

OXFORD

BUZZ

Teacher's Guide

with Digital Pack



- **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

6

Syllabus	2	Unit 3 & 4 Review	75
Course Overview	4	Unit 5	77
Introduction and Methodology	6	Unit 6	87
Assessment for Learning	12	Units 5 & 6 Review	96
Professional Development	14	Unit 7	99
Supplementary Resources	15	Unit 8	108
Tour of a Unit	16	Units 7 & 8 Review	117
Starter Unit	20	Ideas Bank	119
Unit 1	32	Buzz Posters	122
Unit 2	42	Video Transcripts	124
Units 1 & 2 Review	52	Key Vocabulary	132
Unit 3	55	Letter to Parents	134
Unit 4	65		

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

Mark Roulston

Buzz 6

Starter

Let's Clean Up!

page 4

Items in a house • so and such

Lesson 1 Words

Lesson 2 Grammar

Lesson 3 Words and Grammar

1
Travel in the City
page 6

Places in a city
Functional Language
Can you tell me how to get ... , please?

Present Perfect Statements with *for*
Present Perfect Statements and Questions with *ever / never* with *since*

Travel
Present Perfect Statements and Questions with *ever / never*

2
The Seasons
page 16

Seasonal activities
Functional Language
It's too ... / It isn't ... enough.

be going to for Plans
will and *be going to* for Predictions

Weather
Comparisons with *(not) as ... as*

Review Units 1 and 2 pages 26–27

3
The Environment
page 28

Helping the environment
Functional Language
Why don't we ... ?
I'm not sure about that. / That's a good idea.

Present Perfect Statements with *already, just, and yet*
Present Perfect Questions and Answers with *yet*

Reducing waste and pollution
Present Perfect Review

4
A Trip to the Theater
page 38

The theater
Functional Language
What was / were the ... like?
It was ... / They were ...

Past Progressive Statements and Questions
Past Progressive with Simple Past

Verbs
Simple Past Statements with *ago*

Review Units 3 and 4 pages 48–49

5
World Food
page 50

World food 1
Functional Language
How's your ... ?
It smells / looks / tastes

Simple Present Passive Statements
Simple Present Passive Questions and Answers

World food 2
hope, think, and know

6
Let's Connect
page 60

Using technology
Functional Language
How often do you use a ... ?
I use one ... What do you use it for? I use it to

Zero Conditional Affirmative Statements
Zero Conditional Negative Statements

Technology
Simple Past Passive Statements

Review Units 5 and 6 pages 70–71

7
In the Country
page 72

Camping items
Functional Language
I think ... I agree / disagree. / I'm not sure.

First Conditional Statements
First Conditional Yes / No Questions

Hiking
Modal Verbs of Obligation

8
A Journey to Space
page 82

Space
Functional Language
How do you spell ... ?
What does it mean?
It means

Modal Verbs of Possibility
Modal Verbs of Certainty

Space travel
Statements with Relative Pronouns

Review Units 7 and 8 pages 92–93

My Buzz Record page 94–95

Lesson 4 Story

The Tickets
Emotional Well-being
Helping others

Lesson 5 Skills and Culture

Life in the country and the city in the U.K. and Thailand
Project Extra *Travel Through the City* Board Game

The Three Brothers
Emotional Well-being
Making an effort

Weather and the seasons in Vietnam and Norway
Project Extra Seasonal Activities Guide

The Repair Store
Emotional Well-being
Being confident

Where energy comes from in Germany and Chile
Project Extra Four Rs Poster

A Star in Stage
Emotional Well-being
Dealing with anxiety

Famous theaters in Australia and Italy
Project Extra Act Out a Play

The Cooking Competition
Emotional Well-being
Winning and losing

Bread in France and India
Project Extra Restaurant Menu

The Intelligent Fridge
Emotional Well-being
Focusing on what is important

Technology for hobbies in the U.S.A. and Cameroon
Project Extra Technology Presentation

The Rescue
Emotional Well-being
Dealing with challenges

Volcanoes and hiking in New Zealand and Japan
Project Extra Information Leaflet

The Pink Planet
Emotional Well-being
Being curious

The night sky in South Africa and the U.A.E.
Project Extra Space Display

Not for sale, photocopying or distribution.

Learning Objective

Students will be able to talk about items in a home.

Language

Items in a house: *drawer, freezer, fridge, kettle, shampoo, shower, sink, soap*

So and such: *It was so pretty, We had to clean up so quickly, We made such a big cake, It was such a hot day.*

Warm-up

- Play a round of *One Thing About Me* (see *Ideas Bank*). Ask students to write a true sentence about themselves and to then mingle and share it with the class.

