

OXFORD

Beehive

American

Teacher's Guide

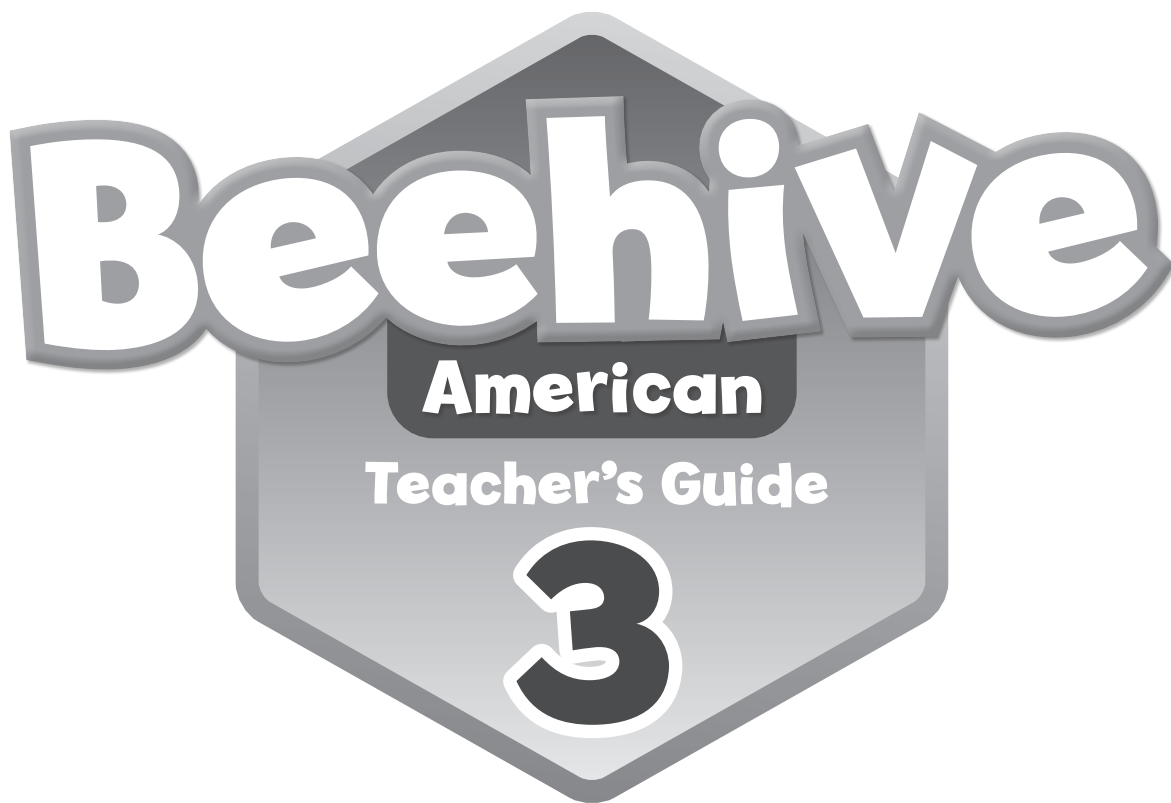
with Digital Pack

3



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

Julie Penn



Beehive

American

Teacher's Guide

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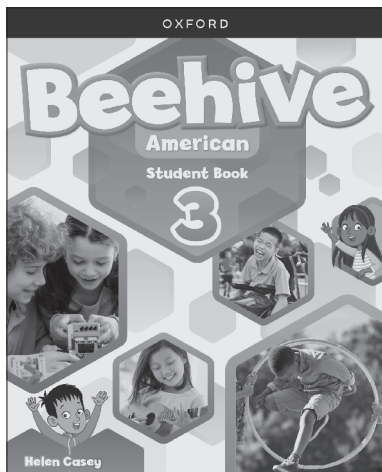
Syllabus

