

OXFORD

# BUZZ

## Teacher's Guide

with Digital Pack

# 5

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



**Mark Roulston**

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

# BUZZ

## Teacher's Guide

# 5

Syllabus	2	Units 3 & 4 Review	74
Course Overview	4	Unit 5	76
Introduction and Methodology	6	Unit 6	86
Assessment for Learning	12	Units 5 & 6 Review	96
Professional Development	14	Unit 7	98
Supplementary Resources	15	Unit 8	108
Tour of a Unit	16	Units 7 & 8 Review	118
Starter Unit	20	Ideas Bank	120
Unit 1	32	Buzz Posters	124
Unit 2	42	Video Transcripts	126
Units 1 & 2 Review	52	Key Vocabulary	131
Unit 3	54	Letter to Parents	133
Unit 4	64		

**Mark Roulston**

OXFORD  
UNIVERSITY PRESS

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

# Buzz 5

**Starter**  
**Big Numbers!**  
 page 4

Numbers and measuring words • Question Tags: ..., *isn't it?*

**Lesson 1 Words**      **Lesson 2 Grammar**      **Lesson 3 Words and Grammar**

<b>1</b> <b>My Week at School</b> page 6	School subjects <b>Functional Language</b> <i>Which subject do you like more, ... or ...?</i>	Simple Past Affirmative Statements Simple Past Negative Statements	School activities Simple Past Questions and Answers
<b>2</b> <b>Attractions</b> page 16	Places to visit <b>Functional Language</b> <i>I'd like ...</i>	Infinitive of Purpose Infinitive of Purpose Questions and Answers	Souvenir shopping Indirect Objects

**Review Units 1 and 2** pages 26–27

<b>3</b> <b>Our Community</b> page 28	Jobs <b>Functional Language</b> <i>You will need ....</i>	Past Progressive Statements Past Progressive Questions and Answers	Job responsibilities Past Progressive with Simple Past
<b>4</b> <b>Future Travel</b> page 38	Transportation in the future <b>Functional Language</b> <i>How would you like to travel to ...?</i> <i>I'd like to travel by ....</i>	Will Statements Will Questions and Answers	Directions Using Direction Words

**Review Units 3 and 4** pages 48–49

<b>5</b> <b>Making Music</b> page 50	Musical instruments <b>Functional Language</b> <i>How about ...?</i> <i>Good idea!</i>	Indefinite Pronouns for People Indefinite Pronouns for Things	Materials <i>Be made of</i>
<b>6</b> <b>The World of Games</b> page 60	Computer and video game parts <b>Functional Language</b> <i>What's this ... for?</i> <i>You use it to ....</i>	Present Perfect Affirmative Statements Present Perfect Negative Statements	Action Verbs Present Perfect Yes / No Questions

**Review Units 5 and 6** pages 70–71

<b>7</b> <b>Aches and Pains</b> page 72	Aches and pains <b>Functional Language</b> <i>What's the matter?</i> <i>I have ... that's too bad.</i>	Should and shouldn't Statements Should and shouldn't Questions and Answers	Action Verbs and Parts of the Body <i>Might</i>
<b>8</b> <b>Writing Adventures</b> page 82	Things to see and do <b>Functional Language</b> <i>You know what? I'd like to ....</i> <i>That sounds fun!</i>	Present Perfect Questions with <i>ever</i> Present Perfect Statements with <i>never</i>	Outside activities Present Perfect and Simple Past

**Review Units 7 and 8** pages 92–93      **My Buzz Record** page 94–95

**Lesson 4 Story**      **Lesson 5 Skills and Culture**

<b>The Class Trip</b> <b>Emotional Well-being</b> Working as a team	Writing and calligraphy in China and Tunisia <b>Project</b> Best School Day Ever!
<b>The Camera</b> <b>Emotional Well-being</b> Taking responsibility	Festivals in the U.S.A. and Vietnam <b>Project</b> Our City's Best Attraction

<b>The Honest Waiter</b> <b>Emotional Well-being</b> Being honest	New and old architecture in the U.A.E. and Singapore <b>Project</b> What's Your Job?
<b>The Race</b> <b>Emotional Well-being</b> Listening carefully; taking your time	Ways to travel in Thailand and Morocco <b>Project</b> New Way To Travel

<b>The Violinist</b> <b>Emotional Well-being</b> Not judging; being encouraging	Making instruments in Italy and Peru <b>Project</b> What's That Sound?
<b>The Senet Game</b> <b>Emotional Well-being</b> Learning from others	Traditional games in India and the U.K. <b>Project</b> Board Game

<b>The Best Friend</b> <b>Emotional Well-being</b> Being a real friend	Helping animals in Indonesia and Costa Rica <b>Project</b> Health and Safety Poster
<b>The Cave</b> <b>Emotional Well-being</b> Being brave	Outdoor activities in Norway and the U.S.A. <b>Project</b> Adventure Tour

Not for sale, photocopying or distribution.