Lead-in

- Write the title for the Starter Unit on the board: *Let's Clean Up!*
- Ask students what they think they are going to learn this lesson. Elicit ideas and then allow them to look at page 4 of the Student Book. Ask the question again and invite a student to answer (words for items in a house).
- Set a time limit for students to write as many house words as they know. Elicit and ask students to explain any unknown words to the class.

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

- Ask students to look at the picture in their Student Book.
- They work in pairs to name the different characters (from top to bottom, left to right, they are Emma, Omar, May, Nina, Hector, and Tang).
- Play the recording for students to listen and point to the different parts of the picture.
- Play the recording again for students to repeat the words.

2 Where do you find the items? Listen and write. 002

- Make sure students understand *bathroom* and *kitchen*.
- Play the recording while students listen and write the words from exercise 1 in the correct row of the chart.
- Check answers.

Audio Transcript

- 1 There's soap in the bathroom. There's soap in the kitchen, too.
- 2 There are drawers in the kitchen. There are drawers in the bathroom, too.
- 3 The sink in the kitchen is grey. The sink in the bathroom is white.
- 4 Put the shampoo in the bathroom.
- 5 The shower is in the bathroom.
- 6 The fridge is in the kitchen.
- 7 Put the vegetables in the freezer. It's in the kitchen.
- 8 Let's make a drink! The kettle is in the kitchen.

ANSWERS

Bathroom and kitchen: 1 soap 2 drawers 3 sink

Bathroom: 4 shampoo 5 shower

Kitchen: 6 fridge 7 freezer 8 kettle

Optional Activity

Elicit, or teach, other rooms of a house, such as *bedroom, dining room, and living room*. In pairs, students write the things you can find in those rooms. Elicit ideas.

3 Listen and read. 003

- Focus attention on the photo and ask students what they can see (a cake, a table, decorations) and what the occasion might be (a party).
- Make sure students understand *surprise* and *whipped cream*. Then play the recording for them to listen attentively and follow the text.
- To check understanding, ask: *Who was the surprise party for?* (Mom), *Where was Mom in the morning?* (at work), *What did the cake have on it?* (whipped cream and fruit), and *Where did they put the cake?* (in the fridge because it was a birthday).

4 Listen and read. 004

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns reading out the example sentences.
- Read the explanation in the *Look!* box to the class.

5 Read and circle the correct words. Listen and check. 005

- Read out each sentence along with the two options. Ask students to think which word is correct.
- Students read the sentences and circle the correct words.
- Play the recording for students to check their answers.

ANSWERS

1 so 2 such 3 so 4 such

6 Look at the picture in 1. Describe and guess.

- Focus on the example exchange. Choose a confident student to demonstrate the example with you for the class.
- Then look at the picture in 1 together and elicit adjectives students can use to describe each item. Encourage them to use these adjectives in the *such a* construction.
- Ask students to work in pairs. They take turns describing an item from exercise 1 for their partner to guess.
- Monitor, making sure students use *so* and *such*. Assist if necessary.

Mixed Ability

Ask weaker students to look at the picture in exercise 1 and write sentences with *so* and *such* to describe each item. Allow them to use the sentences in exercise 6.

Workbook pages 2-3

1 Write the number.

- Students number the items in the pictures.
- Check answers with the class.

ANSWERS

From left to right: 4, 1, 6, 8, 5, 7, 2, 3

2 Write. Use the words from 1.

- Students read and complete the sentences with some of the words from exercise 1.
- Students compare in pairs before you check answers with the class.

ANSWERS

1 kettle 2 soap, sink 3 drawer 4 shampoo, shower

3 Complete the number code puzzle.

- Explain that each letter of the alphabet corresponds to a number. Draw students' attention to the code chart at the bottom of the page and explain that v is 1, o is 3, etc.
- Students work out what the missing letters are in the code chart for each number.

ANSWERS

2 d 3 o 4 i 6 a 7 p 8 g 9 r 11 f 12 z 13 l
14 n 16 w 17 m 20 h 21 s 22 t 23 e 25 k

Across: shower, soap, freezer, fridge

Down: kettle, shampoo, sink, drawer

4 Write *so*, *such*, or *such a / an*.

- Students read and complete the sentences.

ANSWERS

1 so 2 such a 3 such 4 so 5 such 6 such a

Mixed Ability

Remind weaker students that we use *so* + adjective, and *such* + *a/an* + adjective + noun.

5 Complete. Then match.

- Students complete the sentences with the phrases in the box before they match the names.

ANSWERS

1 so cold, b 2 such a sprey, d 3 such a scary, c
4 so good, a

6 Write. Use *so* or *such* and an adjective or adverb from the box.

- Students look at the pictures, and use the prompts and words in the box to write sentences with *so* or *such*.
- Check answers with the class.

ANSWERS

1 Giraffes have such long necks! 2 Hiro walks so quickly!
3 That's such a big fridge! 4 It's such an expensive umbrella!
5 The documentary was so interesting!
6 It was so hot we ate two ice cream cones!