Starter A New Year page 4	Months of the Year ● <i>When's your birthday? It's in ...</i> ● <i>My birthday is (March) (second). It's my (ninth) birthday.</i> ● Ordinal Numbers		
	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
1 Our Friends page 6	Hair and faces Functional Language <i>Me too. / Me neither.</i>	<i>What does (he) look like? (He) has ...</i> <i>Have Questions and Answers (he / she / they)</i>	Describing people Superlatives (Short Adjectives)
2 In the City page 18	Places in the city Functional Language <i>How do I get to ... ? Take ...</i>	Present Progressive (Questions and Answers) Present Progressive (Negative)	Things to do in the city Present Progressive (Questions)
Extensive Reading Appearance and Personality page 30 A How to ... guide ● A play			
3 Our Busy World page 32	Jobs Functional Language <i>Can you guess? I think ... I think you're right.</i>	<i>Wh- Questions (Simple Present)</i> Simple Present (Negative)	Actions at work <i>I want to be a ...</i> <i>Why? Because ...</i>
4 Let's Explore! page 44	Places in the country Functional Language <i>Great! Is it nearby?</i>	<i>There was / There were (with some, any, a lot of)</i> Simple Past (to be with Adjectives)	Adjectives <i>Could you ... ? I could / couldn't ...</i>
Extensive Reading Exploring Nature page 56 A short story ● An information leaflet			
5 Healthy Living page 58	Healthy habits Functional Language <i>I forget to ... I remember to ...</i>	<i>How often do you ... ? (with Expressions of Frequency)</i> <i>How often ... ? (he / she / it)</i>	Free time activities Adverbs of Frequency (<i>always, often, sometimes, never</i>)
6 In the Kitchen page 70	Food Functional Language <i>We need ... What else?</i>	Count and Noncount Nouns (Affirmative) Count and Noncount Nouns (Questions and Negative)	Cooking (verbs) Adverbs of Manner
Extensive Reading Amazing Food page 82 A magazine article ● A poem			
7 Family Life page 84	Chores Functional Language <i>I have to ...</i>	Simple Past Regular Verbs (Affirmative) Simple Past Regular Verbs (Negative)	Party preparations <i>Had to</i>
8 Our History page 96	Everyday things Functional Language <i>I think it's ... years old. Yes, I agree. / I'm not sure.</i>	Simple Past Irregular Verbs (Affirmative) Simple Past Irregular Verbs (Negative)	A Roman town Simple Past (Yes / No Questions)
Extensive Reading Life in the Past page 108 An information text ● A diary			
9 School Life page 110	Places in a school Functional Language <i>It's over there. On the left / right / straight ahead.</i>	Object Pronouns (<i>me, you, him, her, it</i>) Object Pronouns (<i>us, them</i>)	School rules <i>Must and must not</i>
10 Vacation Plans page 122	Vacation activities Functional Language <i>Why don't we ... ? I'd rather...</i>	<i>Going to for Future Plans (I / you)</i> <i>Going to for Future Plans (he / she / we / they)</i>	Things to pack <i>Going to for Future Plans (Yes / No Questions)</i>
Extensive Reading Traveling Around the World page 134 An online geography article ● A classic story			

Poster	Times ● Seasons	
Lesson 4 Story	Lesson 5 Skills and Culture	Project and Review
The Monkey and the Elephant Emotional Well-being Working as a team	Clubs and teams in Australia and Mexico An online forum Writing Focus Adjective order	Make a class puzzle display
Serena's Good Idea Emotional Well-being Solving problems	Capital cities of the U.K. and Singapore A postcard Writing Focus Capital letters	Make a city tour leaflet
Junko's Dream Emotional Well-being Believing in yourself	Exciting jobs in Tanzania and Malaysia An interview Writing Focus <i>a</i> or <i>an</i>	Make a jobs poster
The Giant's Causeway Emotional Well-being Dealing with disappointment	Places to visit in Vietnam and Portugal A blog Writing Focus Time phrases	Make a map of an island
Busy Ben Emotional Well-being Dealing with stress	Exercise in Brazil and China An online post Writing Focus <i>too</i>	Make a <i>Healthy Living</i> board game
A Giant Omelet Emotional Well-being Learning from mistakes	Traditional food from Spain and Morocco A recipe Writing Focus Time order words	Make a recipe book
The Farmyard Party Emotional Well-being Doing your part	Family festivals in the U.S.A. and Japan A school magazine article Writing Focus Regular past tense: spelling	Make a family festivals poster
The Two Brothers Emotional Well-being Learning to forgive	History in Norway and Egypt A report Writing Focus Paragraphs	Make a museum display
The Friendship Chain Emotional Well-being Being kind	School transportation in Canada and Switzerland A personal account Writing Focus Topic sentences	Design an amazing school
The Town Mouse and the Country Mouse Emotional Well-being Embracing new opportunities	Places to vacation in the U.K. and Ukraine An email Writing Focus Email greetings and sign off	Make a plan for a class trip

