

OXFORD

BUZZ

Teacher's Guide

with Digital Pack

3

© Oxford University Press.
Not for sale, photocopying or distribution



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

Tamzin Thompson

BUZZ

Teacher's Guide

3

Syllabus	2	Unit 3 & 4 Review	70
Course Overview	4	Unit 5	72
Introduction and Methodology	6	Unit 6	81
Assessment for Learning	12	Units 5 & 6 Review	89
Professional Development	14	Unit 7	91
Supplementary Resources	15	Unit 8	100
Tour of a Unit	16	Units 7 & 8 Review	108
Starter Unit	20	Ideas Bank	110
Unit 1	32	Buzz Posters	114
Unit 2	41	Video Transcripts	116
Units 1 & 2 Review	50	Key Vocabulary	119
Unit 3	52	Letter to Parents	120
Unit 4	61		

© Oxford University Press.
Not for sale, photocopying or distribution

Tamzin Thompson

OXFORD
UNIVERSITY PRESS

Buzz 3

Starter A New Year page 4

Months of the Year ● When's your birthday? It's in
My birthday is (March) (second). ● Ordinal Numbers

Poster

Times ● Seasons

Lesson 1 Words

Lesson 2 Grammar

Lesson 3 Words and Grammar

Lesson 4 Story

Lesson 5 Skills and Culture

1 My Day page 6

Daily routines
Functional Language
I do my homework in the morning / afternoon / evening.
What about you?

What do you do in the morning / afternoon / evening? I ...
I ... on Monday. I don't ... on Saturday.

Telling time
When does he / she get up?
He / She gets up at
He / She doesn't get up at

Billy's Day
Emotional Well-being
Being on time

Family routines in the U.S.A. and Thailand
Project Extra Zig-zag Book

2 My Talents page 16

Skills
Functional Language
What can you do?
I can

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

Talents
I'm good at ...ing
Are you good ...ing ...?
Yes, I am. / No, I'm not.

Pika's Talent
Emotional Well-being
Having confidence in your own ability

Dances in Romania and China
Project Extra Talent Show Poster

Review Units 1 and 2 pages 26-27

3 My Home page 28

Living room furniture
Functional Language
Where's the ...?
In / On / Under the

There's a ... on the
There are three / some ... on the
There isn't a ... on the
There aren't any ... on the

Kitchen things
The ... is longer / shorter than the

The Big Armchair
Emotional Well-being
Being sorry

Interesting homes in Finland and Tunisia
Project Extra Dream House Design

4 Days Out page 38

Fun places
Functional Language
I like the So do I. But I prefer the

I was at the ... on
Where were you yesterday?
I was at the

Weather
What was the weather like?
It was

Anton's Days Out
Emotional Well-being
Being understanding

Fun places in the U.A.E. and Canada
Project Extra Vacation Poster

Review Units 3 and 4 pages 48-49

5 Our Friends page 50

Hair and faces
Functional Language
Me too. / Me neither.

What does (he) look like? (He) has
have Questions and Answers
(he / she / they)

Describing people
Superlatives (Smart / clever)

The Monkey and the Elephant
Emotional Well-being
Working as a team

Clubs and teams in Australia and Mexico
Project Extra Class Puzzle

6 In the City page 60

Places in the city
Functional Language
How do I get to ...? Take

Present Progressive (Questions and Answers)
Present Progressive (Negative)

Things to do in the city
Present Progressive (Questions)

Serena's Good Idea
Emotional Well-being
Solving problems

Capital cities of the U.K. and Singapore
Project Extra City Tour Leaflet

Review Units 5 and 6 pages 70-71

7 Our Busy World page 72

Jobs
Functional Language
Can you guess?
I think ... I think you're right.

Wh- Questions (Simple Present)
Simple Present (Negative)

Actions at work
I want to be a
Why? Because

Junko's Dream
Emotional Well-being
Believing in yourself

Exciting jobs in Tanzania and Malaysia
Project Extra Jobs Poster

8 Let's Explore! page 82

Places in the country
Functional Language
Is there a nearby?
It's next to

There was / There were (with some, any, a lot of)
Simple Past (to be with Adjectives)

Adjectives
Could you ...?
I could / couldn't

The Giant's Causeway
Emotional Well-being
Dealing with disappointment

Places to visit in Vietnam and Portugal
Project Extra Explorer's Map

Review Units 7 and 8 pages 92-93

My Buzz Record page 94

Not for sale, photocopying or distribution.

Learning Objective

Students will be able to talk about when their birthday is.

Language

Months of the Year: *January, February, March, April, May, June, July, August, September, October, November, December*

Ordinal Numbers: *When's your birthday? It's in (March).; My birthday is (March) (second). It's my (ninth) birthday.*

Warm-up

- Play a game of *One Thing About Me* (see *Ideas Bank*) with the class.