## Lesson 1 Words

### Learning Objective

Students will be able to talk about school subjects.

### Language

**School subjects:** *art, computer science, English, geography, health, history, math, music, P.E., science*

**Functional Language:** *Which subject do you like more, P.E. or music?*

### Warm-up

- Play a game of *Race the Bear!* (see *Ideas Bank*) using places in school vocabulary that students have learned in Level 4 (*cafeteria, hallway, music room, field, gym, art room, computer room, teachers' lounge*).

### Lead-in

- Ask students to think about the game they played in the warm-up. Ask *What is the topic today?* (school)
- Ask students to look at page 6 of the Student Book and find the learning objective: *Let's talk about school subjects.*

### 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 by naming, in English, some of the things they can see (clock, cabinet, desk, table, chair, computer, teacher, student, classroom).
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use flashcards to present the words.

#### 2 Listen, point, and repeat. 🎧 005

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

#### Global Skills: Digital Literacy

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

#### 3 Listen and say. 🎧 006

- Play the recording, pausing after each description, for students to say the correct school subject.

### Audio Transcript

- We learn about numbers.
- We learn about plants and animals.
- We learn about maps, countries, and oceans.
- We learn to read and write in this language.
- We learn about computers and how to use them.
- We learn about things that happened in the past.

### ANSWERS

- 1 math 2 science 3 geography 4 English  
5 computer science 6 history

### Assessment for Learning

- Use the *Vocabulary* poster to review the words with the class. Then ask *Do you know the new words?* Using your usual feedback method, ask students to show 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.
- If further practice is needed, ask students to play a game in pairs. They take turns describing a school subject from the picture for their partner to point to it and say the word.

#### 4 Read and write the words.

- Read out the text saying *beep* for the missing words. Students read the text again and write the missing school subjects. Ask students to check their answers with their partner.

### ANSWERS

- 1 math 2 geography 3 science 4 history

#### 5 Listen, point, and repeat. 🎧 007

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

#### 6 Read and write words from 5. Listen and check. 🎧 008

- Read the notice aloud for students to follow.
- Students read the text again and write the missing school subjects in the blanks, using the labels on the photos.
- Play the recording for students to check.

### ANSWERS

- 1 health 2 art 3 music 4 P.E.

#### 7 Listen and repeat. 🎧 009 Ask and answer.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and show how we use *more* in the question and answer.

- Demonstrate another dialogue for the class. Write two other subjects on the board, *music* and *P.E.*, and encourage a student to ask you *Which subject do you like more, music or P.E.?* Respond with your preference.
- Ask students to work in pairs. They take turns asking about their favorite subjects, using the dialogue in their Student Book as a model.
- Walk around the class and help or correct where necessary.

### Global Skills: Creativity and Critical Thinking

Expressing their own opinions allows students to use the new vocabulary in a real-life situation. Students are more likely to remember new words when they use them in an activity that is meaningful to them.

### 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 pairwork practice of the new language if your students need it. Detailed teaching notes can be found with the Extra *Team Up!* Worksheets, which are available for download from the Oxford English Hub.
- Students complete a bar chart about favorite school subjects. Before they begin, make sure students understand *like*, *really like*, and *love* and how we use them. If necessary, demonstrate them with smiley faces on the board.

### Workbook pages 4–5

#### 1 Read and match.

- Focus students' attention on the pictures and ask *What's the school subject?*
- They read and match the pictures and the speech bubbles.

#### ANSWERS

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

#### 2 Look and complete

- Focus students' attention on the picture. Ask *What school subjects can you see in the picture?* (math, geography, science, English, computer science, history)
- Ask students to find the days of the week and times (*Monday 8–9 a.m.* on the schedule, *8–9 a.m.* on the sticky note, *Monday 2–3 p.m.* on the tablet, *Wednesday* on the helmet), a heart (on the map on the wall) and question marks (on the dictionary). They use these notes as clues to complete the text.
- Students read the text and write the correct school subject.

