. Show the class the example circle around *Yes, he is*.
- Students read the remaining questions, look at the pictures, and circle the correct answers. Check the answers as a class.

ANSWERS

- 1 Yes, he is. 2 No, he isn't. 3 Yes, she is.
- 4 No, she isn't.

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: *Is he upstairs?* B: *Yes, he is.*

5 Listen and repeat. ▶▶ 016 **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 ask questions about different rooms.
- Students work in pairs. They take turns asking *Is he / she in the (living room)?* Their partner answers *Yes, he / she is. / No, he / she isn't*.

Extra Team Up! 2 ▶▶ **DOWNLOAD**

- If you have time, and would like to develop students' communication, collaboration, and critical thinking skills further, you can download the optional Unit 1 *Team Up!* Worksheet 2 (two pages) from Oxford English Hub for extra speaking practice.
- Students draw faces of family members and write their names on page 1. They then cut along the cut lines, turn the worksheet over, and fold along the fold lines so that there are six flaps over the center of the paper.
- Students then decide who's in each room / place on page 2 and cut out the squares, share them, and draw the faces of the corresponding family members onto the people outlines.
- Students then glue each of the squares under its corresponding flap. Teams (or pairs) then join up with other teams (or pairs). They hold up the pictures of the faces and names for the other team (or partner) to guess where each family member is. They ask and answer questions, e.g., *Is Grandpa in the yard?* *Yes, he is. / No, he isn't*. When a guess is correct, they lift the flap to show

the person in the place. If you like, you can set a limit to the number of questions each team / pair can ask (e.g., ten) and see which team / pair has found the most family members when they have used all their questions.

Workbook pages 6–7

1 Read and match.

- Students draw lines to match the questions and pictures to the correct answers.

ANSWERS

1 b 2 a 3 d 4 c

2 Read and circle.

- Students read the questions, look at the picture, and circle the correct answers.

ANSWERS

1 Yes, he is. 2 No, he isn't. 3 Yes, she is. 4 No, she isn't.

3 Look, read, and write.

- Students read the questions, look at the pictures, and write the answers.

ANSWERS

1 No, she isn't. 2 Yes, he is. 3 Yes, she is. 4 No, he isn't.

4 Order the words. Then check ✓ or cross X.

- Students write the words in the correct order to make questions, then look at the picture and make a check if the answer is yes or a cross if the answer is no.

ANSWERS

- Is he in the kitchen? ✓
- Is she in the living room? X
- Is he downstairs? ✓
- Is she in the bathroom? X

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 where things are.

Language

Furniture and home: bed, bookcase, closet, floor, mirror, wall

Where's (my cap)? Is in the (closet). It's on / under the (bed).
It isn't in / on / under the (bookcase).

Warm-up

- Play a game of *Number Words* (see *Ideas Bank*) with the Lesson 1 vocabulary.

Lead-in

- Tell the class *Today we are learning about how to talk about things in the home.* Write the phrase *things in the home* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *things in the home*.

- Ask the class a simple question about the topic, e.g., *What things are in the classroom?* Encourage students to say words they know for furniture and other classroom items in English.

Student Book pages 10–11

1 Listen, point, and repeat. 017

- Focus attention on the photos. Ask different students to tell you what things they can see (e.g., books, clothes, ball) and what color these things are.
- Play the recording for students to listen and point to the correct photos.
- Play the recording again for students to point to the photos and repeat the words.

2 What's repeated? Listen and say. 018

- Tell students that they are going to hear recordings of the new words with one word repeated in each recording. They must listen and find the repeated word.
- Play the recording for students to listen and point to the correct photos as they hear the word. Pause after each set for students to say which word is repeated.