Lead-in

- Write the word *Birthday* on the board. Ask students if they know what this word means. Tell the class that today they will be learning how to say when their birthdays are.
- Write the following questions on the board: *What do you do on your birthday? Who do you see? What do you eat?* Read the questions aloud and check that students understand.
- Ask students to suggest answers to the questions using the English words they know for activities, family members, and food. Write their answers on the board in note form.

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

- Ask students to look at the picture and name the different team characters (from left to right, they are Mina, Omar, Hector, Tang, May, Emma).
- Play the recording for students to listen and point to the months on the calendar in the picture.
- Play the recording again for students to repeat the months.

2 Listen and say the chant. 002

- Play the recording, pausing for students to repeat each line of the chant.
- Play the chant again, without pausing, for students to join in with the chant as much as possible.

Audio Transcription

January, February, March
 January, February, March.
 April, May, June
 April, May, June.
 July, August, September
 July, August, September.
 October, November, December
 October, November, December.

Optional Activity

- Play a game with the class. Say *January* and choose a student to say the next month. Once you have the correct answer, choose a student to say the following month. Continue in this way until you reach *December*.
- If you wish, play the game again, giving everyone the chance to take part.

3 Listen and repeat. 003

- Focus on the conversations. Play the recording, pausing after each line for students to repeat.
- Choose confident students to act out the conversations with you for the class.
- Ask students to work in pairs. They practice acting out the conversations.
- In their pairs, students take turns to ask and answer about their own birthdays. Alternatively, you can have students ask and answer in rolling pairs around the class.

Mixed Ability

- Ask weaker students to find the month of their birthday in the calendar and take turns saying it with a partner before they ask and answer.
- Fast finishers can swap partners and ask and answer with other students.

Optional Activity

- Divide the board into twelve sections and write the name of a different month at the top of each one, leaving plenty of space below. Write your name on a sticky note and put it below the month of your birthday. Tell the class *My birthday is in (February)*.
- Give each student a sticky note to write their name on. They come to the front of the class, one at a time, and put their name below the month of their birthday.
- Choose different students and ask *When's your birthday?* They point to the correct month on the board and reply.

4 Listen and follow. 004 **When's Emma's birthday?**

- Focus on the picture. Ask *Whose birthday is it?* Choose a student to answer. (It's Emma's birthday.)
- Play the recording for students to listen and follow the conversation to find out when Emma's birthday is.
- Ask students to look at the calendar to check their answers.

ANSWER

Emma's birthday is March 15th.

5 Listen and say the chant. 🎧 005

- Draw attention to the ordinal numbers in the calendar and show how they can be written as words or as numerical forms with ordinal indicators (st, nd, rd, th).
- Play the chant for students to listen and point to the ordinal numbers.
- Play the chant again, pausing for students to repeat each line of the chant.
- Play the chant again, without pausing, for students to join in with the chant as much as possible.

Audio Transcript

first, second, third
first, second, third
fourth, fifth, sixth
fourth, fifth, sixth
seventh, eighth, ninth
seventh, eighth, ninth
tenth, eleventh, twelfth
tenth, eleventh, twelfth
thirteenth, fourteenth, fifteenth
thirteenth, fourteenth, fifteenth
sixteenth, seventeenth, eighteenth
sixteenth, seventeenth, eighteenth
nineteenth, twentieth, twenty-first
nineteenth, twentieth, twenty-first
twenty-second, twenty-third, twenty-fourth
twenty-second, twenty-third, twenty-fourth
twenty-fifth, twenty-sixth, twenty-seventh
twenty-fifth, twenty-sixth, twenty-seventh
twenty-eighth, twenty-ninth, thirtieth
twenty-eighth, twenty-ninth, thirtieth
thirty-first!
thirty-first!

6 Listen and repeat. 🎧 006

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Choose confident students to act out the conversation with you for the class.
- Ask students to work in pairs. They practice acting out the conversation.

7 Ask and answer.

- Focus on the conversation. Read the speech bubbles aloud.
- Choose confident students to act out the conversation with you for the class, completing the second speech bubble with their own birthday.
- Ask students to work in pairs. They take turns to ask and answer about their own birthdays, or have students ask and answer in pairs around the class.

Optional Activity

Explain to the class that we can use ordinals to put other things in order too; for example, the position in which a runner finishes a race. Invite eight students to come to the front of the class and stand behind one another in a line. Stand by the student at the front of the line and ask *Who is the first student? Who is the second?* and so on. Then ask, e.g., *Which student is Ana?* to elicit a response such as *She's the fourth student.*

Workbook pages 2–3

1 Write the months in the calendar.

- Students look at the calendar and complete it with the missing months.

ANSWERS

1 January 2 April 3 May 4 August
5 October 6 December

2 Look at the calendar in 1 again. Write.

- Students look at the calendar again and find the months of the children's birthdays.
- They read the questions and complete the answers.

ANSWERS

1 September 2 February 3 July 4 June

3 Look and write.

- Students look at the pictures and complete the sentences with ordinal numbers.