#### ANSWERS

1 math 2 computer science 3 geography 4 English  
5 history 6 science

#### 3 Look and answer the questions.

- Ask students to look at the schedule and to tell you what school subjects they see.

- Go through the example with the class. Ask students what subject they have after math on Monday (health).
- Students look at the chart and answer the questions.

#### ANSWERS

1 math 2 music, geography 3 computer science  
4 English, art

#### 4 Look and write.

- Go through the example with the class. Point out that the cross means negative (*don't have*) and the check means affirmative (*have*).
- Students write affirmative and negative sentences, using the example as a model.

#### ANSWERS

1 We don't have music class. We have math class.  
2 We don't have health class. We have geography class.  
3 We don't have English class. We have P.E.  
4 We don't have science class. We have art class.

#### 5 Check ✓ for you. Complete the dialogue.

- Students read the pairs of school subjects in questions 1 and 2 and mark with a check the subject they like more.
- Students then complete the dialogue with the school subjects and their answers.
- Choose two students to act out the dialogues for the class for feedback.

#### ANSWERS

1 math or English 2 like more, geography or history  
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. 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 draw. Students can also write translations of the words on the lines.

## Lesson 2 Grammar

### Learning Objective

Students will be able to talk about things they did and didn't do at school.

### Language

**Simple Past Affirmative Statements:** *I painted a picture in art class today.*

**Simple Past Negative Statements:** *We didn't play soccer on the field.*

### Warm-up

- Play a game of *Missing Letters* (see *Ideas Bank*) with the words from Lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

### Lead-in

- Tell students that in today's lesson they are going to talk more about school.

- Hold up a flashcard (e.g. *art*) and choose a student to tell what they do in that school subject, e.g. *We draw pictures*. Continue with two or three more flashcards.
- Ask students to look at page 8 of the Student Book and find the learning objective: *Let's talk about things we did and didn't do at school*.

## Student Book pages 8–9

### 1 Listen and read. 🎧 010

- Focus on the characters in the grammar cartoon. Ask students who they can see (Hector and Nina), and what might be happening in the story.
- Play the recording for students to listen and follow the story. Then model each sentence for students to repeat aloud together.
- Point to the picture in the first frame and ask *What did Hector paint in art class today?* (He painted a picture). Now point to the second frame and ask *What did he do in P.E.?* (He ran outside in the muddy field). Then point to the third frame and ask *What homework did Hector do?* (math and English).
- Play the recording again for students to follow.

#### Optional Activity

- Students can work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Hector, and the other takes the part of Nina.
- Walk around the classroom as students practice, helping with pronunciation when necessary.
- Encourage stronger students to change some details of the story, such as what Hector ate for lunch and what homework he did.
- Invite different pairs to act out the story for the class.

### 2 Read, listen, and learn. 🎧 011

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns reading out the example sentences.
- Read through the *Look* box with the students.

#### Grammar

Point out to students that there are many irregular simple past verbs in English. Focus their attention on the following simple past verbs from the story: *got, ate, ran, and did*. Elicit or teach that these are the irregular forms of *get, eat, run, and do*. Suggest they start an irregular verb list in their notebook.

### 3 Listen and circle the correct words. 🎧 012

- Read the sentences, saying both options, for students to follow.
- Play the first item on the recording. Ask students which word is correct (*sang*).
- Play the rest of the recording for students to circle the correct words.
- Ask *Which verbs are irregular?* (*sang, read, ate, drank, did, drew, ran*). Elicit or teach the base form (*sing, read, eat, drink, do, draw, run*). Then tell them to add the verbs to their irregular verb list in their notebook.

## Audio Transcript

It was a busy day at school today. First, we sang songs in music class. Next, we learned new words in English class. We then read about old castles in our history books. We ate lunch, and then we played table tennis in P.E. After that, we drew pictures in art class.

#### ANSWERS

1 sang 2 learned 3 read 4 ate 5 played 6 drew

### 4 Listen and repeat. 🎧 013 Talk with a friend.

- Focus on the conversation. Choose two confident students to act out the conversation for the class.
- Put the school subject flashcards on the board to remind students of the school subjects in the unit.
- Ask students to work in pairs. They take turns telling each other about the things they did in their classes.