Audio Transcript

closet, bed, mirror, bookcase, floor, wall, floor
closet, bed, mirror, wall, bookcase, wall, floor
mirror, bed, closet, wall, floor, bed, bookcase
floor, closet, wall, bookcase, mirror, bed, closet
wall, bookcase, mirror, closet, mirror, bed, floor
bed, wall, bookcase, closet, mirror, floor, bookcase

ANSWERS

floor, wall, bed, closet, mirror, bookcase

Optional Activity

Play a game of *Can You Remember?* (see *Ideas Bank*) using the Lesson 3 flashcards.

3 Look, listen, and follow. 019 Talk about your bedroom.

- Tell the class to look at the picture. Choose different students and ask them to say what they can see in the bedroom and what color each item is.
- Tell students that they are going to hear a recording of a girl talking about her bedroom. They must listen and follow the speech bubble in the Student Book.
- Play the recording for students to listen and follow. Ask students to point to the correct items in the bedroom as they hear them mentioned.
- Students think about their own bedrooms. They take turns to tell their partner about their bedroom, using the speech bubble in exercise 3 as a model (replacing the colors and the items of furniture to make the sentences true for them).
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

4 Listen and follow. 020

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

- Play the recording for students to listen and follow the story in their books. Then model each phrase for students to repeat aloud together.
- Choose different students and ask *What's in Omar's bedroom? Where is Omar's cap?*
- Use classroom objects (e.g., a book and a pen) to demonstrate the meanings of *in*, *on*, and *under*. Place the items in the positions and say the words. Then ask different students *Where's the (pen)?* Model and elicit answers, e.g., *It's in / on / under the (book).*
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.

5 Look, listen, and learn. 🎧 021

- Focus students' attention on the new grammar in the box.
- Play the recording for students to listen and follow the text in the Student Book.
- Repeat the question and answers several times, pointing to the pictures in the grammar cartoon to reinforce the meaning. Ask students to repeat the question and answers with you.
- Draw their attention to the *Look!* tip. Make sure that students understand that *where's* means *where is*.

Optional Activity

For further practice of the new grammar, students can work in pairs, taking turns to place a pencil, eraser, or pen in / on / under a pencil case, then asking their partner *Where's the (pencil)?* Their partner looks and answers *It's in / on / under the pencil case.*

6 Listen and follow. Then sing 🎧 022–023

- Tell students to look at the *Fly, Plane, Fly!* song lyrics. 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 video or recording 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! 📄 DOWNLOAD

- If you have time, and would like to develop students' creativity, collaboration, and critical thinking skills further, you can download the optional Unit 1 *Extra Team Up!* Worksheet 3 from Oxford English Hub for extra reading and writing practice.
- Students work in pairs. Each student has a copy of the worksheet. They each choose where the four objects are and write their sentences accordingly. They then exchange worksheets with their partner, who reads the sentences and draws the objects in the correct place in the picture underneath.
- Students can then exchange worksheets back again and check each other's answers.

Optional activity

Play a game of *Find the Cards* (see *Ideas Bank*) with the Lesson 3 flashcards.

Workbook pages 8–9

1 Look and write.

- Students write the words under the correct pictures.

ANSWERS

1 bookcase 2 bed 3 floor 4 closet 5 mirror
6 wall

2 Read, draw, and color.

- Students read the sentences and complete the picture by drawing and coloring the items described.

ANSWERS

Students complete the drawing of a bedroom with a bed, a mirror, a blue wall, and a brown floor.

3 Read and circle. Then write.

- Students complete the questions about the items shown in the pictures, then circle the correct words in the answers.

ANSWERS

1 on 2 in 3 Where's under 4 Where's, on
5 Where's, on 6 Where's, under 7 on, bookcase
8 in, closet

Assessment for Learning

- Ask the class *Do you know the new words?* Using your usual 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 new words, ask them to work with their partner to test each other. They take turns pointing to a photo in exercise 1 of the Student Book, covering the words. Their partner tries to remember and say 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 special day.

Language

Vocabulary and grammar from Lessons 1–3

Warm-up

- Play the *Fly, Plane, Fly!* song again and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the colored words (*bookcase, floor, bed, and door*). 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 (a boy, his family, and his house). Write the word *story* on the board. Tell students that they're going to read a story about a boy named Albie.

