

OXFORD

BUZZ

Teacher's Guide

with Digital Pack

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



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BUZZ

Teacher's Guide

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Buzz 4

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Animals in Belize and Australia
Project Extra Animal Game

Hobbies in Japan and Denmark
Project Extra TV Program Poster

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Learning Objective

Students will be able to talk about cooking and measuring.

Language

Cooking and measuring words: *cake, 400 grams of salt, half a lemon, 1 kilogram of flour, quarter cup of oil, 1 tablespoon of spices, 1 teaspoon of salt*

Functional language: *How much (flour) do we need? How many (apples) do we need?*

Warm-up

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

Lead-in

- Write the title for the Starter unit on the board: *Let's Cook!* Ask students what they think they are learning about in the lesson.
- Write the following questions on the board: *What food do you like? What food can you cook?*
- Ask students to work in pairs and discuss the questions. Encourage them to speak in English as much as possible, but allow them to use their own language for any words or ideas they can't express in English.
- Ask some of the students to report back to the class.

Student Book pages 4–5**1 Look, share, and learn**

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. They work in pairs and name the different characters (from left to right: Iqbal, Nina, Omar, May, Hector, Emma). Ask them what the characters are cooking.
- Check understanding of *recipe* and translate into students' own language if necessary.
- Encourage students to share their knowledge with the class by naming any of the items that they know the English words for, e.g., *apples*. Prompt students, if necessary, by asking *Can you see some lemons?* (Students can see apples, lemons, water, bread, and a table.)
- See if students can match any of the words in the recipe to the cooking and measuring words in the picture.

2 Listen, point, and repeat. 001

- Tell students that they are now going to learn seven new cooking and measuring words and phrases.
- Play the recording for students to listen and point to the cooking and measuring items in the picture. Alternatively, you can use the flashcards to present the new words and phrases.
- Play the recording again for students to repeat.

3 Listen and say. 002

- Play the recording for students to listen to the numbers, pausing so that the students can point to the corresponding cooking and measuring items in the picture and say the words and phrases.
- Repeat as necessary.

Audio Transcript

Number 2

Number 3

Number 7

Number 1

Number 4

Number 6

Number 5

ANSWERS

2 400 grams of sugar 3 1 teaspoon of salt

7 quarter cup of oil 4 cake 4 half a lemon

6 1 tablespoon of spices 5 1 kilogram of flour

4 Talk about the recipe. What do you need for Grandma's Apple Cake? Say.

- Focus students' attention on the recipe. Read it together as a class, asking individual students to take turns and read the ingredients in turn.
- Focus on the conversation in the speech bubbles. Choose a confident student to act out the conversation with you as a model for the class.
- Ask students to work in pairs. They act out the conversation, using the quantities and ingredients in the recipe.

Assessment for Learning

Ask the class *Do you understand the new words and phrases?* Using the traffic light system or another feedback routine (see *Assessment for Learning* page 12), ask students to show you how confident they are with the new vocabulary.

Optional Activity

Play a game of *What's Missing?* (see *Ideas Bank*) with the cooking and measuring words flashcards.

5 Read, listen, and read. 003

- Focus the students' attention on the photo and ask who they think the people are and what they're doing.
- Play the recording for students to listen and follow the conversation in the book.
- Focus the students' attention on the phrases *How much ... ?* and *How many ... ?* in the dialogue, and the food words that follow them.
- Tell the students we use these expressions to ask about quantity. Explain that we use *How many ... ?* with singular and plural nouns. We use *How much ... ?* with things we can't count (noncount nouns).

6 Read, listen, and repeat. 🎧 004

- Focus on the functional language box.
- Play the recording for students to listen to the functional language and to follow the example sentences. Play the recording again, pausing after each phrase for students to repeat.
- Ask students to work in pairs and take turns reading out the example sentences.

Assessment for Learning

Ask students for feedback to check understanding, using one of the methods in the Introduction. If further practice is needed, use the *Optional Activity* below.

Optional Activity

Write two headings on the board: *How much ... ?* and *How many ... ?* Invite students to the board. Say a cooking or measuring word and show the flashcard. Give a student the flashcard and invite the student to hold the flashcard under the correct heading. Get the class to join in by calling out either *How much ... ?* or *How many ... ?* as the flashcards are shown.

7 Look at the recipe for Grandma's Apple Cake.

Ask and answer.