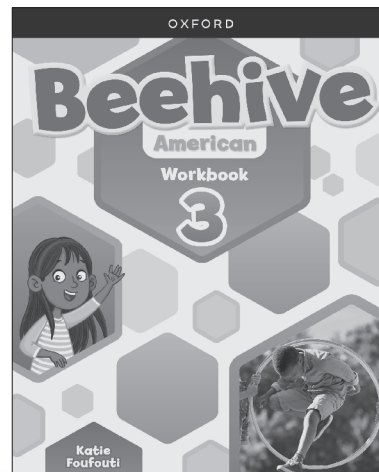
Print Components

FOR STUDENTS



Student Book

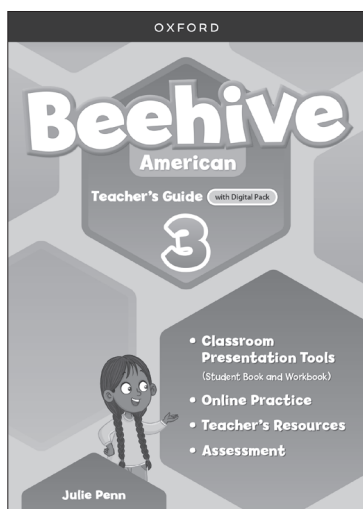
- A two-page Starter spread
- 10 units of five lessons
- 10 end-of-unit projects
- 10 end-of-unit reviews
- Extensive Reading texts, both fiction and non-fiction, after every second unit



Workbook

- 10 pages of activities for each unit
- 10 end-of-unit review spreads
- Grammar section for reference and extra practice
- Wordlist containing all key vocabulary

FOR TEACHERS

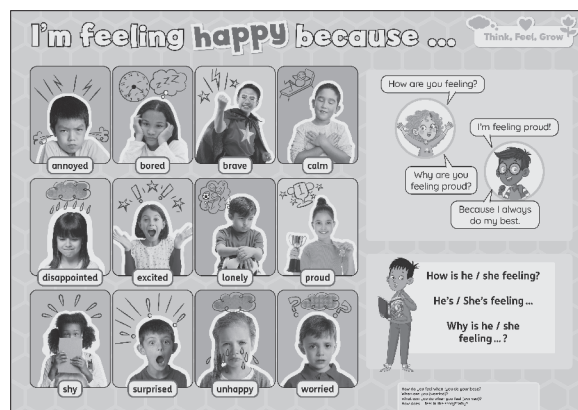


Teacher's Guide

- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- An Ideas Bank with extra games and activities
- A letter to parents
- Access code for Oxford English Hub

Classroom Resources Pack

- Flashcards to present key vocabulary
- One vocabulary poster per unit, plus two extra posters in Levels 1, 3, and 5, and one extra poster in Levels 2, 4, and 6



Digital Components

on Oxford English Hub

The digital materials and resources for this course can all be found at oxfordenglishhub.com

FOR STUDENTS

Student e-book

- A digital version of the Student Book, with audio, video, and interactive activities

Workbook e-book

- A digital version of the Workbook with interactive activities

Student Online Practice

- Extra interactive homework practice with activities to practice all four skills, grammar, and vocabulary

Student Resources

- Course audio and video to view or download



FOR TEACHERS

Teacher's Guide

- Black and white PDF version

Teacher Resources

- Course audio and video
- Downloadable flashcards and *Team Up!* worksheets

Classroom Presentation Tools

Student Book

- Student Book on screen with audio, video, and answer keys
- Extra vocabulary and grammar presentations
- Interactive games
- Toggles between Student Book and Workbook

Workbook

- Workbook on screen with answer keys
- Toggle function to the Student Book

Course Assessment

- Downloadable tests: Entry Test, Unit Tests, Progress Tests, and End-of-Year Test
- Downloadable Assessment for Learning worksheets

Teacher Online Practice

- Extra homework practice to assign to your students, enabling them to continue learning outside the classroom

Phonics and Literacy Material

- Three levels of optional, standalone phonics and literacy material
- Presentation material with audio
- Downloadable worksheets, flashcards, and cut-outs

Professional Development

- Methodology support, bite-sized training and more to maximize your teaching

About *Beehive American*

Introduction

Beehive American is a 7-level course for lower to upper elementary school students, aimed at children who are learning English for the first time. The course is teacher-led, but student-focused, with a strong emphasis on vocabulary and grammar to build a solid foundation for students' success. The practice activities are rooted in a "real world" context, to ensure that students can immediately use the language that they are learning to talk about themselves and their daily lives.