Student Book pages 12–13

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what places at home they can see in the story (bedroom, bathroom, kitchen, living room, dining room, upstairs) and what furniture they can see in the story (bed, chair, cushion, floor, wall). Ask students what other words they know for things in the pictures (clock, robot, 7). Use the story pictures to teach the class the word *surprise*.

2 Listen and read. ▶ 024 ▶

- Tell the class that they are going to listen to or watch the story.
- Play the recording or the video for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the recording or the video again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. ▶ 005 ▶ Then find and say.

- Tell students to look at the pictures. Choose different students to find the pictures in the story frames. Each student then points to the relevant character in the story frame and reads their speech bubble aloud, e.g., *Happy Birthday, Albie!* (frame 8).
- Play the first item on the recording and ask students to point to the correct picture. Show the class the example number 1 (Albie, picture 1).
- Play the rest of the recording for the students to number the pictures.
- Ask *What's number 4?* Students point to the correct pictures in their book (c).
- Choose different students to point to the pictures in the story frames and say the lines from the story.

ANSWERS

a 3 b 4 c 1 d 2

Audio Transcript

- 1 **Albie** Mom! Are you upstairs?
2 **Albie** Is he under the bed?
3 **Mom** Happy Birthday, Albie!
4 **Albie** Where's Dad? Is he in the kitchen?

Mixed Ability

All students benefit from expressing their ideas and listening to other people's ideas. Make sure all students have the opportunity to speak in class and to share their opinions about the stories and activities.

Think, Feel, Grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Establish that Albie is happy in frame 1 of the story, because it is his birthday. He is happy in frame 8 of the story, because he is with his family. He is sad when he can't find his family members. Establish that it's nice to be with your family and friends.
- Choose different students to say when they feel happy or sad and why. Invite different students to share their opinions with the class. If necessary, prompt students with questions, e.g., *Are you happy when you are with your family/friends?*

Optional Activity

Ask students, in their own language, why they think it's important to know where their family members are (because it makes you feel good to know that they are safe). Establish that it's important to always let your family know where you go.

Global Skills: Emotional Self-regulation and Well-being

Having family members to share both good and bad times with is important for emotional well-being. Positive family relationships help students to feel supported, to manage stress, and to build trust. Family relationships teach students how to build relationships with other people in the future.

Act out the story.

- Students work in groups of four, with one student for each of the following parts: Narrator, Albie, Mom, Dad. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share the role of Albie.
- 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.

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 *Extra Team Up!* Worksheet 4 (two pages) from Oxford English Hub for extra writing practice.
- Students draw, color, and complete pages 1 and 2, then glue page 2 inside page 1 to make a birthday card for Albie. **Note:** Page 1 worksheet is optional because students could just use page 2. To do this, they would cut out the card and complete the text (for the inside), then fold the card (so the text is on the inside) and decorate the front of the card. However, using both worksheets makes it easier for more than one student to work on the same card and gives students support with writing *Happy Birthday!* on the front of the card.

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. Where's the turtle?

- Students look at the story and answer the question.

ANSWERS

The turtle is in the yard, under the tree.

2 Read the story.

- Students read the story to themselves.

3 Read again and match.

- Students read the story again and draw lines to match the speech bubbles to the pictures.

ANSWERS

1 b 2 c 3 a 4 d

4 Look, read, and write.

- Students write the words from the box to complete the sentences from the story.

ANSWERS

1 in 2 bookcase 3 under 4 yard

5 Color.

- Students rate the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

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

Lesson 5 Skills and Culture

Learning Objective

Students will learn about homes in Spain and the Netherlands.

Language

Homes: cushions, picture, sofa, table

Warm-up

- Play a game of *What's Different?* (see *Ideas Bank*) to review the vocabulary from Lesson 1 and Lesson 3.
- Choose different students around the class and ask *What's in your (bedroom / living room / kitchen)?*

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 *Spain* and *the Netherlands* on the board.

- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students that they will be learning about homes in these countries today.

Student Book pages 14–15

1 Listen, point, and repeat. 026

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.
- Ask students which of these things they have in their own homes.

2 Listen and say the number. 027

- Focus on the photo of Mateo. Ask *Which country is Mateo from?* (Spain)
- Tell students that they are going to hear Mateo talking about his grandma's house. They must listen and say the number of the photo when Mateo talks about it.
- Play the recording, pausing each time that Mateo talks about one of the photos for students to call out the number.

Audio Transcript

Mateo I'm Mateo. I'm from Spain. I'm at my grandma's house. This is the yard. There are some plants. Here's a table. I'm down stairs. The wall is yellow. There's a picture with flowers on the wall.

This is the living room. The sofa is red.

This is my bedroom at Grandma's house. There's a window and a bed. There are some cushions on the bed.

ANSWERS

4, 2, 1, 3

3 Watch the video. 028

Play the video for students.

- Ask students *Where's Lucia's mom?* Play the video again, pausing after the answer is mentioned (the dining room).
- Ask students *Where's Lucia's sister?* Play the video again for students to find the answer (her bedroom).
- Ask different students *What rooms / things in the home can you see in the video?*

Video Transcript See page 113

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. 028 Talk about your home.

- 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 with their partner. They take turns saying what rooms and things are in their home.
- Walk around the classroom as students talk, helping where necessary.
- Invite pairs to act out their conversation for the class.

5 Talk about the photos. Then listen and read. 029

- Focus on the photo of Fenna. Ask *Which country is Fenna from?* (the Netherlands)
- Ask students to look at the rest of the photos and say what they can see in each photo. Elicit answers from different students around the class.
- Play the recording for students to follow the text in Fenna's diary entry.

6 Read again. What's wrong? Circle and write.

- Read the first sentence aloud. Ask students to find out whether or not the sentence is correct. Students read through the diary entry again and find the information that gives them the answer. Show students the circled word in the sentence and the example answer on the line.
- Students complete the rest of the exercise in their books. Check the answers as a class.
- Invite some students to read the correct sentences aloud.

ANSWERS

- 1 clock, mirror 2 living room, kitchen 3 two, four
4 sister, brother

Mixed Ability

- Support weaker students by telling them which paragraphs contain the answers to the questions (paragraph 3 contains the answer to 1, paragraph 4 contains the answers to 2 and 3, and paragraph 5 contains the answer to 4). Allow them to work in pairs to find the wrong word in each sentence and to correct it.
- Ask fast finishers to write their own sentence with an incorrect word. They exchange with a partner and correct each other's sentences.

7 Write about your home. Go to your Workbook page 13.

- Ask 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 present a model room.
- Click the link on the Classroom Presentation Tool on Student Book page 15 to access the optional project page, which includes full instructions to support students. Worksheets and full 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 look at the items in the picture and write the words next to the corresponding numbers.

ANSWERS

- 1 picture 2 cushions 3 sofa 4 table

2 Read and circle Yes or No.

- Students read the diary entry and then decide whether each sentence is true or false by answering *Yes* or *No*.

ANSWERS

- 1 No 2 No 3 No 4 Yes

3 Order the words.

- Students write the words in order to make sentences.

ANSWERS

- 1 In my home there's a dining room.
2 There are three bedrooms upstairs.
3 I like the yard.
4 There's a picture on the wall.

4 Circle the places and furniture in your home.

- Students circle the things that they have in their home. They can think about their real home or an imaginary home.

ANSWERS

Students' own answers

5 Draw and write about your home.

- Focus students' attention on the writing and drawing space.
- Ask students to look at the words they circled in exercise 4. Read the sentence stems aloud and ask students around the class to complete them orally, using their answers in exercise 4.
- Students then use their answers in exercise 4 to complete the text about their home. They illustrate their writing with a drawing.
- Invite students to read their 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 the 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.

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