- Read through the recipe again as a class to remind students of the ingredients in the cake.
- Write the headings *How much ... ?* and *How many ... ?* on the board. Ask the students to say the food items in the recipe and to write them under the correct heading on the board as they do so. Suggested words: *How much ... ?* – flour, salt, sugar, oil, water; *How many ... ?* – lemons, spices, apples.
- Focus on the conversation in the speech bubbles. In all the students they can use the chart on the board to structure their conversations. Choose a confident student to act out the conversation with you as a model for the class.
- Give students a couple of minutes' thinking time to come up with some questions to ask about the recipe
- Ask students to work in pairs to ask their questions and practice their conversations.
- Walk around the classroom helping and correcting where necessary. Make a note of any problems to address with the class.

Workbook Pages 2–3

1 Look and number.

- Ask students to look at the pictures and tell you what they see.
- Students read the list of ingredients and number the pictures

ANSWERS

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

2 Read the recipe. Write the words.

- Ask students to read the recipe and the phrases below and to think about the missing words.
- Students complete the phrases, using words from Activity 1 to help them.

ANSWERS

1 kilogram 2 grams 3 teaspoon 4 tablespoon
5 half 6 half a cup

3 Read and circle.

- Students read the questions and circle *much* or *many* in each question.

ANSWERS

1 many 2 much 3 much 4 many 5 many
6 much

Optional Activity

Put the students in pairs to practise asking the questions in Activity 3. Confident students can invent answers for their partners and role play the dialogue in pairs.

4 Look at the shopping list. Write.

- Students read the recipe and use the information to complete the questions and answers.
- Students can work in pairs and compare answers before class feedback.
- For extra speaking practice, students can role play the dialogue in pairs.

ANSWERS

1 How many, six
2 How much, one kilogram
3 How much, half a kilogram
4 How many, twelve
5 How many, four hundred grams
6 How many, two kilograms

Assessment for Learning

- Ask the class *Can you say the cooking and measuring words? Do you know how to ask questions with How much ... ? and How many ... ?*
- Elicit informal feedback from the class, using the traffic light system (see page 12) or another method.
- Praise the students for their hard work. Offer any further explanation required and make a note of anything that you need to reinforce in the following lesson.

Lesson 1 Words

Learning Objective

Students will be able to talk about staying healthy.

Language

Healthy habits: *drink water, eat fruit, eat vegetables, exercise, go to bed early, go to the dentist, play outside, wash your hands*

Functional language: *I forget to (exercise). I remember to (drink water).*

Warm-up

- Play a game of *Simon Says* (see *Ideas Bank*) using known verbs and verb / noun collocations related to healthy living and keeping clean, e.g., *play tennis, cook food, brush your hair, do judo, ride a bike, brush your teeth, fly a kite, swim*.
- If you wish, ask the students to play the game in pairs.

Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from around the class.
- Write two headings on the board: *Food and Sport*.
- Students work in pairs. They copy the headings and write a list of all the healthy things they eat and drink in the *Food* column, and all the healthy activities they do in the *Sport* column. They can include any kind of physical activity here, such as *walk to school*.
- Ask students to look on page 6 of the Student Book and find the learning objective: *Let's talk about staying healthy.*

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 their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see (apples, bananas, carrots, water, peas, a skateboard, a kite, balls / soccer balls, sneakers, a bed, a clock, a bath, a shower, a hairbrush, some soap, toothbrushes, some toothpaste).
- 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.

2 Listen, point, and repeat. 🎧 005

- Ask students to look at the poster on page 6. Play the recording for students to listen and point to the activities.
- Play the recording again for students to repeat the phrases.

Optional activity

Play a game of *Snap!* (see *Ideas Bank*) using the flashcards.

3 Listen and say. 🎧 006

- Tell students that they are going to hear children talking about the different activities from exercise 2. Play the recording for students to listen and find the activities in the poster. Allow them to share ideas with a partner.
- Play the recording again, pausing after each child has spoken for students to say the activity.

Audio Transcript

Girl 1 I like peas. But I love carrots! Carrots are my favorite. I have carrots for dinner every night.

Girl 2 I go to the playground with my friends. We play on the swings. Or we play Frisbee.

Boy 1 I visit Dr. Green. She has a big chair. She looks at my teeth. She tells me to brush my teeth.

Girl 3 I have a banana at breakfast time. I have an apple in my lunch box. I like grapes, too.

Girl 4 In the evening, I'm tired. I don't watch TV. I go to sleep at eight o'clock.