Beehive American creates a strong theme of community, inclusivity, and togetherness. With colorful photos and illustrations, lively songs and chants, stories, real-world texts, and plenty of crafts and group tasks, *Beehive American* is an engaging and entertaining course for young learners.

The course characters are a diverse group of six children who live close to *Beehive Park*. They are brother and sister Nina and Hector, along with Tang, Omar, Emma, and May. The characters are a friendly team of children who accompany the students' learning journey throughout the series. The "team characters" tell students what they're going to learn about at the start of each lesson, they present the new grammar structures in humorous cartoons, and they feature in the *Team Up!* tasks that foster global skills and teamwork.

Beehive American enables you to:

- build a solid foundation in English to prepare your students for exam success, with a carefully staged grammar and vocabulary syllabus
- develop your students' global skills so they become empowered 21st century learners
- help your students to achieve their goals by applying *Assessment for Learning* principles
- make learning meaningful by inspiring your students to learn about the world with international culture texts, stories, and videos
- support your students' social and emotional well-being, through the *Think, Feel, Grow* feature that accompanies the stories
- foster collaboration through *Team Up!* tasks and project work
- save preparation time with an easy-to-teach approach
- find support through comprehensive teaching notes and suggestions that help you make the most of the materials
- feel confident that materials developed by Oxford University Press are underpinned by research and best practice.

Methodology

Cambridge English Qualifications

The *Beehive American* syllabus aligns with the *Cambridge English Qualifications for Schools*. Students should be ready to sit the Cambridge exams at the following points of the course:

- **Pre A1 Starters** by the end of *Beehive American 2* (preparation for A1 Movers starts in *Beehive American 2*)
- **A1 Movers** by the end of *Beehive American 4* (preparation for A2 Flyers starts in Level 4)
- **A2 Key for Schools** by the end of *Beehive American 5*
- **B1 Preliminary for Schools** by the end of *Beehive American 6*.

Vocabulary

As a high-level English course, *Beehive American* presents, practices, and recycles plenty of vocabulary in each unit. The items are topic-related and have been selected for their frequency, usefulness, and relevance to the age group. In Levels 1, 2, and 3, eight new core items of vocabulary are presented in Lesson 1 of each unit, with a further six core items taught in Lesson 3, and a further four core items related to the culture topic taught in Lesson 5. In Levels 4, 5, and 6, ten new core items of vocabulary are presented in Lesson 1, with a further eight items in Lesson 3, and a further four core items related to the culture topic in Lesson 5. Photo flashcards are available for each of these vocabulary sets, which allow you to present, review, and practice vocabulary as required. For the Lesson 1 vocabulary, there is also an interactive presentation on the Classroom Presentation Tool, which includes hotspots that launch a photo of the vocabulary item followed by a short video clip.

Each set of vocabulary is extensively practiced through a range of listening, speaking, reading, and writing activities in the Student Book and reading and writing activities in the Workbook.

The Wordlist at the back of the Workbook provides a reference for students, allowing them to check the spelling of each new vocabulary item and write notes or translations to help them remember the meaning of each word.

In addition, in the Classroom Resources Pack, you will find ten *Vocabulary* posters featuring the vocabulary presented in each Lesson 1. You can display these posters in the classroom and use the posters to practice or review vocabulary at any time. Please see page 157 for suggestions on how best to exploit the *Vocabulary* posters.

Grammar

Beehive American is a high-level English course and therefore incorporates an extensive amount of grammar presentation and practice. Each unit of **Beehive American** presents and practices new grammar in Lessons 2 and 3. The new structures are presented through fun cartoons featuring the team characters, which clearly demonstrate the meaning of the new language in a humorous context. In Levels 2–6, the grammar presentation also includes clear, concise grammar overview boxes. Students practice the new structures in a range of carefully supported listening, speaking, and writing activities. Each lesson includes opportunities for students to experience and produce the language in a “real-world” communicative context.