#### Assessment for Learning

Monitor the students while they are speaking and make a note of any errors. At the end of the activity, write any errors you hear on the board and ask the class to correct.

### 5 Listen and read. 🎧 014

- Play the recording for students to listen and follow. Then model each sentence for students to repeat aloud together.
- Ask *Which two subjects does Sunita talk about?* (P.E. and science), *What did she play in P.E.?* (volleyball), and *What did she watch in science class?* (a documentary).

### 6 Read, listen, and learn. 🎧 015

- Play the recording for students to follow.
- Ask students to work in pairs and take turns reading out the example sentences.

Write on the board *I ate meatballs for lunch. She wore black shoes. They made a model. You watched a cartoon*. Invite students to the board to write the negative sentences. (I didn't eat meatballs for lunch. She didn't wear black shoes. They didn't make a model. You didn't watch a cartoon.)

#### Grammar

To help students with exercise 7, remind them that simple past negative statements use the auxiliary verb *didn't* followed by the infinitive without *to*, but affirmative statements use the simple past form of the verb.

### 7 Complete the sentences.

- Focus students' attention on the pictures. Ask what they can see.
- Ask students to read the sentences and complete them with the pairs of verbs in the box. For class feedback, ask different students to say a sentence.

#### ANSWERS

1 paint, painted 2 drink, drank 3 have, had  
4 watch, watched

## Extra Team Up! 2 DOWNLOAD

- If you have time and would like to develop students' communication and collaboration skills further, you can download the optional Unit 1 *Team Up!* Worksheet 2 from Oxford English Hub for extra writing and speaking practice.
- Students complete an activity log before they discuss in pairs what they have done. Explain *both* before they write about the activities they had in common.

## Workbook pages 6–7

### 1 Circle the correct words.

- Write *last week, every day, yesterday, and often* on the board. Ask students which phrases refer to the past (last week, yesterday) and which to the present (every day, often).
- Students check the time phrases and then choose and circle the correct forms of the verbs.

### ANSWERS

1 made 2 do 3 talked 4 have

### 2 Underline the simple present verb. Write a simple past verb.

- Tell students to find and underline the simple present verb in the first sentence in each pair.
- Students then write the simple past verb in the second sentences.

### ANSWERS

1 takes, took 2 meet, met 3 drinks, drank  
4 listens, listened

### 3 Complete. Use the simple past affirmative and a school subject from the box.

- Go through the prompts in parentheses after each sentence. Elicit the verbs (help, draw, learn, play, write, and read).
- Students use the prompts and the subjects in the box to complete the simple past affirmative sentences.

### ANSWERS

1 Pedro helped me water seeds in science class.  
2 I drew Roman coins in history class.  
3 Peter learned about volcanoes in geography class.  
4 Ewa played basketball in P.E.  
5 I wrote an email in computer science class.  
6 My teacher read a story in English class.

### 4 Look and read. Write the simple past affirmative or negative.

- Ask students to look at the pictures. Ask what they can see and what school subject they think the students are doing (history).
- They work individually to complete the sentences with the simple past affirmative or negative form of the verbs in the lozenges. They work in pairs and compare answers.

### ANSWERS

1 didn't go, went 2 caught, didn't catch  
3 saw, didn't see 4 didn't take, took  
5 drew, didn't draw 6 didn't eat, ate

## 5 Complete the sentences so they are true for you.

- Complete the sentences for you as an example for the students. Then ask students to complete the sentences with their own ideas.
- Invite students to read their sentences to the class.

### ANSWERS

#### Students' own answers

#### Assessment for Learning

- Tell students to take out their traffic light cards. Ask the class how well they think they can use the affirmative and negative of the simple past. Students hold up the traffic light card that shows how confident they feel. If many students hold up a red traffic light card, find the time to review the grammar.
- Alternatively, 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 ask about the things they did in school.

### Language

**School activities:** ask a question, correct a mistake, do an experiment, do a project, have recess, play an instrument, practice spelling, write a story

**Simple Past Questions and Answers:** Did you do an experiment in science? Yes, I did. / No, I didn't. What instrument did you play in music? I played a guitar.

### Warm-up

- Ask students to stand at their desks.
- Hold up a school subject flashcard and say a word. If the word is the same as the one on the flashcard, the students jump. If it doesn't match, they stand still.
- Alternatively, ask students to raise their hands if the word you say and the flashcard match.