Boy 2 I play basketball and I go to soccer club. I love swimming, too.

Boy 3 I have a water bottle in my backpack. I drink a lot of water when it's hot.

Boy 4 You need to do this when your hands are dirty and before you eat.

ANSWERS

eat vegetables, play outside, go to the dentist, eat fruit, go to bed early, exercise, drink water, wash your hands

4 What do you do to stay healthy? Talk with your friend.

- Ask students to read the conversation. Explain that students must talk about a habit they have from the poster for their partner to respond.
- Practice with the class. Invite students to tell you about a healthy habit that they have and then give your own response, e.g., *I eat vegetables. / Me too. I love peas!* or *I play outside. / I don't. I play in the house.*
- Students work in pairs. They take turns talking about a healthy habit for their partner to respond.

5 Look and write.

- Ask students to look at the puzzle and focus on the example. Ask a student to tell you, using their own language if necessary, how they complete the puzzle.
- Explain that students must write the letters in the squares for each of the healthy habits in the pictures. Once they have done this, they write the secret message by finding the correct letter for each of the colored squares.
- Go around the class as students work, helping where necessary.

ANSWERS

- 1 eat vegetables 2 wash your hands
3 go to the dentist 4 play outside 5 drink water
6 go to bed early 7 eat fruit 8 exercise
Secret message: Be healthy!

Mixed Ability

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

Global Skills: Creativity and Critical Thinking

Puzzles like the one in exercise 5 help students to develop their problem-solving skills. Asking students how to solve the puzzle, rather than simply giving them instructions, encourages them to think laterally and engage better with the task.

6 Read, listen, and repeat. 🎧 007

- Focus on the example sentences. Play the recording for students to listen and follow the sentences.
- Draw attention to the words in pink in the sentences (*I remember to* and *I forget to*). Explain the meaning of the words *remember* and *forget*, or translate them into students' own language.
- Play the recording again for students to listen and repeat.

7 Talk with your friend.

- Focus on the conversation. Invite a student to read the conversation out loud with you or ask two students to read it aloud.
- Explain that we use the phrase *Me too* to agree with someone. To disagree, they can use *No!*
- Ask students to work in pairs. They take turns telling their partner about a healthy thing that they remember or forget to do. Their partner responds by agreeing or disagreeing and giving an example of something that they remember or forget to do.
- Go around the class, helping and correcting where necessary.

Extra Team Up! 1 📄

- The *Team Up!* tasks are optional. They offer additional language practice and promote global skills. The tasks can be used to extend the lesson if you have extra time available, or they can provide additional pair or group work practice of the new language, if your students need it. Detailed teaching notes can be found with the *Team Up!* Worksheets, which are available for download from Oxford English Hub.
- Students work in pairs. They take turns to ask and answer questions about healthy habits. Then they write a message using *Remember to ...* and *Don't forget to ...* on the worksheet to make a healthy living reminder for their friend. They draw a picture too.

Workbook pages 4–5

1 Look and number.

- Students look at the pictures and number them to match the phrases.

ANSWERS

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

2 Look, read, and write.

- Students look at the picture and complete the sentences about each of the people, using the words in the box.

ANSWERS

1 hands 2 water 3 fruit 4 vegetables 5 exercising
6 outside

3 Read and write.

- Students look at the picture and complete the text with the correct words.

ANSWERS

1 water 2 vegetables 3 hands 4 dentist 5 bed

4 What do you remember or forget to do? Check ✓. Then write.

- Students look at the pictures of the healthy habits and put a check in the correct place to show whether they remember or forget to do each one. They write sentences about what they remember or forget to do.

ANSWERS

students' own answers

Assessment for Learning

Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess the learning for this lesson, or at the end of the unit. Also, students can turn to the *My Buzz Wordlist* on page 92 of the Workbook. They can take turns saying phrases for their partner to draw. Students can also write translations of the phrases on the lines.

Lesson 2 Grammar

Learning Objective

Students will be able to talk about how often they do things.

Language

How often do you ... ? (with Expressions of Frequency):

How often do you (eat vegetables)? I (eat vegetables) every day / once a day / twice a day / five times a day.

How often ... ? (he / she / it): How often does he (go to the dentist)? He (goes to the dentist) every year.

Warm-up

- Play a game of *Match* (see *Ideas Bank*) with the phrases from Lesson 1.
- Hold up the *Vocabulary* poster and go through the phrases for students to check their answers.