ANSWERS

1 twelfth 2 twenty-seventh 3 sixth 4 nineteenth

4 Look and write.

- Students look at the cakes and complete the sentences about the children's birthdays with the ordinal numbers.

ANSWERS

1 thirteenth 2 third 3 eighth 4 tenth

5 Write about you and two friends.

Students complete the first sentence with the date of their own birthday. They then complete the second sentence with an ordinal number to show which birthday they are celebrating this year.

Students choose two friends and complete the remaining sentences about them in the same way, circling the pronouns to show whether their friends are girls or boys.

ANSWERS

Students' own answers

Assessment for Learning

- Ask the class *Can you say when your birthday is? Do you know the months?* If you like, you can use the *Emotions* poster to elicit how students are feeling about the new language.
- Tell students to take out their traffic light cards. Ask the class how well they think they can talk about when their birthdays are. 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 the learning objective for this lesson.
- Praise the students for their hard work. Offer any further explanation required and make a note of anything you need to reinforce in the following lesson.
- Tell students that they will do more work on time, dates and seasons as they progress through the course. Point to the *Seasons and Time* poster and tell students that they can use it to help them talk about this topic. Put up the poster in the classroom so you can refer students to it when needed (see the poster notes on page 115).

Lesson 1 Words

Learning Objective

Students will be able to talk about daily routines.

Language

Daily routines: *brush my hair, brush my teeth, do my homework, get dressed, get up, go to bed, go to school, take a shower*

Functional Language: *(I do my homework) in the afternoon. What about you? (I do my homework) in the evening.*

Warm-up

- Play the months chant from the Starter Unit and encourage students to join in as much as possible. Ask students *When's your birthday?* Encourage them to answer *(It's in) (July).*
- Play the ordinal numbers chant from the Starter Unit. Ask *What's the date today?*
- Encourage students to say what dates their birthdays are on.

Lead-in

- Tell the class *Today we are learning about daily routines.* Write *Daily Routines* on the board. Show the Lesson 1 flashcards and invite students to guess the meaning of *Daily Routines*.
- Ask the class a simple question about the lesson topic, e.g., *What do you do every day?* Elicit answers from students around the class.
- If you like, put the Lesson 1 flashcards on the board and ask students to take turns to point to the things that they do every day.

Student Book

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 Day* 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. *chairs, a bed*). Prompt students, if necessary, by asking *Can you see a (bed / TV)?* (Students can see tables, chairs, beds, a sofa, a TV, the sun, a window, a ball, clothes, colors, parts of the house, and parts of the face and body. These words are reviewed from **Buzz 1** and **2**.)
- Tell students that they are now going to learn eight new phrases. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new phrases.

2 Listen, point, and repeat. 007

- Play the recording for students to listen and point to the daily routine activities in the picture.
- Play the recording again for students to repeat the phrases.

Optional Activity

Play a game of *Stop the Cards* (see *Ideas Bank*) using the Lesson 1 flashcards.

3 Say the chant. 008

- Tell students that they are going to hear the new phrases in a chant. Play the recording. Students point to the phrases 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

take a shower, take a shower
go to bed, go to bed
get up, get up
brush my teeth, brush my teeth
get dressed, get dressed
do my homework, do my homework
brush my hair, brush my hair
go to school, go to school

4 Play the Memory game.

- Point to the daily routine activities in the big picture and ask students to say the phrases. Then say the phrases and ask students to point to the activities in the picture and say the numbers.
- Ask the class to look at the numbered activities in the picture for one minute and to try to remember which number each activity is.
- Focus on the conversation. Read the speech bubbles aloud.
- Invite a few volunteers to model the game for the class. Encourage the volunteers to close their books and to try to remember what number each activity is.
- Students play the game in pairs, taking turns to ask about a number. The partner tries to remember the activity with their book closed.

Optional Activity

Ask students to think about which of the new daily routine activities they do every day. Students then play *Memory Chain* (see *Ideas Bank*) with the new daily routine phrases, taking turns to add an activity to a sentence, e.g., *I get up. I get up, and I take a shower.*

5 Look, read, and match.

- Point to the silhouettes and ask students around the class to guess what the children in the silhouettes are doing.
- Read out the first phrase and ask students to point to the correct picture. Show the class the example letter c.

- Tell students that they need to read the phrases and find the matching pictures, then write the letters for the pictures next to the correct phrases.
- Allow students time to complete the activity.
- Check answers by reading out the phrases and asking students around the class to point to the matching pictures.

ANSWERS

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

Mixed Ability

Ask weaker students to work in pairs or small groups to complete the activity. Stronger students can do the activity independently and then check with a partner before you go through the answers.

6 Look, listen, and repeat. 009

- Focus on the functional language box. Play the recording, pausing after each phrase for students to repeat.
- Make sure students understand the meanings of the phrases *in the morning*, *in the afternoon*, and *in the evening*.
- Tell students to think about what they do in the morning / afternoon / evening. Ask students around the class *When do you (brush your teeth)?* Encourage students to answer *In the (morning)*.