Assessment for Learning

- Ask the class *Can you use items in a house and so and such?*
- 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 you need to reinforce in the following lesson.

Lesson 1 Words

Learning Objective

Students will be able to talk about places in a city.

Language

Places in a city: *airport, bike path, crosswalk, downtown, fire station, gas station, highway, platform, road, traffic light*

Functional Language: *Can you tell me how to get to the airport, please?*

Warm-up

- Play a game of *Race to the Board* (see *Ideas Bank*), using eleven big numbers.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about places in a city.* Check understanding and translate to students' own language if necessary.
- Ask *What places do you know in a city?* Students work in pairs to brainstorm places they know. Prompt them to think about places, e.g. near their home and school.

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 some of the places they can see (a hotel, a truck, a café, stores, a plaza, a restaurant, streets, cars, a supermarket, a bus, a train station, and a train).
- Tell students that they are now going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point, and repeat. 006

- Play the recording for students to hear and point to the places in the picture.
- Play the recording again for students to repeat the words.

3 Listen and say. 007

- Explain to students that they are going to hear sounds from different places. Students must listen and call out the correct place.
- Play the recording, pausing after each set of sound effects. Students discuss which place it is with a partner before you elicit the responses from chosen students.

ANSWERS

1 fire station 2 highway 3 airport 4 platform
5 gas station 6 downtown

4 Read and write the words.

- Ask students to read the definitions and write the places. Encourage them to spot the key word in each definition, e.g. *gas, train, planes*.
- Students compare their answers in pairs.

ANSWERS

1 gas station 2 platform 3 airport 4 fire station
5 downtown 6 highway

5 Listen, point, and repeat. 008

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

6 Read and write words from 5. Listen and check. 009

- Read the text aloud for students to follow.
- Students read the text again and write the missing words in the blanks, using the labels on the photos in exercise 5.
- Play the recording for students to check.

ANSWERS

1 crosswalk 2 traffic light 3 road 4 bike path

Mixed Ability

Monitor weaker students and help them identify clues that can help them decide which word is missing. Point out that they should read before and after a blank for useful information. For instance, the second sentence describes what a crosswalk is.

Optional Activity

Play a game of *Can You Remember?* (see *Ideas Bank*) using the ten flashcards from Lesson 1.

7 Listen and repeat. 010 Make a new dialogue and practice.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that this is a polite way of asking for directions. Gesture the directions with your arms: *Turn left / right* and *Go straight ahead*. Repeat and encourage students to join you.
- Demonstrate another dialogue for the class. Choose *to the airport* from the green box and encourage a student to ask you *Can you tell me how to get to the airport, please?* Respond with imaginary directions from the orange box.
- Ask students to work in pairs. They take turns asking for and giving directions, using the example dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Extra Team Up! 1 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 1 from Oxford English Hub for more speaking practice.
- Students describe their pictures on the worksheet to find and circle six differences in their cities.

Workbook pages 4–5

1 Circle the correct words. Then match.

- Students read the sentences and choose the correct words.
- Then they write the correct number in the box on each picture to match it to the corresponding sentence.

ANSWERS

1 gas station, b 2 highway, e 3 platform, a
4 downtown, d 5 fire station, c

2 Answer the questions.

- Students read the questions and write the words.

ANSWERS

1 gas station 2 fire station 3 airport 4 platform
5 highway

3 Check ✓ the correct answer.

- Students read the clues and mark with a check the correct places.

ANSWERS

1 a 2 c 3 b 4 a

4 Complete. Use the map to help you. Start from home.

- Students look at the map and complete the conversations with the phrases in the boxes. Point out where "home" is on the map.

ANSWERS

1 Can you tell me 2 straight ahead 3 turn left
4 can you tell me 5 of course 6 straight ahead
7 turn right 8 crosswalk

Optional Activity

- You can expand this exercise by asking students to work in pairs to write similar conversations about how to get to the school, the gas station, and the supermarket from home.
- When they have finished, invite pairs to act out their conversations to the class.

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 if you prefer. 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.
- Elicit informal feedback from the class, using the traffic light system or another method. Praise the students for their hard work. Offer any further explanation required and make a note of anything you need to reinforce in the following lesson.

Lesson 2 Grammar

Learning Objective

Students will be able to talk about the history of places.

Language

Present Perfect Statements with *for*: *There's been a train station in our town for 150 years.*

Present Perfect Statements with *since*: *There's been a tropical garden in the old station since 1992.*

Warm-up

- Play a game of *Fast Talk* (see *Ideas Bank*) using the ten flashcards from Lesson 1.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about the history of places.*
- Elicit new and old places in the students' city or town. Encourage students to say or guess how old these places are.