Lead-in

- Put the flashcards for *eat vegetables, go to bed early, and exercise* on the board.
- Point to each one and tell the class about when and how often you do each thing during the week, e.g., *I eat vegetables with my dinner. I go to bed early on Sunday night. I exercise on Monday, Wednesday, and Friday.*
- Ask students to work in pairs. They take turns telling each other when or how often they do each thing, using known language. Do not teach any of the new language from the lesson yet.
- Choose some of the students to report back to the class.
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 8 of the Student Book and find the learning objective: *Let's talk about how often we do things.*

Student Book pages 8–9

1 Listen and follow. 008

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters and say what they can see.
- Play the recording for students to listen and follow the story. Then model each sentence for students to repeat aloud together.
- Choose students and ask *Who is tired? Does Omar go to bed early? Does Omar go to sleep early?*
- Play the recording again for students to follow.

Optional Activity

Divide the class into threes. In threes, students decide who is going to play Omar, who Nina, and who May. Students act out the story in their threes. Walk around the class as students practice, and help with pronunciation where necessary. Ask some of the pairs to act out the story for the class.

2 Read, listen, and learn. 009

- Play the recording for students to listen and follow the sentences.
- Draw attention to the words in pink in the questions (*How often do you*) and the answers (*every day / once a day / twice a day / five times a day*).
- Play the recording for students to listen and follow again.
- Read the explanation in the *Look!* box to the class.
- Ask students to work in pairs. They practice asking and answering the questions from the grammar box.

3 Listen and match. 010

- Ask students to look at the pictures. Ask different students to identify each healthy habit.
- Tell students that they are going to hear a radio show about how often they should do each thing. They must listen and match the pictures to the phrases by writing the correct letter in each box.
- Play the recording, pausing if necessary, for students to write the letters.

- Play the recording again for students to complete or check their answers.

Audio Transcript

Alright. Today we're talking about staying healthy. Here's how! 5, 4, 3, 2, 1 – go!
OK! How often do you eat fruit and vegetables? Fruit and vegetables are good for you! Try to eat fruit and vegetables five times a day. Five times a day! Can you do it?
What's next? Water! Try to drink water four times a day. Four times a day. In hot weather, drink more water!
OK. Let's talk about dirty hands and clean hands! Wash your hands any time they're dirty. But always wash your hands before breakfast, lunch, and dinner. That's 1, 2, 3 – three times a day.
Alright! Who wants to go to the dentist? I don't! Brush your teeth twice a day. Brush your teeth in the morning. Brush your teeth at night. Twice a day!
And ... finally! Exercise every day! Play outside or exercise once a day. Or more.
Alright! Let's be healthy! 5, 4, 3, 2, 1 – go!

ANSWERS

a three times a day b five times a day c once a day
d four times a day e twice a day

4 Listen and repeat. 011 Ask and answer.

- Focus on the conversation. Play the recording for students to listen and follow.
- Play the recording again for students to listen and repeat. Choose a confident student to act out another conversation with you for the class.
- Ask students to work in pairs. They take turns asking and answering about the healthy habits.

Mixed Ability

To help weaker students prepare for exercise 4, put the flashcards on the board. Ask each pair to choose four healthy habits and draw pictures or write down the phrases. They write, in numbers, how often they do each one every week. Students ask and answer, using the information to help them.

5 Read, listen, and learn. 012

- 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 5.
- Play the recording for students to listen and follow.
- Draw attention to the words in pink in the questions (*How often does he / she*). Remind students that *do* changes to *does* when we talk about *he, she, or it*.
- Draw attention to the pink words in the answers (*every year / three times a week*). Read the explanation in the *Look!* box to the class.
- Ask students to work in pairs. They take turns asking and answering the questions in the grammar box.

6 Look and check ✓ or cross X.

- Ask students to look at the chart. Tell them that it shows what Amy does every week. Draw attention to the days of the week across the top and the information listed on the left (*Get up, Activity, Snack, Bedtime*).
- Check understanding of how the chart works by asking questions, e.g., *What time does Amy get up on Thursday / Sunday? Does she do sport on Monday / Tuesday / Thursday? What time does she go to bed on Tuesday / Saturday? Does she eat fruit on Monday / Saturday?*
- Focus on the example sentence. Ask *Does Amy get up early every day?* Choose a student to answer (no). Establish that the sentence is incorrect because Amy gets up late on Saturday and Sunday.
- Ask students to read the rest of the sentences and mark each one with a check or a cross.

ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X

Mixed Ability

- Ask weaker students to look at each sentence and circle the healthy habit. This will help them to locate the information that they need in the chart. They work in pairs or small groups to check the sentences against the information in the chart and mark the sentences with a check or a cross.
- Stronger students who finish quickly can correct the false sentences.

7 Listen and repeat. 013 Look at 6. Ask and answer.

- Focus on the conversation. Play the recording for students to listen and follow.
- Play the recording again for students to listen and repeat.
- Ask students to look at the chart in 6. Elicit example questions from different students, e.g., *How often does Amy do sport / eat fruit / go to bed early?* Write them on the board for students to refer to if necessary.
- Ask students to work in pairs. They take turns asking and answering questions about Amy.

Assessment for Learning

Using your usual feedback routine, check how confident students are with the new grammar.

Extra Team Up! 2 DOWNLOAD

- If you have time and would like to develop students' communication and critical thinking skills further, you can download the optional Unit 1 *Extra Team Up!* Worksheet 2 from Oxford English Hub for more speaking practice.
- Students do the *Healthy Living Quiz* and then read the key to see what their answers say about them.

Workbook pages 6–7

1 Look, read, and circle Yes or No.

- Students look at the graph. They read the sentences and circle *Yes* or *No* for each one.

ANSWERS

1 No 2 Yes 3 Yes 4 No

2 Answer for you.

- Students read and answer the questions about themselves.

ANSWERS

Students' own answers

3 Look, read, and write.

- Students look at the puzzle and complete the sentences about how often Rob does each of the things.

ANSWERS

1 four times a week 2 twice a month 3 once a week
4 every Sunday 5 four times a month 6 every day

4 Look at Rob's diary. Write.

- Students complete the questions about how often Rob does the different things.
- They look at the diary to find the answer and write them down.

ANSWERS

1 How often? Twice
2 How often? Once
3 How often does he go to the library? Twice a week.
4 How often does he get up early? Five times a week.

Assessment for Learning

Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess their learning for this lesson.

Lesson 3 Words and Grammar

Learning Objective

Students will be able to talk about how they relax.

Language

Free time activities: *do art, do karate, go fishing, go swimming, play video games, play volleyball*

Adverbs of Frequency (always, often, sometimes, never): *I always (play soccer on the weekend).*

Warm-up

- Play a game of *Draw* (see *Ideas Bank*) to review free time activities, e.g., *watch a movie, meet friends, go shopping, play outside.*

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 10 of the Student Book and find the learning objective: *Let's talk about how we relax.* Explain what the word *relax* means, or translate it into students' own language.
- Ask students to work in pairs. They name as many things as they can, in English, that people do to relax, e.g., *read, play board games, listen to music.*
- Ask different students around the class to share their ideas. Compile a list on the board.

1 Listen, point, and repeat. 014

- Focus attention on the photos on the poster. Ask different students to point to a photo and tell you what they can see, e.g., *I can see a girl. She's by a river. I think she's with her grandpa.*
- Play the recording for students to listen, point to the photos and repeat the phrases.
- Play the recording again for students to point and say the phrases.

2 Listen and say. 015

- Tell students that they are going to hear children talking about different activities from exercise 1.
- Play the recording for students to listen to each child and find the photo that matches what he / she is talking about. Pause for students to say the phrase.

Audio Transcript

Child 1 I can do this at home. I like it because I can play with my family and friends. We can drive a car – or fly a plane!

Child 2 I go to the river. I go with my grandpa. I like it because it's quiet.

Child 3 I exercise. I go to the swimming pool. I like it because I can play in the water.

Child 4 I go to the recreation center. I go to a class every Saturday. I'm learning a sport from Japan.

Child 5 I do it at home. I have colorful paints and pencils. I like drawing and painting.

Child 6 I'm in a club. We play every Tuesday. I like it because we're a good team!

ANSWERS

play video games, go fishing, go swimming, do karate, do art, play volleyball

Assessment for Learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new phrases, write the words *play, go, and do* on the board. Ask students to close their books and try to complete the phrases from memory. If students get stuck, they can quickly look at their books to refresh their memories and then close them again. Weaker students may have to do this more than once.

3 Listen and repeat. 016 **Ask and answer.**

- Focus on the conversation. Play the recording for students to listen and follow.
- Play the recording again for students to listen and repeat.
- Ask a confident student to help you model the conversation for the class.
- Students work in pairs. They take turns asking their partner how they relax and responding.