7 Listen and repeat. 010 Ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat. Ask students to point to the correct times of day in exercise 6.
- Model similar conversations with students around the class, using different daily routine activities from exercise 1. Encourage students to point to the daily routines in the big picture and the times of day in exercise 6 as they mention each of them.
- Students work in pairs. They take turns to ask and answer questions about their daily routines using the conversation in the 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 *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!* Worksheet (two pages), which are available for download from Oxford English Hub.
- This activity can be done in pairs or groups. Working individually, students cut out the pictures of the daily routine activities from Worksheet 1 page 2 and glue them in the correct columns in the chart on Worksheet 1 page 1. They then compare their chart with their partner's / group's chart(s), asking and answering questions, such as *A: I do my homework in the morning. What about you? B: I do my homework in the evening.* Students then look at both their own and their partner's / group members' charts and tell the class the similarities / differences between them.

Workbook pages 4–5

1 Read and number.

- Students number the pictures to match the daily routines phrases.

ANSWERS

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

2 Look and write.

- Students write the words for the daily routine activities next to the pictures.

ANSWERS

1 do my homework 2 brush my teeth 3 take a shower
4 get dressed 5 go to bed 6 get up 7 brush my hair
8 go to school

3 Look and write.

- Students look at the chart and complete the sentences with the correct phrases.

ANSWERS

1 get dressed 2 brush my hair 3 do my homework
4 brush my teeth 5 go to bed

4 Look and read. Then write about you.

- Students read the sentences, then write similar sentences about their own daily routines. 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

Students' own answers

Assessment for Learning

- Time for feedback! Write *Daily Routines* on the board. Ask the class, *Are you happy about the new words for daily routines?* Encourage students to say how they feel about the new words (*happy, sad, worried*, etc). If you like, you can use the *Emotions* poster to prompt students.
- Tell students to take out their traffic light cards. Ask the class how well they think they can talk about daily routines. 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 *My Buzz Wordlist* on page 92 of their Workbook. They can take turns saying phrases for their partner to mime. Students can also write translations of the words on the lines.

Lesson 2 Grammar

Learning Objective

Students will be able to ask about daily routines.

Language

*What do you do in the morning / afternoon / evening?
I (do my homework).*

*I (go to school) on Monday. I (don't go to school)
on Saturday.*

Warm-up

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

Lead-in

- Write *Daily Routines* on the board and ask students if they remember what this phrase means.
- Tell the class that today they will learn how to ask about daily routines.
- Write the phrases *in the morning*, *in the afternoon*, *in the evening* across the board. Invite a student to come to the front of the class. Give them one of the daily routine flashcards. Ask the student *What do you do in the (morning / afternoon / evening)?* Encourage the student to answer, using the activity on their flashcard. Recast their answer in the unit grammar, e.g., *I (brush my teeth) in the (morning).* Encourage the student to place their flashcard under the correct heading on the board. Repeat with other students and other flashcards.

Student Book pages 8–9

1 Listen and follow. 🎧 011

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Omar 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.
- Ask questions to check understanding, e.g., *What does Nina do in the afternoon? Does Nina go to school on Saturday?*
- Play the recording again for students to follow. Encourage students to point to the speech bubbles in the story as they hear them.

2 Look, listen, and learn. 🎧 012

- 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 questions and answer several times, pointing to the picture in the grammar box to reinforce the meaning. Ask students to repeat the questions and answer with you.
- Check students' understanding. If further practice is needed, use the Optional Activity below.
- Ask students to work in pairs, taking turns to read out the questions and answer.

Optional Activity

- Students work in pairs. They look at their daily routine charts from the Extra *Team Up!* 1 activity and take turns to ask and answer questions, e.g., *What do you do in the (evening)? I (do my homework).*
- If students did not complete the Extra *Team Up!* 1 activity, they can write down two activities that they do in the morning, two activities that they do in the afternoon and two activities that they do in the evening, then take turns to ask and answer questions.

3 Listen and check ✓. 🎧 013

- Ask students to look at the pictures and to name the daily routine activities.
- Play the first item on the recording. Ask students *What does Lisa do in the morning?* Elicit the answer *have breakfast*. Ask students to point to the correct picture. Show the class the example check mark in the box for *Morning*. Tell students that they need to listen and mark with a check the box that shows the correct time of day for each activity.
- Play the rest of the recording so students can complete the activity.
- Play the recording again for students to check their answers.

Audio Transcript

- 1 **Boy** What do you do in the morning, Lisa?
Girl I have breakfast. I like cereal for breakfast.
Boy Me too!
2 **Girl** I brush my hair in the morning, too.
Boy So do I!
3 **Boy** What do you do in the afternoon, Lisa?
Girl I do my homework. I have a desk in my bedroom.
Girl I watch TV in the afternoon, too.
Boy Me too.
5 **Boy** What do you do in the evening?
Girl I take a shower.