The Workbook provides further activities to practice the new grammar. For consolidation, additional grammar practice for each unit is provided in Levels 1–4 in the *Grammar Check* section at the end of the Workbook. In Levels 5 and 6 there is a useful *Grammar Reference* for students at the end of the Workbook.

Functional Language

Teaching functional language enables students to communicate effectively in real-world settings and gives them a motivating context for their language learning. Being able to apply what they have learned to a real-world situation gives students a sense of achievement and shows them how their learning can be used in their own lives.

The functional language practice in **Beehive American** provides students with the opportunity to use colloquial, idiomatic words or phrases in order to find out information or complete a task (e.g., expressing an opinion, making a suggestion, etc.). In Lesson 1 of each unit, students are taught a useful exchange related to the vocabulary topic. They hear a model exchange, then use the new functional language to practice an everyday conversation.

Global Skills

Global skills prepare students for lifelong learning and success, not only academically and professionally, but also personally. Developing these skills prepares students to become successful, fulfilled, and responsible participants in 21st century society. Global skills are desirable outcomes of learning and an enriching part of the learning process.

Oxford University Press has identified skills that are especially relevant to the context of the language classroom and has grouped them into five clusters of complementary skills:

1 Communication and Collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others.

Beehive American develops these skills in particular through:

- pairwork speaking activities
- *Team Up!* tasks and projects
- acting out of stories.

2 Creativity and Critical Thinking

Creativity involves thinking flexibly, generating new ideas and solutions to problems. Critical thinking requires a creative mindset to look at things differently, analyze information, and draw on problem-solving skills to form a balanced judgment.

Beehive American develops these skills in particular through:

- activities that encourage students to evaluate and interpret
- *Team Up!* tasks and projects.

3 Intercultural Competence and Citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. **Beehive American** develops these competences in particular through:

- learning about the lives of children from other countries in Lesson 5
- reading stories with diverse settings and characters.

4 Emotional Self-regulation and Well-being

Focusing on students’ emotional well-being helps to promote learner autonomy, enhance students’ sense of self-belief, and develop positive learner attitudes. Opportunities for this in **Beehive American** are:

- the *Think, Feel, Grow* feature in Lesson 4
- the vocabulary presented on the *How Do You Feel?* poster (for notes about how best to use this poster, please see page 156).

5 Digital Literacies

Digital literacies include the ability to use a range of digital technologies in socially appropriate ways across a range of cultural contexts. Learners also learn how to derive information from online data and to communicate safely and effectively.

Beehive American promotes digital literacy through:

- facsimiles of webpages, online forums, blog posts, emails, online messages, etc.
- Oxford Online Practice activities and games.

You might also like to consider sharing photos of project outcomes on a class blog or website.

Skills

Listening

Beehive American offers plenty of opportunities for students to listen to English for gist and for specific information. A variety of listening activities feature in Lessons 2, 3, and 5, allowing students to practice listening to the language they have learned in these lessons.

All new language is presented with clear models on the audio recordings available on the Classroom Presentation Tool or on Oxford English Hub. Listening to the recordings of the grammar cartoons in Lessons 1 and 3, the stories in Lesson 4, and the reading texts in Lesson 5, also helps the students internalize the language and exposes them to native speaker pronunciation and intonation.

The listening scripts are carefully graded, starting with short, simple scripts and gradually increasing in length and complexity throughout each level and across the series.

Speaking

Throughout the course, students are encouraged to speak English individually, in pairs, and in groups as much as possible, in order to give them the confidence to communicate orally in a variety of different situations.

Through carefully staged and supported tasks, students have the opportunity to speak in every lesson of **Beehive American**. In Lesson 1, students activate the new vocabulary in an engaging pairwork activity and they practice functional language by modeling an everyday conversation. In Lessons 2 and 3, there are contextualized speaking activities to activate the unit grammar. In Lesson 4, the students learn to express their feelings and opinions through the emotional well-being feature. In Lesson 5, students contrast their experiences with children in other countries in a simple dialogue, which is modeled in the video and on the Student Book page. Finally, the *Team Up!* tasks accompanying Lessons 1–4 and the end-of-unit projects are designed to encourage students to collaborate in pairs and groups. The teaching notes also contain suggestions for optional or extension activities to provide students with even more speaking practice.