Student Book pages 8–9

1 Listen and read. 🔊 011

- Focus on the characters in the cartoon. Ask students to tell you who they can see (Hector and a man) and share ideas about what might be happening in the story.
- Play the recording for students to listen, follow, and check their predictions.
- Play the recording again for students to follow.
- To check understanding, ask *How long has the train station been there?* (150 years), *How long has the fire station been there?* (50 years), and *How long has the gas station been there?* (two years).

2 Read, listen, and learn. 🔊 012

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns reading out the example sentences.
- Read through the *Look!* box with the students. Point out that in the present perfect, *'s* is *has* (not *is*) and *'ve* is *have*.

Grammar

Write the full form and contraction of the present perfect on the board: *There has been* and *There's been*. Choral drill the two forms around the class a few times. Then add information to make a full sentence, e.g. *There has been a road here for 60 years* and *There's been a road here for 60 years*. Drill the sentences slowly at first and gradually build up to a natural speed. Repeat the process with *I have* and *I've* sentences, e.g. *I have lived in this house for three years* and *I've lived in this house for three years*.

3 Listen to the tour guide in Marrakesh and complete. 🎧 013

- Ask students to look at the photos. Elicit in which country Marrakesh is (Morocco). Tell students that they are going to hear a tour guide talk about these places. Students must complete what the tour guide says with the missing numbers from the box.
- Ask students to read the sentences once. Then play the recording for students to complete the numbers.
- Play the recording again for students to check their answers.

Audio Transcript

Tour guide Welcome to the beautiful city of Marrakesh, in Morocco!

- 1 The downtown area is very old here in Marrakesh. This market square is called the Jemaa el-Fnaa square. There have been market stands here for about 950 years.
- 2 This is the El Badi palace. There's been a palace here for about 430 years.
- 3 The Marrakesh museum has been here for about 25 years. In the past, it was a palace.
- 4 The train station in Marrakesh is modern and beautiful. The station has been open for about 13 years. You can travel from the train station to the airport by bus, or you can walk.
- 5 Is anybody thirsty? I've lived near this tea shop for 6 months. The tea here is delicious! Would you like to try some?

ANSWERS

1 950 2 430 3 25 4 13 5 6

Assessment for Learning

Encourage students to compare answers before checking with the whole class. If they have left any items unanswered, they can help each other to complete them.

4 Play True or False

- Focus on the exchange. Choose a confident student to demonstrate the example with you for the class.
- Ask students to work in pairs. They take turns saying a true or false sentence about Marrakesh, referring to the sentences in exercise 3.

Mixed Ability

Stronger students test each other with closed books. Weaker students first write out their true or false sentences and then read them out to their partner.

5 Listen and read. 🎧 014

- Focus attention on the photos and the title. Check if students have heard of Atocha station.
- Play the recording for students to listen and follow.
- To check comprehension, ask *Where can you go from Atocha station?* (to the beach or even France) *How old is the train station?* (over 170 years old) *How old is the tropical garden?* (over 30 years old).

6 Read, listen, and learn. 🎧 015

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns reading out the example sentences.
- Point out the negative form *haven't* and elicit the singular *hasn't*.
- Ask students for feedback, to check understanding of the difference between *for* and *since*.

Optional Activity

Elicit when we use *for* (+ how long ago) and *since* (+ time the action started). Write these *for* and *since* time references on the board, but in a mixed-up order: (*for*) eight years, 100 years, three hours, five months, 12 days, and (*since*) 2010, 1900, Monday, June, yesterday, last week, this afternoon. In pairs, students say the time references with *for* or *since*. Last finishers can also make sentences for some of the time expressions.

7 Read and circle the correct words.

- Ask students to look at the photo and guess the woman's job. Then students read the text once to find out the answer (train driver).
- Students read the text again and circle the correct words.

ANSWERS

1 for 2 since 3 since 4 for

Assessment for Learning

Ask the class *Can you use the present perfect with for and since?* Using the traffic light system, establish how confident students are with the new structure. If further practice is needed, ask them to turn to page 7 of the Workbook and complete exercise 5. Elicit feedback again.

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 find the matching pairs and say sentences with the present perfect and *for* or *since*.

Workbook pages 6–7

1 Circle the correct words.

- Ask students to read the sentences and circle the correct words.

ANSWERS

1 has baked 2 has had 3 hasn't been 4 've lived

2 Look and complete. Use *for* and the correct time.

- Students look at the pictures and complete the sentences using *for* and the correct time from the box, referring to the information in the pictures.

ANSWERS

- 1 has played, for 30 minutes 2 have been, for six hours
3 has had, for 45 minutes 4 have had, for five years

3 Answer the questions for you. Use *for*.

- Students read the questions and write their answers using *for*.