4 Read, listen, and learn. 017

- 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 attention on the pictures. Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs, taking turns to read the sentences.
- Focus on the *Look!* box and read it to the class.
- Ask students to look at the sentences again and focus on the words in pink. Ask *Where are these words in the sentences?* Choose a student to answer. Elicit that they are the second word in the sentences, and we put them before the verb.

Optional Activity

Ask *What do you always do after school?* Elicit a variety of responses from different students around the class.

5 Listen and write. 018 **Then number.**

- Ask students to look at the pictures. Choose students to identify the activity in each one.
- Focus on the sentences. Play the recording for students to listen and write the missing words. Pause for students to say the words.
- Ask students to read the sentences again and number the pictures in order.
- Go around the class while students are working, helping where necessary.

ANSWERS

1 always 2 often 3 never 4 sometimes
top-left picture 3 top-right picture 1 bottom-left picture 4 bottom-right picture 2

Mixed Ability

Fast finishers can choose one of the sentences from exercise 5 and change it so that it is true for them.

Assessment for Learning

Using your usual feedback routine, check how confident students are with the new grammar.

6 Listen and follow. Then sing. 019–020

- Ask students to look at the song. Explain how 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 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' communication and critical thinking skills further, you can download the optional Unit 1 *Extra Team Up!* Worksheet 3 from Oxford English Hub for more speaking practice.
- Students ask and answer about how often they do the activities to complete the survey and then complete the bar chart about one of the activities. They talk about the results in pairs.

1 Write the verbs. Then look and number.

- Students complete the phrases with the verbs in the box and then match them to the correct pictures.

ANSWERS

1 do, d 2 go, e 3 play, a 4 play, f 5 go, c 6 do, b

2 What do they do to relax? Look and write.

- Students look at the picture and complete the sentences about the people. Point out that they need to change the verb for *he* and *she*.

ANSWERS

1 play volleyball 2 goes fishing 3 goes swimming
4 does art 5 do karate 6 plays video games

3 Look and write.

- Students look at the pictures. They complete the sentences using the key and the phrases in the box.

ANSWERS

1 sometimes takes photos 2 never goes fishing
3 often watches a movie 4 always do karate

4 Answer for you.

- Students read the questions and write answers about themselves.

ANSWERS

Students' own answers

Assessment for Learning

Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess the learning for this lesson. Also, students can turn to the *My Buzz Wordlist* on page 92 of the Workbook. They can take turns saying phrases for their partner to mime. Students can also write translations of the phrases on the lines.

Lesson 4 Story

Learning Objective

Students will be able to read and understand a story about feeling too busy.

Language

Vocabulary and grammar from Lessons 1–3

Warm-up

- Sing the song from the previous lesson with the class.
- Play *Act Out the Song* (see *Ideas Bank*).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 12 of the Student Book and find the learning objective: *Let's read about feeling too busy.*
- Explain the word *busy* or translate it into students' own language. Ask *Do you sometimes feel too busy? How do you feel? What can you do to relax?* Elicit responses from different students around the class.

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

- Ask students to look at the story and say which activities they see (do homework, do karate, play video games, eat breakfast, play soccer, go fishing).
- Ask students to work in pairs. They look at the pictures, without reading the story, and take turns making sentences about what the characters are doing, e.g., *The boy is doing karate. Now he's playing video games.*

2 Listen and read. 021 What does Ben learn?

- Tell the class that they are going to listen to or watch the story. Focus on the pictures and ask the question *What does Ben learn?* Invite different students to make predictions. If they can't express their ideas in English, allow them to use their own language.
- Play the recording or the video for students to follow the story. Choose a student to answer the question *What does Ben learn?*
- Play the recording or the video again for students to follow. If you wish, play the story a final time for students to enjoy.

ANSWER

Ben learns that he can't do two things at the same time – it's good to relax.

3 Read again and write Yes or No.

- Read the first sentence and elicit the answer (No). Ask students to look back at the story and find the answer. Invite a student to read out the sentence in Frame 1: *I do my homework every day.*
- Ask students to read the story again. They read the sentences and write *Yes* or *No* for each sentence.

ANSWERS

1 No 2 No 3 Yes 4 No 5 Yes 6 Yes

Mixed Ability

- Weaker students can work in pairs to read the sentences and decide if the answer is *Yes* or *No*.
- Stronger students work in pairs to correct the *No* sentences.