Many of the speaking activities in the Student Book are modeled in the audio recordings. This gives students the opportunity to practice repeating example sentences in order to gain confidence before they form their own sentences in English.

Reading

Reading practice in **Beehive American** is carefully graded. The activities in each lesson increase steadily in level of difficulty. When new vocabulary is presented, students begin by reading at word level, they progress to reading at sentence level, and finally they read short texts. The reading texts are also graded, and increase in length and difficulty throughout each level as students' reading skills improve.

Beehive American features a variety of text types, including cartoon stories, articles, blog or diary entries, webpages, poems, etc. Students develop their literacy skills by becoming familiar with the style and features of the different genres and the many ways in which information can be presented. They begin to learn the rules of language, how to acquire and use information, and how to construct meaning from different text types by reading for both gist and specific information.

The *Extensive Reading* sections follow after every two core units of the course. Each section consists of one fiction text and one non-fiction text. These texts are longer than the texts in the core unit, motivating students to read for pleasure and become better, more confident readers. Each section reviews grammar and vocabulary from the preceding two units. The follow up activities check students' general understanding of the texts, and there are suggestions on how to exploit the texts further in the teaching notes.

All reading texts are accompanied by audio recordings, as well as appealing photos or illustrations to provide visual clues to the context of the text.

Writing

In **Beehive American 3**, students are still at an early stage of learning to write in their own language and therefore need a lot of support to write in English. Wordpools and model answers help them to become more confident as they progress. Activities increase in challenge gradually. Students are first asked to write at word level, then phrase level, and finally at full sentence level.

In Lesson 5 of each unit, students follow a carefully staged series of activities in the Workbook to develop their writing skills. Students start by writing discrete sentences in Level 1 and progress over the course of the series, steadily increasing their writing output so that they are able to write complete texts by the end of Level 6. First, they read a text describing an aspect of life in a different country. Through reading these texts, students become familiar with the language and structures they will need to prepare them for their own writing. Each unit includes a writing skills section, focusing on English punctuation, parts of speech, sentence structure, and other writing skills. Finally, students adapt a short model text with their own ideas. The model gives them the necessary support and guidance to write a few sentences, which will allow them to produce their own personalized version. In Levels 4–6, a whole lesson in every unit is devoted to developing writing skills.

Phonics and Literacy

Phonics teaches the relationship between letters or letter combinations and the sounds they make. The study of phonics enables students to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

A comprehensive offer of phonics and literacy practice for **Beehive American Starter, 1, and 2** is available from the Teacher's Resources on Oxford English Hub. Fun phonics songs support the key sounds taught in the level and there are entertaining stories featuring the characters Tim and Tom (two cats) to engage students. Audio recordings are also provided for the accompanying phonics worksheets.

Stories and Emotional Well-being

Lesson 4 of every unit in **Beehive American** features an engaging and thoughtful story, which provides a fun and motivating context to review the new language taught in Lessons 1–3. In Levels 1–3, animated versions of these stories are supplied on the Classroom Presentation Tool and the Student Resources on Oxford English Hub. These can be used flexibly alongside the Student Book. After reading or watching the story and completing the comprehension activities, students work in groups to act out the story.

The stories in **Beehive American** give students an insight into other cultures and traditions, as many of them are set in different countries around the world, or are based on traditional world stories, adapted for the modern classroom. Each story is beautifully illustrated and features a different, diverse set of characters in a range of settings, from urban to rural, science fiction to fantasy.

Each story centers on a theme that presents opportunities to foster personal growth and emotional well-being. They focus on aspects such as persevering, accepting others, respecting differences, apologizing and making amends, using your strengths, etc. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives. With this aim in mind, each story is accompanied by a *Think, Feel, Grow* feature that promotes self-awareness, helps students to manage their feelings, and teaches students empathy and social skills. They reflect on the story and explore a particular aspect of emotional well-being further by relating it to their own lives and sharing their thoughts and experiences. In Level 1, students communicate in their own language, but as the students grow older and their English skills improve, more English can be used in the conversation. The teacher's notes make suggestions to guide and support the conversation.

The *Emotions* posters present useful language to support the conversation. Please see also page 156 for notes on how best to make use of the posters.