ANSWERS

- 1 Morning 2 Morning 3 Afternoon 4 Afternoon
5 Evening

4 Listen and repeat. 🎧 014 Ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model similar conversations with students from around the class. Ask students about times of day and encourage them to answer using different daily routine activities.
- Students then work in pairs, taking turns to ask and answer questions about their daily routines.

5 Look, listen, and learn. 🎧 015

- 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 sentences several times, pointing to the pictures in the grammar box to reinforce the meaning. Ask students to repeat the sentences with you.

- Remind the class that *don't* is the short form of *do not*. Make sure students understand that we use *don't* in negative sentences.
- Check students' understanding. Then ask students to work in pairs, taking turns to read out the sentences and point to the correct pictures in the grammar box.

6 Look, read, and circle.

- Point to the pictures and ask students around the class to name the daily routines.
- Read out the first sentence with both answer options. Ask students to look at Jack's Activity Chart and to find the answer. Show the class the example circle.
- Explain that students need to look at the information in Jack's Activity Chart and circle the correct word in each sentence.
- Students complete the activity in their book. Check answers as a class.

ANSWERS

1 brush 2 don't go 3 take 4 don't do

7 Listen and repeat. 016 Ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model similar conversations with students from around the class. Ask students about different days and encourage them to answer using different activities.
- Students then work in pairs, taking turns to ask and answer questions about what they do on different days.

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 Extra Team Up! Worksheet 2 from Oxford English Hub for extra speaking practice.
- Students complete the Star Chart heading with their partner's name, then take turns to tell their partner about the daily routine activities. e.g., A: *What do you do on Monday?* B: *I brush my teeth in the morning.* Students complete the Star Chart for their partner by drawing stars in the correct boxes. Students can then exchange Star Charts so that they each have a chart about themselves. They then tell the class about their week. e.g., *I brush my teeth on Monday, Tuesday, and so on. / I don't do my homework on Friday.* Encourage students to say what time of day they do the different activities (*in the morning, afternoon, or evening*).

Workbook pages 6–

1 Look, read, and circle.

- Students look at the information in the chart and circle the correct words in the questions.

ANSWERS

1 morning 2 evening 3 morning 4 afternoon

2 Look at 1. Read and write.

- Students look at the chart in exercise 1 and answer the questions using the phrases in the box.

ANSWERS

1 take a shower 2 get up 3 have lunch 4 go to bed

3 Look, read, and check ✓ or cross X.

- Students look at the chart, read the sentences, and put a check mark in the box if a sentence is correct or a cross if a sentence is incorrect.

ANSWERS

1 X 2 ✓ 3 X 4 X 5 ✓ 6 ✓

4 Look and read. Write about you.

- Students look at the pictures and write sentences about their own routines.

ANSWERS

1 I play / don't play with friends on Tuesday.
2 I watch / don't watch TV on Wednesday.
3 I read / don't read comic books on Thursday.
4 I go / don't go to school on Saturday.

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 about when people do things.

Language

Times: *one o'clock, one fifteen, one twenty, one thirty, one forty-five, one fifty*

*When does he / she get up? He / She gets up at (six o'clock).
He / She doesn't get up at (seven thirty).*

Warm-up

- Play *Slow Reveal* (see *Ideas Bank*) with the Lesson 1 flashcards to review the daily routines vocabulary.

Lead-in

- Tell the class *Today we are learning how to ask about when people do things*. Check the students' understanding.
- Ask students to think about when they do things. Hold up the daily routine flashcards and say *I (get up) at seven o'clock. / I (go to school) at eight o'clock*. Write the times you mention on the board and place the flashcards underneath the times.
- Explain that in this lesson, students will learn how to talk about times in English.

Student Book pages 10–11

1 Listen, point, and repeat. 017

- Focus attention on the *What Time Is It?* poster in exercise 2. Choose a student and ask *What can you see on this poster?* (clocks showing different times). Ask different students to point to a clock and to tell you what numbers they can see, e.g., one, twenty, forty-five.

- Play the recording for students to listen and point to the correct clocks.
- Play the recording again for students to point to the clocks and repeat the times.

2 Listen and say. 🎧 018

- Tell students that they are going to hear someone asking questions about the clocks. They need to listen, find the clocks the person is talking about, and say the times.
- Play the recording, pausing after each item for students to point to the correct clock and say the corresponding time.

Audio Transcript

- 1 Look at the red clock. What time is it?
- 2 Look at the green clock. What time is it?
- 3 Look at the yellow clock. What time is it?
- 4 Look at the white clock. What time is it?
- 5 Look at the black clock. What time is it?
- 6 Look at the blue clock. What time is it?

ANSWERS

- 1 one twenty 2 one forty-five 3 one fifteen
4 one fifty 5 one thirty 6 one o'clock

3 Listen and repeat. 🎧 019 Point, ask, and answer.

- Point to each of the clocks and ask students at random to say what times they can see.
- Focus on the conversation. Play the recording for students to listen and follow. Play the recording again, pausing after each line for students to repeat. Ask students to point to the correct clock.
- Play the recording again, pausing after each line for students to repeat.
- Students then play the game in pairs, taking turns to choose a clock. Their partner asks *What time is it?* Students tell their partner the time shown on their chosen clock. Their partner then points to the correct clock.
- Walk around the classroom, helping where necessary. Make a note of any problems to address with the class.