### Lead-in

- Write the learning objective for the lesson on the board: *Let's ask about the things we did in school.*
- Ask students what they did in their different subjects today. Allow them, if necessary, to use their own language. Then translate what they said.
- Explain that students will learn about different school activities.

## Student Book pages 10–11

### 1 Listen, point, and repeat. 016

- Play the recording for students to listen and point to the things in the pictures.
- Play the recording again for students to repeat the phrases.

### Assessment for Learning

Divide students into pairs. Tell them to discuss the meaning of any words they are unsure of with their partner. After their discussion, tell them that they can check vocabulary in a dictionary if they are unsure. Check understanding of the language during feedback.

## 2 Read and write words from 1. Listen and check. 017

- Read the text aloud for students to follow, saying *beep* for the missing words.
- Students read the text again and write the missing words in the blanks, using the labels on the photos.
- Play the recording for students to check.

### ANSWERS

1 experiment 2 instrument 3 practice 4 story

### Optional Activity

- Write the verbs from 1 on the board (*play, do, practice, write, have, ask, and correct*) and elicit or teach the simple past forms (*played, did, practiced, wrote, had, asked, and corrected*). Ask which verbs are irregular (*did, wrote, and had*) and tell students to add these to their irregular verb list.
- Ask them to write two simple past sentences to describe what they did in school yesterday. If necessary, write an example on the board, e.g. *I played an instrument in music class yesterday.*
- Tell weaker students that they can use their sentences in exercise 3.

## 3 Listen and repeat. 018 Talk with a friend

- Focus on the example dialogue. Play the recording pausing after each line for students to repeat.
- If you didn't do the Optional Activity above, elicit the infinitive form of *wrote* and *asked* (*write* and *ask*). Then elicit or teach the simple past forms of all the verbs in exercise 1.
- Ask students to work in pairs. They take turns describing something that they did at school, using the dialogue in their Student Book as a model.
- Walk around the class and help or correct where necessary.

### Mixed Ability

- If you did the Optional Activity above, allow weaker students to use their sentences during exercise 3.
- Ask fast finishers to write simple past negative sentences using the phrases in exercise 1.

## 4 Read, listen, and learn. 019

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 5. Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their book.

- Ask students to work in pairs and take turns reading out the example questions and short answers. Invite a few confident students to give additional examples of simple past questions.

### Grammar

- Point out that we use *did* and the infinitive of the main verb without *to* in simple past questions.
- We don't repeat the main verb from the question in short answers. We use *Yes / No*, followed by a subject pronoun, with the auxiliary verb *did* in affirmative short answers, and *didn't* in negative short answers.

## 5 Complete the questions and match the answers.

- Focus students' attention on the pictures. Ask what activities the children did for each subject.
- Ask students to work in pairs. They look at the pictures and complete the questions using the verbs in the box. They match the questions to the answers.
- Ask pairs to read out the questions and answers for the class to check together.

### ANSWERS

1 correct, b 2 writes, c 3 play, a 4 do, a

## 6 Listen and read. Then sing. 020–021

- Ask students to look at the song. Draw attention to the colored words. Explain that the song has two verses and three choruses, but that only one verse and chorus appear in the book. Let students identify which parts of the song these are. The other verse is the same as the one in the book, but the colored words are replaced by those of a different color on the right.
- Play the song for students to listen and follow the words. Play the song again for students to sing along.
- Ask 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 the time, and you would like to develop students' communication and critical thinking skills further, you can download the optional Unit 1 Extra *Team Up!* Worksheet 3 (two pages) from Oxford English Hub for more speaking practice.
- Students work in pairs to play a communicative game about school schedules.

## Workbook [pages 8–9](#)

### 1 Check ✓ the correct sentence.

- Students look at pictures 1–4 and mark with a check the correct sentence below each one.

### ANSWERS

- 1 We're doing a project.
- 2 He's correcting a mistake.
- 3 I'm writing a story.
- 4 She plays an instrument at 4 o'clock.



## 2 Complete using the simple past. Then number the pictures in order.

- Ask students to look at the pictures and tell you what the children did yesterday.
- Go through the activities in the box and elicit the simple past form of the verbs.
- Students read the text and complete the blanks with the phrases in the box in the simple past.
- Then they number the pictures in the order they happened in the text.