Think, Feel, Grow

- Focus students' attention on the task and read out the first two questions. Ask students to think about the answers.
- Choose a student to answer the first question. Establish that at the beginning of the story Ben feels stressed and tired.
- Look at the second question. Invite different students to share their opinions with the class. Draw attention to Dad's idea at the end of the story. Elicit that Ben feels relaxed and happy.
- Read out the last question. Invite two students to read the example. Students work in pairs to talk about how they relax. Elicit ideas for how they relax and write them on the board. Say them as a class. If you like, you can extend the conversation further by asking students in their own language how they relax.

Global Skills: Emotional Self-regulation and Well-being

Students will be aware of the value of working hard and staying physically active, but they need to understand that relaxing is equally important. The story illustrates that sometimes we take on too much without realising it, which can lead to stress and anxiety. When this happens, we need to take a break. Ask different students to share ideas about what they do when they feel too busy. As a class, decide on the best solutions.

4 Act out the story.

- Divide the class into groups of four, with one student for each of the following parts: the narrator, Ben, Mom, and Dad. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part (e.g., Mom and the narrator).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

Optional Activity

Encourage students to read the story again at home. If possible, they should read it aloud to their family and discuss the message of the story. Invite students to share ideas in the next lesson.

Extra Team Up! 4 DOWNLOAD

- If you have time and would like to develop students' communication and critical thinking skills further, you can download the optional Unit 1 Extra Team Up! Worksheet 4 from Oxford English Hub for role speaking practice.
- Students complete the calendar in their worksheet and then ask and answer with a partner to arrange a time to meet.

Workbook pages 10–11

1 Read the story. How does Naila feel at the end of the story?

- Students read the story and answer the question.

ANSWER

She feels happy.

2 Read again and match.

- Students read the story again and match the beginning of each sentence to the correct ending.

ANSWERS

1 d 2 b 3 c 4 a

3 Read and circle.

- Students read the questions and circle the correct answer for each one.

ANSWERS

1 a 2 b 3 b 4 b 5 a 6 a

4 Answer for you.

- Read the first task. Ask students to think about why they like the story. They write down a reason, e.g., ... *because it's about music.*
- Then they check the emoji they prefer to complete the sentence.
- Lastly, they rate the story by coloring the stars.
- Ask students to work in pairs to compare answers and opinions. Encourage them to give reasons where possible. Invite students to share their opinions with the class.

ANSWERS

Students' own answers

Assessment for Learning

Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess their learning for this lesson.

Lesson 5 Skills and Culture

Learning Objective

Students will learn about exercise in Brazil and China.

Language

Exercise: *careful, high, quick, slow*

Warm-up

Ask students to think about the different ways in which they exercise. Ask them to work in pairs. They take turns telling their partner, e.g., *I always play outside after school, and I go swimming twice a week.*

- Ask some of the students to report back to the class.

Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Brazil and China). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 14: *Let's learn about exercise in Brazil and China.*

Student Book pages 14–15

1 Listen, point, and repeat. 022

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

2 Listen and say the number. 023

- Focus on the photo of Ana. Ask *Which country is Ana from?* (Brazil)
- Tell students that they are going to hear Ana talking about a type of sport that is popular in her country. Ask students to look at the photos. Ask *What do you think the sport is?* Invite suggestions from students around the class. Accept all their ideas, but do not confirm whether or not they are correct.

- Explain that students must listen to the recording carefully. Every time Ana says an adjective from exercise 2, they must say the number of the photo.
- Play the recording, pausing each time that Ana says one of the adjectives, for students to say the number.
- After checking the answers with the class, establish that the sport is *capoeira*.
- Choose students from around the class and ask *Would you like to try capoeira? Why / Why Not?*

Audio Transcript

Ana I'm Ana. I'm from Brazil. I do a sport called capoeira. It's a sport from my country!

Capoeira is exciting. We can be quick! We are fast. Capoeira is fun!

Capoeira can be slow. You watch and wait.

Capoeira players are strong. We jump in the air and do high kicks.

It looks dangerous, but it isn't. We're always careful. We don't kick our friends.

ANSWERS

2, 1, 3, 4

Culture Note

- Capoeira is a Brazilian martial art that involves music, acrobatics and dance. The game was invented in the 16th century by slaves who were brought to Brazil from Africa.
- For hundreds of years, the game was banned, but people continued to practice in secret. In the early 20th century, capoeira was made legal in Brazil, and by the late 20th century, the sport started to become popular in other countries. Now there are capoeira clubs all around the world.