Optional Activity

Students take turns to point to one of the clocks in exercise 1 and ask their partner *What time is it?* Their partner looks at the clock and answers, e.g., *It's one fifteen.*

4 Look, listen and learn. 🎧 020

- If you are using the Classroom Presentation Tool, ask students to now close their books. Show them the grammar cartoon.
- Play the recording for students to listen and follow. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on exercise 4.
- 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 questions and answers several times, pointing to the picture in the grammar box to reinforce the meaning. Ask students to repeat the questions and answers with you.

- Tell the class that we use *get up / don't get up* in sentences with *I*, but we use *gets up / doesn't get up* in sentences with *he / she*. Remind the class that we use *he* for boys and men, and *she* for girls and women.
- Write the headings *I* and *he / she* on the board. Write some known verbs on the board under the correct headings to show the class how we form verbs differently in the third person.
- Ask students to work in pairs, taking turns to read out the questions and answers.

5 Listen and match. 🎧 021

- Ask students to look at the pictures and say what daily routine activities they can see and what times they can see.
- Play the first item on the recording. Then pause and ask students to point to the correct time and the correct daily routine activity. Show the class the example line.
- Play the rest of the recording for students to listen and draw lines to match the times to the routine activities.
- Play the recording again for students to check their answers.
- Check answers by asking students *When does Ava (have a shower)?* Encourage students to answer *She (has a shower) at (seven o'clock).*

Audio Transcript

- Woman** When does Ava get up in the morning?
Girl She gets up at seven o'clock and she takes a shower. She doesn't get dressed at seven o'clock.
Woman When does she get dressed?
Girl She gets dressed at seven fifteen.
Woman When does she brush her teeth?
Girl She has breakfast at seven thirty and then she brushes her teeth at seven forty-five. She doesn't brush her teeth at seven thirty.

ANSWERS

- 1 b 2 d 3 a 4 c

6 Listen and follow. Then sing. 🎧 022–023

- Ask students to look at the *My Favorite Day* song lyrics. Explain to students that the colored words are substituted: the second verse is the same as the first, but the colored words are replaced by those of the same color on the right.
- Play the 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' collaboration, communication, and critical thinking skills further, you can download the optional Unit 1 Extra *Team Up!* Worksheet 3 from Oxford English Hub for extra speaking practice.

- Students can do this task in pairs or in groups of up to four. They write numbers 1–6 on squares of paper and place them in an empty pencil case. They can choose small items to be counters, or they can make paper counters with their initials on them. Students place their counters on the Start square. They take turns to take a piece of paper with a number on it from the pencil case. They then move their counter along the board. The player to their right should ask a question about the square the student has landed on, e.g., *When does he / she (get up)?* The student in play should answer the question using the information in the square, e.g., *He / She gets up at (6:30)*. If they answer correctly, they continue the game on their next turn. If they answer incorrectly, they miss their next turn.

Optional Activity

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

Workbook pages 8–9

1 Look and match.

- Students draw lines to match the sentences to the correct clocks.

ANSWERS

1 c 2 f 3 e 4 b 5 a 6 d

2 Look and write. What time is it?

- Students look at the clocks and write the times.

ANSWERS

- 1 It's two thirty.
- 2 It's seven forty-five.
- 3 It's five fifteen.
- 4 It's ten o'clock.

3 Look, read, and circle.

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

ANSWERS

1 gets 2 doesn't go 3 doesn't do 4 goes

4 Look, read, and write.

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

ANSWERS

- 1 She brushes her teeth at seven twenty.
- 2 He gets dressed at eight o'clock.
- 3 He takes a shower at six fifty.
- 4 She watches TV at five thirty.

Assessment for Learning

- Ask the class, *How do you feel about telling the time?* If you like, you can use the *Emotions* poster to elicit how students are feeling. Using your usual feedback routine, 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 time phrases, ask them to work with their partner to test each other. They can take turns pointing to a photo in exercise 1 of the Student Book, covering the words. Their partner tries to remember and say the time. Alternatively, students can turn to the *My Buzz Wordlist* on page 92 of their Workbook. They can take turns saying time phrases for their partner to write as digital times. Students can also write translations of the words on the lines.

Lesson 4 Story

Learning Objective

Students will be able to read about a boy and his routine.

Language

Vocabulary and grammar from Lessons 1–3

Warm-up

- Play the song *My Favorite Day* 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. Create a new verse as a class.
- 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 and his routine). Write the word *Story* on the board. Tell the class that they're going to read a story about a boy and his routine.