### ANSWERS

1 wrote a story 2 practiced spelling  
3 did an experiment 4 asked questions  
5 had recess 6 played an instrument  
a 4 b 3 c 1 d 2

## 3 Order the words. Then write the answers.

- Explain to students that the check marks mean *yes* and the crosses mean *no*.
- Students write the words in the correct order to make questions, and then write the short answers.

### ANSWERS

1 Did they do an experiment? Yes, they did.  
2 Did she correct a mistake? No, she didn't.  
3 Did she practice spelling? Yes, she did.  
4 Did he write a story? No, he didn't.

## 4 Complete the dialogue.

- Students read the answers and then write the questions, using the underlined verbs in the answers.

### ANSWERS

1 What classes did you have 2 What (project) did you do  
3 What did you eat 4 Did you play

## 5 Write the questions using the simple past. Answer for you.

- Tell students to use the prompts to write the complete questions and then answer them about themselves. If necessary, do the first one together and invite students to answer it.
- Students work in pairs to ask and answer the questions.

### ANSWERS

1 What subjects did you study yesterday?  
2 Where did you go after school last Tuesday?  
Students' own answers

### Assessment for Learning

- Test the new activities from the lesson by playing *Draw* (see *Ideas Bank*). Play the game enough times so that each student has the opportunity to come to the front of the class to draw one of the activities.
- 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 draw. Students can also write translations of the words on the lines.

## Lesson 4 Story

### Learning Objective

Students will be able to read about a teacher and his students.

### Language

Vocabulary and grammar from Lessons 1–3

### Warm-up

- Play a game of *What's She Doing?* (see *Ideas Bank*) but change the question to *What did he or she do?* with the school activities vocabulary, e.g. *He / She did an experiment.*

### Lead-in

- Ask students to look at page 12 of the Student Book and find the learning objective: *Let's read about a teacher and his students.*
- Ask students what they think today's story might be about. Invite suggestions from different students.

### Student Book pages 12–13

## 1 Look at the pictures. Where did the students go on their trip?

- Display the *Let's Read!* poster and tell students that this activity practices step 1. Ask them to look at the story pictures and ask the question in the direction line. Nominate a student to answer.
- Then students discuss in pairs what they think is going to happen in the story.

### ANSWERS

They went to a (city) science museum.

## 2 Listen and read. 022

- Tell students that they are now going to follow step 2 on the *Let's Read!* poster and listen to and read the story.
- Play the recording while students follow the story in their books and check their predictions.
- Play the recording again for students to follow.

## 3 Complete for you.

- Give students time to scan the story again, if necessary, and to complete the sentences.
- Ask students to work in pairs and compare answers. Encourage them to give reasons for their answers.

### ANSWERS

Students' own answers

## 4 Number the sentences in order.

- Ask students to read the story again silently.
- When they have finished, they number the sentences in the order the events happen in the story. Explain that this practices step 3 on the *Let's Read!* poster.
- During class feedback, choose students at random to say the sentences in order.

### ANSWERS

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

## 5 Read and write the name.

- Elicit the names of the students in the story (Sophie, Olivia, Leon, Emily, Julia, Alexander, Max) and write them on the board.
- Ask students to read the sentences, write the name, and then check their answers with the story.

### ANSWERS

1 Leon 2 Sophie 3 Emily 4 Alexander

### Think, Feel, Grow

- Focus students' attention on the task and read the first two questions aloud. Give students time to think about the answers before you elicit.
- Look at the third question together. Allow students time to think of their answers. Encourage them to think about when they have worked on a team, either at school or outside in their everyday life. When they are ready, invite them to share their answers with the class. If necessary, ask them why it was a good team and what different abilities each member of the team had.
- If you'd like, extend the conversation further. Ask *Do you think it's important to work together?*

### SUGGESTED ANSWERS

- 1 Because they are good at different school subjects.
- 2 That they all learned from each other.
- 3 Students' own answers.

#### Global Skills: Emotional Self-regulation and Well-being

- Discuss the message of the story with the class. Ask *What does the story tell us?* (Students who work together often get better results because they help each other and work with each other's strengths.) Invite different students to make suggestions about how they can work together in the classroom.
- Display the *Emotions* poster as a prompt for students when talking about their feelings and experiences.

#### Optional Activity

Ask students to read the story again at home. Suggest that they tell the story to a family member or guardian and explain the lesson they learned. This will allow students to demonstrate their progress in English, as well as providing an opportunity for reading and pronunciation practice.