Songs

Every unit in **Beehive American** contains a song at the end of Lesson 3 for students to practice the new language. Melody and rhythm are an essential aid to memory. By singing, students are able to address fears and shyness and practice the language together in a joyful way. They are also fun and motivating and provide a good opportunity to add movement to the lessons, which is of great benefit for kinesthetic learners. The songs follow a pattern of a chorus with two verses. The second verse repeats the first verse, with a number of highlighted words that students substitute. Each song is followed by a karaoke track.

All songs in **Beehive American 1** and **2** have an animated version that can be found on the Classroom Presentation Tool and on Oxford English Hub.

In **Beehive American 1** and **2**, there is also a vocabulary chant in Lesson 1 of each unit.

Team Up!

Beehive American promotes inclusivity and collaboration through the *Team Up!* tasks that can be found at the end of Lessons 1–4. All *Team Up!* tasks encourage students to work together to use the language they have learned in the lesson. They activate global skills such as creativity, critical thinking, communication, and collaboration.

Each *Team Up!* task is supported with a downloadable worksheet or cut-out available on the Teacher's Resources on Oxford English Hub, along with comprehensive teaching notes. As well as procedural notes and instructions, the teaching notes offer alternative approaches so that printing or photocopying can be kept to a minimum.

Although the *Team Up!* tasks are designed to be fully integrated into the lesson, they offer flexibility for different classroom situations, so they can be skipped if time is short. The teaching notes provide suggestions for extending the activities, if more time is available.

As the *Team Up!* tasks are designed to be carried out in pairs or small groups, they offer an ideal opportunity for differentiated learning. The teaching notes give tips on how to provide extra support or additional challenge to adapt them for the needs of different learners.

Projects

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative, and to talk about themselves. By working together, they learn to communicate and coordinate with others, to share responsibility, and to work as a team. The benefits of project work go beyond language learning. It gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed-ability classroom, project work has the additional advantage of being flexible for different levels, abilities, and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

Beehive American provides a project at the end of each core unit in the *Team Up!* 5 task. Students create something, such as a poster, a time capsule, a cartoon story, a dream house, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features a step-by-step guide showing students how to complete the project. A downloadable worksheet is provided for extra support or where time is short. When students have made the item, they watch a video that shows children interacting with a finished project of their own. Students listen to the model exchange, then practice talking about or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

Review

In a high-level course, with a challenging syllabus, recycling and review of language are essential. At the end of each core unit in the **Beehive American** Student Book, there is a *Review* section featuring a choice board. The choice board contains six different activities, including speaking, writing, and creative tasks. Students develop learner autonomy by choosing two activities to complete, giving them the opportunity to consolidate the language they have learned.

At the end of each core unit in the Workbook, there is a two-page *Review* section with vocabulary and grammar activities for students to complete. To encourage students to reflect on their own learning, there is a self-evaluation feature that students can use to assess their own progress. The review pages can be used as a progress test to check that students have remembered what they have learned.

Culture

Intercultural education is an essential part of language learning. It is important for students to understand and consider the similarities and differences between their own culture and other cultures.

Each Lesson 5 consists of two pages dedicated to exploring a culture topic, while also developing reading, listening, speaking, and writing skills. The culture topics help students to understand that they are part of a global community by encouraging them to develop an awareness of people from other countries and gain an insight into their culture. Through videos and texts students are transported to another part of the world. They see how life in other countries can be different from or similar to their own lives.

The video and listening scripts expose students to a balance of both familiar and new language. Four new vocabulary items are presented at the beginning of the lesson, and these words are practiced through a listening activity. Students then watch a video about an aspect of life in another country, often presented by a child of the students' own age. They complete a comprehension activity, then carry out a speaking task reflecting on the video. These speaking tasks have a fluency focus, as students are encouraged to discuss their opinions about the video, compare the experiences in the video with their own experiences, or relate what they have seen in the video to their own lives. The dialogue increases in length and complexity as children progress through the series.

On the second page of the lesson in the Student Book, students read a text describing the same topic in a different country.

Real World Focus

Rooting the context of learning in the everyday world helps to make it relevant and engaging for young learners.

Beehive American contains a lot of photos in the Student Book and also on the flashcards, which give the material a "real world" feel. There are also a lot of facsimiles such as recipes, advertisements, websites, diaries and journals, calendars, weather charts, meal planners, and schedules throughout the course, which are designed to replicate the materials that students might encounter in their own environment. The wealth of video content also helps to make the content engaging and relevant to students' lives.