Student Book pages 12–13

1 Look at the pictures. What daily routine activities can you see?

- Focus students' attention on the story. Ask them to say who the characters in the story are (a boy called Billy, his brother Sam, a girl, a teacher, and Billy's mom).
- Ask students to say what daily routine activities they can see in the story (get up, get dressed, have breakfast, go to school).

2 Listen and read. 024 When does Billy get up?

- Tell the class that they are going to listen 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 book 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.
- Ask students to say when Billy gets up (*at eight thirty*).

3 Read and check ✓ or cross X.

- Read out the first sentence. Ask the students to look back at the story and find out if the sentence is correct or incorrect. Ask students to say what information in the story gave them their answer.
- Show the class the example cross. Explain that students should read the sentences and put a check mark in the box if the sentence is correct or a cross if the sentence is incorrect.
- Students complete the rest of the activity in their book, looking back at the story to find the answers.
- Check answers by asking students at random to read out the sentences and say whether each one is correct or incorrect.

ANSWERS

1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

Mixed Ability

- Weaker students can complete the exercise in pairs. They can then join with another pair and compare answers.
- Fast finishers can correct the incorrect sentences in their notebook.

Think, Feel, Grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Choose a student to answer the question and establish that Billy eats breakfast on the bus because he doesn't get up early.
- Ask students around the class *What time do you get up? What time do you go to school?*
- Ask students to say how they feel when they are on time and how they feel when they are late. Do they feel worried when they are late? Use the *Emotions* poster to prompt students if necessary. Ask students to say how they feel when other people are late. Do they feel annoyed?
- Ask students to say how they think Billy feels in frames 2 and 8 of the story. Do they think Billy will be late from now on? Why (not)?

Global Skills: Emotional Self-regulation and Well-being

- Learning to be punctual is very important for children. Being on time for things makes children feel stable and secure and gives them self-confidence. Being late is stressful and can result in them missing out on activities. To be punctual, we need to be organized. If our lives are unorganized and messy, it is hard to be on time.
- Encourage children to keep their belongings neat and organized so that they can always find them, to learn to tell the time and to check the time so that they don't miss important events, and to complete tasks without getting distracted by other things. Being focused helps us to be punctual, and being punctual helps us to be successful, which, in turn, makes us feel happy and confident.

4 Act out the story.

- Divide the class into groups of six, with one student for each of the following parts: Narrator, Billy, Sam, Girl, Teacher, Mom. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part, or one student could play more than one part.
- Ask students to act out the story. Walk around the class, checking pronunciation and helping with any problems.
- Ask some of the 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, collaboration, and communication skills further, you can download the optional Unit 1 *Extra Team Up!* Worksheet 4 from Oxford English Hub for extra writing and speaking practice.
- Students work in pairs or groups to invent a schedule for Billy's day. They write times across the top of the schedule, then draw icons in the spaces. Students then show their schedule to the class. Encourage the rest of the class to ask questions, e.g., *When does Billy go to bed?* The presenting students answer, e.g., *He gets up at seven thirty.*

Optional Activity

Ask students to read the story again at home. If possible, they should read it aloud to their family or carers.

Workbook [pages 10–11](#)

Look at the pictures. What daily routine activities can you see?

- Students look at the story and answer the question.

ANSWERS

get up, brush teeth, have breakfast, brush hair, go to bed

2 Read the story.

- Students read the story to themselves.

3 Read again and order the words.

- Students read the story again and write the words in order to make sentences.

ANSWERS

- 1 We have breakfast at eight o'clock.
- 2 I play Frisbee with my friends on Tuesday.
- 3 What do you do on Wednesday?

4 Who says it? Match.

- Students draw lines to match the lines from the story to the characters who say them.

ANSWERS

1 b 2 b 3 c 4 a

5 Answer for you.

- Students circle the number of the story frame that they liked the best. They check the box next to their favorite character and rate the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

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

Lesson 5 Skills and Culture

Learning Objective

Students will learn about family routines in the U.S.A. and Thailand.

Language

Jobs: *police officer, taxi driver, farmer, dentist*

Warm-up

- Play *Tic-tac-toe* (see *Ideas Bank*) to review daily routine activities and times.
- Hold up flashcards from Lessons 1 and 3 and ask students at random *What time is it? When do you (take a shower)?*

Lead-in

- Ask the class to look at the photos on pages 14 and 15 of the Student Book and to try to figure out which countries they will be learning about today. Write *The U.S.A.* and *Thailand* 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 family routines in these countries today.

Student Book pages 14–15

1 Listen, point, and repeat. 025

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

2 Listen and say the number. 026

- Focus on the photo of Josh. Ask *Which country is Josh from? (The U.S.A.)*
- Tell students that they are going to hear Josh talking about the photos. They must listen and say the number of the photo when Josh talks about it.
- Play the recording pausing each time that Josh talks about one of the photos for students to point to the correct photo and call out the number.