ANSWERS

Students' own answers

4 Rewrite the sentences. Use the present perfect and *since*.

- Students combine the sentences into one, using the present perfect and *since*.

ANSWERS

- 1 The model dinosaur has been in the museum since last summer.
- 2 Tiago's played basketball since 2019.
- 3 We've been on platform 4A since eleven o'clock.
- 4 Lea's worked at the fire station since June.
- 5 My grandma's been a vegetarian since 2000.

5 Write sentences about Talia. Use the present perfect with *for* or *since*.

- Students look at the pictures and write sentences about the girl, using the present perfect with *for* or *since*.

ANSWERS

- 1 She's had her bike since last June.
- 2 She's lived in Paris for ten months.
- 3 She's known her best friend for six years.
- 4 She hasn't seen her grandma since last May.
- 5 She's been in school since nine o'clock.

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 tell and ask about travel experiences.

Language

Travel: arrive, flight, leave, passenger, passport, suitcase, ticket, travel agency

Present Perfect Statements and Questions with *ever* / *never*: Have any famous people ever traveled on your flight? Yes, they have. I've never counted the passengers.

Warm-up

- Tell the class that you are going to say sentences with the present perfect and *for* or *since*. Instead of saying *for*

or *since*, you are going to say *beep*. If the sentence needs *for*, students stand up. If it needs *since*, students remain seated. Write the key on the board: *for* = *stand up*, *since* = *sit down*. Play the game, using your own sentences or sentences from Lesson 2 in the Student Book and / or Workbook.

Lead-in

- Tell the class the learning objective and write it on the board: *Let's talk and ask about travel experiences*.
- Give the children examples of your own travel experiences by plane. Say e.g. *I've traveled on a plane many times. I've been to (Paris / China) by plane*.
- Encourage children to think about their own travel experiences and share them in pairs.
- Explain that in this lesson, students will talk about travel experiences in more detail.

Student Book pages 10–11

1 Listen, point, and repeat. 016

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

Optional Activity

Play a game of *What's Missing?* (see *Ideas Bank*) to consolidate the new words.

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

- Focus students' attention on the photo. Choose a student and ask *What's her job?* (She's a pilot.)
- Ask students to complete the interview with some of the words from exercise 1.

Play the recording for students to listen and check their answers.

- To check understanding, ask *How many suitcases did the movie star have?* (ten), *How long has Sarah been a pilot?* (for 15 years), and *How many passengers have flown with her?* (thousands).

ANSWERS

- 1 passport 2 flight 3 suitcases 4 passengers

3 Listen and repeat. 018 Play a guessing game.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- If necessary, demonstrate the task further with another of the travel words from exercise 1. Say *This person travels on a plane, a train, or a bus*. Elicit *passenger* from the class.
- Put students in pairs to play the guessing game.
- Monitor and assist when necessary.

Mixed Ability

Ask weaker students to write definitions for the words in exercise 1. Monitor and help when required. Students can use these definitions for the guessing game in exercise 3.

Optional Activity

Put students in new pairs or small groups. Ask them to list the five most important things somebody should do before a vacation. They can also list them in order of importance. When their lists are ready, invite students to present them to the class or put them in different groups to compare lists.

Assessment for Learning

- Using the traffic light system, establish how confident students are with the new vocabulary. If they find some words challenging, discuss what it is that makes each word difficult. Is it the spelling, the pronunciation, or the meaning? Elicit further examples for each challenging word until students feel more confident.
- Elicit feedback again. Finally, hold up the flashcards one at a time for students to say the words.

4 Read, listen, and learn. 🎧 019

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the cartoon story. 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.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their book.
- Ask students to work with a partner, taking turns reading out the example sentences.
- Draw students' attention to the irregular verbs in the book box and drill them around the class.

Grammar

Point out to students how irregular verbs don't use the suffix *-ed* when changing the tense: *be (b), arrive, eat, fly, forget, go, have, put, ride, take*.

5 Complete with *ever* or *never* and the past participles.

- Ask students to look at the verbs in parentheses and call out the correct form in the present perfect. Remind students that they need to use the past participle of the verb. Elicit that it's usually the third form (1 base form, 2 simple past, 3 past participle).
- Ask students to work in pairs to complete the questions or sentences with *ever* or *never* and the correct form of the verbs in parentheses.

ANSWERS

- 1 ever forgotten 2 never had 3 never been
4 ever ridden 5 never flown

Optional Activity

- Write *Have you ever ...?* on the board. To the right of this, elicit a list of five question prompts. If possible, invite students to contribute to the list, e.g. *traveled by plane, been on a very fast train, left for school without your bag, seen a pilot*. Students can work in pairs to interview each other, using the prompts on the board. They can also do a class mingle. In this case, each student chooses a question to ask as many classmates as possible, and records their answers.
- For further practice with present perfect statements with *never*, students can write two *I've never ...* sentences about themselves. They compare their sentences in pairs or small groups.