3 Watch the video. ▶ When is capoeira popular?

- Play the video for students to find out when capoeira is popular.

Video Transcript See 118

ANSWER

All around the world

Optional activity

- Ask students to think about everything they have learned about capoeira from the Student Book, the audio and the video.
- Ask students to work in pairs. They take turns telling each other facts about the sport, e.g., *Capoeira is a sport with music. You can play it on the beach and in the street.*

4 Listen and repeat. 🎧 024 Talk about exercise in your country.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns asking and answering about exercise in their country.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

5 Listen and read. 🎧 025 How is t'ai chi different from capoeira?

- Focus on the photo of Yan. Ask *Which country is Yan from? (China)*
- Ask students to look at the rest of the photos and elicit or pre-teach the activity *t'ai chi*. Elicit what students already know about it.
- Play the recording for students to follow the text in Yan's post.
- Allow students to discuss the question *How is t'ai chi different from capoeira?* Choose two or three students to share their answers.

SUGGESTED ANSWERS

The moves aren't quick. There isn't music.

Culture Note

T'ai chi is a Chinese martial art form that developed in the 13th century and is now popular all over the world. It combines slow movements with deep breathing, which makes it good for helping people to relax. Other health benefits include reducing stress, improving posture, and increasing leg muscle strength.

Read again and match the questions and answers.

- Ask the students to read through the questions and match them to the answers.
- They read the post again to check their answers.

ANSWERS

c 2 d 3 e 4 b 5 a

Mixed Ability

- To support weaker students, ask them to underline the *wh-* question words and elicit what information they are asking for. For example, *How often* is asking for information about time: in specific, frequency. *Where* is asking for information about a place. Elicit answers. Then allow students to work in pairs.
- Stronger students who finish the activity write an answer to the question at the end of Yan's post: *Would you like to try it?* They use *because* to give a reason for their answer.

7 Write about a popular sport or exercise in your country. 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' communication, collaboration, and critical thinking skills further, students can complete the optional Unit 1 project. Students will use the language they have learned in this unit to make and play the *Healthy Living* game.

- 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.

Video Transcript [See page 118](#)

ANSWER

Leon never eats bananas.

Assessment for Learning

If students completed the project, ask them to reflect on their work. What did they do well? What could they improve next time? Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess their learning for this lesson.

Workbook [pages 12–13](#)

1 Look, read, and write.

- Students look at the pictures and complete the sentences with the words in the box.

ANSWERS

1 careful 2 quick 3 high 4 slow

2 Read and circle Yes or No.

- Students read João's post and circle Yes or No for each sentence.

ANSWERS

1 No 2 Yes 3 No 4 Yes

3 Order the words.

- Students write the words in the correct order to make sentences. Remind students to notice where the full stop is in each item.

ANSWERS

- I like playing basketball.
- I like it because it's fun.
- I play it with my friend.
- We play it twice a week.

4 Answer the questions about a popular sport or exercise in your country.

- Read out the questions. Put students in pairs or small groups to answer the questions about a sport or exercise that's popular in their country.
- Students choose a popular sport or exercise in their country and write answers to the questions.

ANSWERS

Students' own answers

5 Write an online post about a popular sport or exercise in your country. Use your answers in 4 and João's post to help you.

- Show students the *Let's Write!* poster and go through the steps 1–3 to help them plan their own writing.

- Refer students back to Juan's post in exercise 2. Read it aloud while students follow it in their books. Establish that this is what a good online post about a popular sport looks like.
- Ask students to look at the answers they wrote about a popular sport / exercise in exercise 4. They use this information and João's text to write their post. Monitor the students and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their writing.
- Ask students to exchange their online post with their partner to read. Ask *What interesting facts about exercise did you learn?*

Assessment for Learning

- Encourage students to first work on a draft of their online post. Refer them to step 4 of the *Let's Write!* poster or give them the checklist to help them revise their post and then write the final version. e.g., *Did you use verbs such as like and love? Did you use an -ing verb after like and love? Did you check your spelling? Did you use punctuation correctly?*

Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess the learning for this lesson. Also, students can turn to the *My Buzz Wordlist* on page 92 of the Workbook. They can take turns saying words for their partner to make sentences with. Students can also use the translations of the words on the lines.

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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