Audio Transcript

Josh I'm Josh. I'm from the U.S.A. People in my family do a lot of different jobs. My dad is a taxi driver in New York City. He works in the morning. My grandpa lives on a big farm. He's a farmer. He works outside every day. My aunt has a great job. She's a dentist. She's looking at this girl's teeth! My mom is a police officer. She goes to bed in the morning, and she gets up in the evening. She loves her job.

ANSWERS

2, 3, 4, 1

3 Watch the video. 027 When does Jake's dad get up?

- Tell students that they are going to watch a video about another boy from the U.S.A. called Jake. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*police officer, taxi driver, farmer*). Ask students to say which word from exercise 1 is not in the video (*dentist*).
- Play the video again so students can answer the question.
- Ask students if their family members do any of the jobs in the video.

Video Transcript See page 116

ANSWERS

Jake's dad gets up at five thirty.

4 Listen and repeat. 027 Talk about your family routines.

- 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. They act out similar conversations about their family routines.
- Walk around the classroom as students talk, helping where necessary.
- Ask pairs to act out their conversation for the class.

5 Listen and read. 028 Who does Suree have dinner with?

- Focus on the photo of Suree. Ask *Which country is Suree from? (Thailand)*
- Ask students to look at the rest of the photos and to name the things they know the English words for. Elicit answers from different students around the class. Prompt students if necessary by saying, *Show me a city / dentist / teacher*, and so on.
- Play the recording for students to follow the text in Suree's school magazine interview and find the answer to the question.
- Ask students around the class to say who they have breakfast / lunch / dinner with.

ANSWERS

Suree has dinner with her mom and dad.

6 Read again. Circle.

- Read out the first sentence with both answer options. Ask students to read through Suree's interview again and to find the correct answer. Ask students to tell you what information in the text gave them their answer. Show the class the example circle.
- Students complete the rest of the activity in their book.
- Invite students to read out the sentences.

ANSWERS

1 dentist 2 eight 3 teacher 4 twelve

Optional Activity

Ask students to read the text again and to write down the daily routines that Suree mentions. Students then work in pairs, taking turns to ask and answer questions about when they or their family members do these activities, e.g., *When do you have breakfast? I have breakfast at seven o'clock.*

7 Write about your family routines. Go to your Workbook page 13.

- Ask students to turn to page 13 of their Workbook and to 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 zig-zag book about their partner's routine.
- 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 write the words from the box under the correct pictures.

ANSWERS

1 police officer 2 taxi driver 3 dentist 4 farmer

2 Read and write the times.

- Students read the interview, then complete the sentences with the correct times.

ANSWERS

1 7:15 2 4:45 3 8:30 4 9:00

3 Read and write.

- Students choose and write the correct verb forms to complete the sentences.

ANSWERS

1 brush 2 gets up 3 goes 4 do

4 Think of someone in your family. Write notes.

- Students choose a family member to write about. They read the questions and make notes about their chosen family member's daily routine.

ANSWERS

Students' own answers

5 Write a magazine interview about someone in your family. Use your notes in 4 and Mia's interview to help you. Draw or glue a picture.

- Focus attention on the writing space. Tell the students that they are going to write their own interview about a family member's routine.
- Ask students to find and read out the questions in the interview in exercise 2. Write the question *What's your (mom's) routine?* on the board. Explain to the class that they can change the family member in the question to make their interview about someone else.
- Students use their notes in exercise 4 to help them write about their chosen celebration. They use Mia's interview in exercise 2 as a model. They then glue or draw a picture to illustrate their writing.
- Invite students to read out their piece of writing to the class.

ANSWERS

Students' own answers

Assessment for Learning

Ask students to use the traffic light cards to show you how confident they are about reading and writing short texts about family routines in English. Alternatively, students can turn to the *My Best Wordlist* on page 92 of the Workbook. They can take turns saying words for their partner to make sentences with. Students can also write translations of the words on the lines. If you wish, students can complete the optional record sheet to assess the learning objective for this lesson.

Unit Test DOWNLOAD

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

BUZZ

Learn, Grow, Fly!

See your students have fun with Buzz while they **learn** about the world, **grow** in confidence, and **fly** toward success!

In your **Digital Pack**

- **Teacher's Guide (PDF):** Prepare lessons with full teaching notes. Complete support for every lesson including detailed lesson plans for each unit, teaching tips, extra activities, and an Ideas Bank.
- **Classroom Presentation Tools (Student Book and Workbook):** Teach ready-to-go, highly engaging lessons on screen with confidence. Includes all course audio, video, animations, and interactive games.
- **Online Practice:** Assign and track homework to keep students learning outside the classroom.
- **Teacher's Resources:** View or download digital versions of the flashcards, posters, and *Team Up!* photocopiable worksheets.
- **Assessment for Learning:** Help learners to accelerate their progress and achieve their goals with a set of tools, tests, and guidance at each stage of the learning journey.
- **Get Started:** Support to start using Buzz and access digital tools.
- **Professional Development:** Methodology support, bite-sized training, and more to maximize your teaching.

Available on Oxford English Hub.
Use the code in this book to get 4 years' access.