Assessment for Learning

Ask *How do you feel about the new grammar?* Ask students for feedback about how confident they feel.

6 Listen and read. Then sing. 🎧 020-021

- Ask students to look at the song. Draw attention to the colored phrases. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the colored phrases 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 and writing practice.
- Students ask and answer *Have you ever ...?* questions to complete their bingo cards.

Workbook [pages 8-9](#)

1 Read and complete.

- Students complete the dialogue with the correct words. Point out the first letter of the missing words.

ANSWERS

- 1 flights 2 arrive 3 suitcase 4 ticket 5 passport

2 Complete. Then number the pictures in order.

- Ask students to look at the pictures. Explain that they need to complete the text and then order the pictures according to the text.

ANSWERS

- 1 travel agent's, e 2 suitcase, d 3 airport, f
4 passport, b 5 plane, c 6 passenger, a

3 Complete. Use *ever* / *never* and the past participle.

- Students complete the questions and sentences with *ever* or *never* and the past participle of the verbs in parentheses. If necessary, review the use of *ever* (with questions) and *never* (with statements), and elicit the irregular past participles (*eaten, met, ridden, had*).

ANSWERS

- 1 never ridden 2 ever walked 3 never eaten
4 never had 5 ever traveled

4 Write. Use the present perfect and *never*.

- Students write sentences with the present perfect and *never*, using the prompts.

ANSWERS

- 1 Luis has never bought a plane ticket to Australia.
2 He has never made a chocolate pizza.
3 I've never ridden a unicycle on a bike path.
4 We've never seen a giraffe on a crosswalk.
5 She's never traveled to an island.

5 Write questions with *ever*. Then answer for you.

- Students write the questions with *ever* and answer them for themselves.

ANSWERS

- 1 Have you ever been to an aquarium?
2 Have you ever been a passenger in a tuk-tuk?
3 Have you ever seen the Northern Lights?
4 Have you ever flown to Australia?

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 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 trip to a sports match.

Language

Vocabulary and grammar from Lessons 1–3

Warm-up

- Play a game of *Stop and Say* (see *Ideas Bank*) to review the unit's vocabulary. Challenge stronger students to make a sentence for their card.

Lead-in

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

Student Book pages 12–13

1 Look at the pictures. What sport are they going to watch?

- Tell students that this exercise practices step 1 on the *Let's Read* poster.
- Ask them to look at the story pictures. Ask the question in the direction line and elicit the answer. (They can guess from the T-shirts and also from the screen in pictures 3 and 4.)

ANSWER

soccer

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.
- Focus on the pictures and ask *What does Miguel give to Juan and Elena?* Point out Miguel (in picture 1) and Juan and Elena (in picture 2).
- Play the recording while students follow the story in their books. Choose a student and ask the question again. Elicit the answer (two tickets).
- Play the recording again for students to follow.

3 Complete for you.

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

ANSWERS

Students' own answers

4 Read again and number the sentences in order.

- Ask the students to read the story again silently for themselves.
- When they have finished, ask students to work with a partner to read the sentences and number them in the correct order. Explain that this practices step 3 on the *Let's Read* poster.
- Walk around the class and help students where necessary.

ANSWERS

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

5 Write T (true) or F (false).

- Ask students to read the sentences and write *T* or *F*.
- During class feedback, ask the students to correct the false sentences.

ANSWERS

1 T 2 F 3 T 4 F 5 T

Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *How does Juan help Miguel? How does Miguel help Juan and Elena?*

- Look at the third question. Ask students to discuss the question in small groups. Allow them to use their own language to encourage all students to participate and share their ideas. During class feedback, reformulate their answers in English if necessary.

SUGGESTED ANSWERS

- 1 Elena is very upset. Juan is probably upset too and feels bad because he says "I'm sorry."
- 2 Juan helps Miguel when he gives Miguel directions. Miguel helps Juan and Elena when he gives them the tickets.
- 3 Students' own answers.

Global Skills: Emotional Self-regulation and Well-being

This lesson teaches students the importance of helping others when they are in need. During class feedback, establish that we should always try to help other people and that we also shouldn't hesitate to ask others for help when we need it. Invite students to share their own experiences of helping others and receiving help from others.

Assessment for Learning

- Some students may be reluctant to take part in discussions because they feel limited by their level of English. While students should be encouraged to speak English wherever they can, allow them to use their own language if they are struggling. If possible, reformulate their answer for them to repeat. Help students to express themselves using the English they know, by phrasing questions in a different way and prompting where necessary.
- Display the *Emotions* poster on the wall and use it to help prompt students when they are talking about feelings and experiences.