#### Extra Team Up! 4 DOWNLOAD

- If you have time and would like to develop students' creativity, communication, and collaboration skills further, you can download the optional *Extra Team Up! Unit 1 Worksheet 4* from Oxford English Hub for extra speaking and writing practice.
- Students work in pairs and use the worksheet to create a mind map to plan an activity for a group of people.

## Workbook pages 10–11

### 1 Read the story.

- Tell students that they are going to read a different story. Ask them to look at the story pictures and the title, and to tell you what they think happens in the story.
- Students read the story quietly to themselves to check their predictions.

### 2 Correct the words in bold.

- Explain to students that the words in bold are incorrect.
- Ask students to see if they can correct the words before they read the story again to check their answers.

### ANSWERS

1 art 2 lantern 3 moon 4 stars 5 paper

### 3 Check ✓ the correct answer.

- Tell students to read the questions and think about their answers before they look at the options.
- Tell them to check back with the story to help them.
- They work in pairs and compare answers before class feedback.

### ANSWERS

1 b 2 b 3 c 4 a

### 4 Complete for you.

- Read the tasks and check that students understand what they have to do.  
To practice step 4 of the *Let's Read!* poster, ask students to discuss and compare their answers in small groups. Encourage them to give reasons where possible. Invite students to share 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 writing in China and Tunisia.

### Language

**Writing and calligraphy:** brush, character, ink, tip

### Warm-up

- Play a game of *Who Did It?* (see *Ideas Bank*) with the class using the school activities flashcards.

### Culture Note

The earliest forms of Chinese calligraphy can be traced back to pictures carved on animal bones and bronze pots around 1500 bce. There are five basic styles of calligraphy and eight different types of strokes.

## Lead-in

- Ask students to look at the photos on pages 14 and 15 of the Student Book and try to guess which countries they will be learning about (China and Tunisia). If there is a map in the classroom, they can find the two countries. Then ask students what they know about China and Tunisia.
- Ask students to find the learning objective on page 14 of the Student Book. Write it on the board: *Let's learn about writing in China and Tunisia.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which languages they think people speak in the two countries and what the writing looks like.

## Student Book pages 14–15

### 1 Listen, point, and repeat. 023

- 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. 024

- Focus on the photo of Yong. Ask *Which country is Yong from?* (China)
- Point to the photo under the photo of Yong. Explain that writing Chinese characters as a form of art is called *calligraphy*. Write the word on the board. Tell students that they are going to hear Yong talking about writing in China. They must listen for the words in exercise 1. When they hear a beep, they say the number of the word.
- Play the recording, pausing after each beep for students to say the number.

## Audio Transcript

**Yong** I'm Yong, and I live in China. I want to tell you about the art of Chinese calligraphy. Calligraphy means "beautiful writing."

Chinese calligraphy uses Chinese characters. A character is a kind of picture that we make with lines. We read and write with these characters every day. However, when we do calligraphy, we write them in a beautiful way.

To do calligraphy, we need a good brush. There are many kinds of brushes. People who make calligraphy brushes use animal hair. This hair can be soft or hard. We hold the brush with our fingers.

The very end of the brush is the tip. The tip of the brush touches the ink, and then the paper. We move the tip across the paper to write.

We can't do calligraphy with pen ink. Calligraphy ink is usually black. You can buy ink in a bottle, or you can make ink with an ink stick and an ink stone.

## ANSWERS

4, 1, 2, 3

### 3 Watch the video. 025 What kinds of animal hair do people use to make the brush?

- Ask the gist question in the direction line. Ask students to suggest some animals.
- Play the video for students to watch and answer the question. Ask the question again and elicit an answer.

## Video Transcript See page 126

### ANSWER

The hair can come from goats, rabbits, or other animals.

### 4 Listen and repeat. 025 Talk about calligraphy.

- Play the conversation for students to listen and follow.
- If the class has watched the video in exercise 3, point out that the exchange in the Student Book comes from the end of the conversation in the video. Play the video again for students to listen to the conversation.
- Ask students to work in pairs and discuss calligraphy. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around the class, helping where necessary.
- Encourage students to think about writing in their country, too. Ask *Do you use letters or symbols in writing in your country? How many letters are in your alphabet? Do you write left to right or right to left?*

### 5 Listen and read. 026 What language do people speak in Tunisia?

- Focus on the photo of Hamza. Ask *Which country is Hamza from?* (Tunisia)
- Then read the gist question in the direction line with the class.
- Play the recording for students to follow in their book.
- Then ask the question again. Allow students to discuss the question with their partner before you elicit the answer.
- Ask students if they know any other countries where people speak Arabic (Egypt, Lebanon, Morocco, etc.).