Optional Activity

Tell students to read the story again at home to someone they know. Encourage them to explain the lesson they learned from the story.

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 7 Team Up! 4 Worksheet from Oxford English Hub for extra speaking practice.
- Students read five situations and discuss possible ways of helping each person. Before students begin, review *suitcase*, *flight* and *stomachache* from level 5.
- When you have finished, have a class vote to find the best way of helping in each situation.

Workbook pages 10–11

1 Read the story.

- Tell students that they are going to read a different story. Ask students to look at the pictures. Elicit what they can see happening in each one.

- Students read the story quietly to themselves. Ask *How does Grandma Lu talk to her friend?* and elicit the answer. (She makes a call on the computer.)

2 Read the story again and number the sentences in order.

- Ask students to number the sentences in the order they happen in the story.
- Encourage them to read the story again to check their answers.

ANSWERS

1 d 2 a 3 b 4 c

3 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

- 1 She's sad because she moved to a new city and she misses her friends.
- 2 He teaches her how to make a video call to her friends.
- 3 She gives him directions to the museum.

4 Complete for you.

- Explain that this task practices step 4 of the *Let's Read* poster.
- Read the first task and explain *confused* and *confident*, if necessary. Ask the students to circle the words and complete the sentences with the adjectives they chose.
- Then they think and write about how they have helped someone who was sad.
- Lastly, they reread the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

The self-evaluation feature allows students to give their own reaction to the story. Explain to students that there are no right or wrong answers; they should circle, write, and color the stars to show how they feel about the story. When students have completed the evaluation task, they can compare their opinions in pairs.

- Students discuss the learning objective in pairs and then, if you wish, complete the optional record sheet to assess their learning for this lesson.
- Elicit informal feedback from the class, using the traffic light system or another method, and address any problems. Make a note of anything you need to reinforce in the following lesson.

Lesson 5 Skills and Culture

Learning Objective

Students will learn about life in the country and the city in the U.K. and Thailand.

Language

Life in the country and the city: *country, crowd, move, village*

Warm-up

- Play a game of *Whispers* (see *Ideas Bank*) to review places in the country from Level 3 (*forest, river, bridge, waterfall, picnic area, parking lot, rock, path*) and things to see and do from Level 5 (*pyramid, mountain, safari, sea turtle, whale, go surfing, go horseback riding, go skydiving, go scuba diving, go rock climbing, go kayaking*).

Lead-in

- Ask the class to look at the photos on pages 14 and 15, and try to figure out which countries they will be learning about today (the U.K. and Thailand). If there is a map in the classroom, ask students to find the two countries on it. Point out that the U.K. is made up of the countries England, Scotland, Wales, and Northern Ireland.
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about life in the country and the city in the U.K. and Thailand.*
- Ask students to work in pairs or small groups. They discuss, in their own language, differences between life in the country and the city.
- Nominate students to share ideas with the class.

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 Martin. Ask *Which country is Martin from?* (the U.K.)
- Tell students that they are going to hear Martin talking about life in the country and the city in Scotland, in the U.K. They must listen for the words in exercise 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio Transcript

Martin Hi, I'm Martin. I live in Scotland, in the U.K. In the past, I lived in Edinburgh, the capital city of Scotland, but now I live in a very different place. In Edinburgh, there were often crowds downtown. A crowd is a lot of people in one place. It was often difficult to travel to places in Edinburgh because there were crowds in the streets and at the bus stops. I don't live in a city now. My parents wanted a quieter life, so we moved from Edinburgh to a small island in Scotland. When you move, you change the place where you live. You leave your old house and you arrive at your new house! I live in a small village on an island now. A village is smaller than a town and it's a lot smaller than a city! There isn't a train station in my village, but there's a bus stop. My village is in the country. There are a lot of fields and trees here and there aren't any crowds!

ANSWERS

4, 3, 1, 2

3 Watch the video. Has there ever been an airport on Skye?

- Play the video to the class for students to watch.
- Ask the gist question in the direction line and choose a student at random to answer.

Video Transcript See page 124

ANSWER

No, there hasn't.

4 Listen and read. 025 Talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 3, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss if they have ever moved to a different place in their country or to another country. Weaker students can use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

5 Listen and read. 026 Why did Lawan's family move?

- Focus on the photos. Ask *Where does Lawan live?* Students will probably say *Thailand*, but encourage them to think about whether she lives in the country or a city.
- Read the gist question in the direction line with the class. Encourage students to think of possible reasons.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER

They moved because her dad got a new job in Bangkok.

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

- Ask students to read through the sentences. Check understanding.
- They read the text again quietly to themselves. Then they work in pairs to mark the sentences true or false.

ANSWERS

1 T 2 F 3 T 4 F

Mixed Ability

- To help weaker students, tell them that the information they need to help them with statement 2 is in the first paragraph, statement 3 is in the second paragraph, and statement 4 is in the fourth paragraph.
- Fast finishers can correct the false sentences.

Global Skills: Intercultural Competence and Citizenship

The ability to think about how other children's lives are similar or different from their own promotes intercultural competence and citizenship. In this lesson, students learn about life in the U.K. / Scotland and Thailand. You can encourage students to find similarities and differences between the two countries as well as with where they live. Discuss children's basic needs no matter where they live, e.g. a safe home, someone to take care of them, and education.

7 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups, at random, to share their answers.

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 interview about where somebody has lived. This can be done in class or be assigned for homework.

Project Extra Team Up! 5 DOWNLOAD

- If you have the 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 make and play a board 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 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 on 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 page 12

Learning Objective

Students will learn how to write an interview.

Language

Vocabulary and grammar from Lessons 1–5

Warm-up

- Play a game of *Correct Me!* (see *Ideas Bank*) with sentences about Martin and Lawan from Lesson 5 in the Student Book, e.g. *Martin lives in Edinburgh now.* (He lived in

Edinburgh. Now he lives on Skye.) *It was easy to travel around in Edinburgh.* (It was difficult.) *Lawan's family moved to Bangkok because her dad got a new job at the fire station.* (He got a new job at the airport.) *Lawan travels by train and by car to see her grandparents.* (She travels by train and by bus.)

Lead-in

- Write the learning objective on the board: *Let's learn how to write an interview.*
- Ask students to talk about interviews they have read. Who was being interviewed? What about? Have a class discussion about what makes a good interview, e.g. the questions the interviewer asks, the order he / she asks the questions, follow-up questions depending on the information the interviewee gives.

1 Look and read.

- Focus attention on the photo and ask *Who is Sophia interviewing?* Elicit and accept ideas from different students. Don't confirm the answer yet.
- Students read the interview and check their predictions.
- To check understanding, ask *Who is Mr. Brown?* (Sophia's English teacher) and *How many countries has he lived in?* (one).

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

- Allow time for students to read the interview again and discuss the questions in pairs.

ANSWERS

- 1 Six years
- 2 Because there are a lot of bike paths and it's safe.

3 Read. Then write the notes.

- Read through the information with the class. Look at the example notes in bold and point out that only the most important words (the key words) are needed.
- Ask students to read the next question and answer. Allow students to work in pairs to write the notes.

ANSWERS

- 1 ever lived another country? 2 no never

4 Cross out words in the questions and sentences. Then write the notes.

- Ask students to work in pairs to write the notes.

ANSWERS

- 1 where live? 2 live London 3 how long lived city?
- 4 lived here 4 months 5 favorite place? 6 history museum downtown 7 ever lived another country? 8 lived Australia 2 years

5 Read and match the questions and answers. Then look at the chart. Which child answered the questions?

- Allow students time to read the questions and match them to the answers. Then they look at the notes in the chart to find out who gave the answers a–d.

ANSWERS

- 1 d 2 c 3 b 4 a Jimmy

6 Choose a person. Write an interview with four questions and answers. Use your notebook.

- Refer students back to the interview with Mr. Brown in exercise 1. Remind them that this is what a good interview looks like, and they should use this as a model to help them in their own writing.
- Allow time for students to think of questions they could ask. They write their questions in their notebooks and compare them with a partner.
- Ask the students to choose four questions and write them in note form in their notebooks. Next, students conduct their interviews. You can choose between the following options:
 1. Students interview a partner in class. In this case, make sure the spoken part of the task is in English and monitor students' note-taking skills.
 2. Students interview a family member or a friend outside class. In this case, they should try to conduct their interviews in English. Ask students to keep a copy of their notes so you can see how they developed them into the full interview.
 3. Students use one of the children from exercise 5.
- Allow time for students to write out their full interviews using their notes.
- Remind students that they can use the questions in step 4 on the *Let's Write!* poster to check and revise their writing.

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 make sentences with. Students can also write translations of the words on the lines.
- Elicit informal feedback from the class, using the traffic light system or another method, and address any problems. Make a note of anything you need to reinforce in the following lesson.

Unit Test [DOWNLOAD](#)

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

BUZZ

Learn, Grow, Fly!

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

In your **Digital Pack**

- **Teacher's Guide (PDF):** Prepare lessons with full teaching notes. Complete support for every lesson including detailed lesson plans for each unit, teaching tips, extra activities, and an Ideas Bank.
- **Classroom Presentation Tools (Student Book and Workbook):** Teach ready-to-go, highly engaging lessons on screen with confidence. Includes all course audio, video, animations, and interactive games.
- **Online Practice:** Assign and track homework to keep students learning outside the classroom.
- **Teacher's Resources:** View or download digital versions of the flashcards, posters, and *Team Up!* 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.