### ANSWER

People speak Arabic in Tunisia.

### 6 Read again and write T (true) or F (false).

- Ask students to see how many true or false statements they can answer, before they read the text again to check.
- Ask students to correct the false sentences.

### ANSWERS

1 F 2 T 3 F 4 T

### 7 Answer the questions for you.

- Tell students to read the questions individually and to think about their answers.
- Divide the class into small groups to share their answers.
- Invite students to share their answers with the class.

## Global Skills: Intercultural Competence and Citizenship

Ask students to think about the different types of writing in Tunisia and China. Ask *What did you learn about the two countries? What similarities or differences are there between the two countries / one of the countries and your country?* Ask students to discuss the questions in pairs. Then ask some pairs to share their ideas with the class. Discuss in students' own language why we learn different languages and why it's important to be interested in and learn about other cultures (to understand each other; to live in diverse, global communities; to learn new ways of doing things).

## Writing Focus

Ask students to turn to page 12 of their Workbook and look at the Writing Focus task. This will require them to write an opinion report about a school subject. This can be done in class or be assigned 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 Project. Students will use the language they have learned in this unit to plan their best school day ever.
- 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 to 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.

## 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

### Learning Objective

Students will learn how to write about their opinion.

### Language

Vocabulary and grammar from Lessons 4–5

## Warm-up

- Play the *Secret Message* game (see *Ideas Bank*), using the sentence *The best subject is English*.

## Lead-in

- Ask students to look at page 12 of the Workbook and find the learning objective. Write it on the board: *Let's learn how to write about our opinions*.
- Ask the class to look at the picture and the title of the report. Ask *What is the report about?* (Aimee's best subject)

## Global Skills Emotional Self-regulation and Well-being

This lesson teaches students how to communicate and feel confident about expressing their opinions. It also encourages them to consider other people's opinions and to learn to accept that not everyone thinks the same.

## 1 Look and read.

- Focus students on the picture and ask *What school subject does Aimee like the most, do you think?* Students guess. Accept all answers.

- Ask students to read the text. Then ask the question again and invite students to answer.
- Say *Aimee likes history. What does she think about in history class?* (the people who lived before us) *What do you think about history?*

## 2 Read again. Then answer the questions with a partner.

- Allow time for students to read the report again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

### ANSWERS

1 It was about children from 100 years ago.

2 History can teach us many things about the past.

## 3 Read. Then write the labels in 1.

- Read the box about how to write an opinion report.
- Students work individually to label the paragraphs in the report with the words in box.
- Ask them to point to the introduction. Ask *What is Aimee's opinion?* (The best subject in school is history.) *How many reasons does she give?* (Two) *What do some people say?* (They say that history isn't interesting.) *What's her solution?* (History can teach us many things about the past.) *What's her conclusion?* (History is a wonderful subject.)

### ANSWERS

My Opinion, Reason, Different Opinion, Solution, Conclusion

## 4 Circle and write the subjects you do at school. What's your favorite subject?

- Tell students to circle the subjects they do at school. If they do any subjects that aren't in the box, help them with the vocabulary in English so that they can write them in.
- Students choose and write the name of their favorite subject.
- Invite students to share their favorite subject with the class. Encourage them to explain why.

## 5 Complete the chart about your favorite subject.

- Give an example for yourself, explaining in full when you speak (e.g. *My favorite subject is art. I like it because I love painting. My best friend says art is boring. I don't agree because we draw, paint, and make things*.) Write brief notes for each column on the board (e.g. *love painting; art is boring; draw, paint, make things*).
- Tell students to make notes in the chart – remind them that at this stage they don't write full sentences.
- Go around checking and helping with vocabulary as students complete their charts.

## 6 Write an opinion report about a school subject. Use your notes.

- Refer students back to Aimee's report in exercise 1. Remind students that this is what a good opinion report looks like, and that they should use this model to help them with their own writing.

- Tell students to organize their ideas from the chart into five paragraphs: my opinion, reasons, different opinion, solution, and conclusion, and to use their notes to write the report.
- Monitor students and help where necessary.

### 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 words for their partner to mime. Students can also write 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.

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

# 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!* photocopyable 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.