Beehive American also aims to relate its content to the students' school life. Content Language Integrated Learning (CLIL) uses a cross-curricular framework to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. **Beehive American** transfers useful, practical English language to a range of different areas of the curriculum (math, science, art, geography, etc.) wherever they are relevant. For example, math activities are included in lessons teaching numbers, or activities about animal diets in a lesson about wild animals.

Course Assessment

Beehive American offers a seamless learning and assessment experience, built on the principles of Assessment for Learning. (Please see pages 12 and 13 for more detailed information.) With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

Each lesson in **Beehive American** is introduced by a team character, who sets out in simple language the learning objective of the lesson. You can discuss this with students so they are prepared for what they are about to learn. In order to meet the objectives, students need to be aware of the success criteria that demonstrate they have achieved the objective. You can help students to understand the success criteria for a lesson by reading the model texts and listening to the model dialogues provided for activities in **Beehive American**. This will show students what they are expected to produce by the end of the lesson.

The self-evaluation sections at the end of each Review in the Workbook encourage students to look back through each unit and decide how well they think they met each lesson objective. Self-evaluation is useful to develop learner autonomy, and in addition students' answers will also enable you to provide extra support or reinforcement where necessary.

There are also two self-assessment worksheets per unit that support Assessment for Learning in **Beehive American**. Students can complete a record sheet for each unit and for each project to reflect on their learning. These are available on Oxford English Hub.

Within the Assessment for Learning framework, students' progress can also be evaluated through formal testing.

The following tests are available for **Beehive American**, and can all be accessed on Oxford English Hub. All test items are written to the specific learning objectives covered in the course and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Entry Test

This short test is useful if you are unsure which is the best level for your students to begin at.

Unit Tests

There is a test for each unit in ***Beehive American***. The tests enable you to identify where learning has been successful in a specific unit and where remedial work is required. The content in the test reflects the language objectives within that particular unit.

Progress Tests

There are three Progress Tests in ***Beehive American***. These enable you to assess the progress made by students in relation to a specific group of units. Progress Test 1 covers Units 1–4; Progress Test 2 covers Units 5–8; and Progress Test 3 covers Units 9 and 10. The content in the test reflects the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-Year Test

Beehive American also has one cumulative End-of-Year Test containing ten activities. The End-of-Year Test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

Practice for Cambridge English Qualifications for Schools

In addition to the tests outlined above, specific extra practice for the Cambridge exams is available on Oxford English Hub.

Inclusive Practices

Inclusive practices allow all learners to participate fully and achieve success, including learners with special education needs. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. ***Beehive American*** aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects that allow students to demonstrate their learning in different formats
- the *Think, Feel, Grow* feature in Lesson 4 encourages students to accept and understand difference
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities.

Parental Involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. The *Letter to Parents* on page 165 can be photocopied and sent to all parents or guardians at the beginning of the school year to explain how they can help with their child's English learning. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 3 songs and read the Lesson 4 stories to their families at home, and to show their families their completed *Team Up!* tasks where suitable.

School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for students. If your school does not have a blog or website, you can send a regular newsletter home with students, detailing what the class has learned and what they are learning about now. If possible, you can organize a concert or parents' afternoon where the students can perform the unit stories and the songs they have learned throughout the semester. Students can make posters and tickets for this event and take them home to their families. This will give students a sense of achievement and show parents how far they have progressed in their English learning.

Assessment for Learning

What is Assessment for Learning?

Assessment for Learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for Learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps, and supporting learners to achieve the set objectives.

In an Assessment for Learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform Assessment for Learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for Learning shouldn't focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on 'stars' and 'wishes' – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can "close the gap" between their current performance and their desired performance.

Why is Assessment for Learning useful?

For Students:

- **It improves performance.** Receiving effective feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating.** Assessment for Learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For Teachers:

- **It informs teaching decisions.** Assessment for Learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence.** Assessment for Learning can give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

How can I implement Assessment for Learning in my teaching?

Assessment for Learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).

Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned, and also to see where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment. After teaching a new piece of language, check students' understanding. Ask, e.g., *Time for feedback! How do you feel about (the new words we have learned)?* Below are a couple of suggestions for diagnostic tools you could try.

Traffic light cards: each child has a red, yellow, and green card. Red means they don't understand, yellow means it's not totally clear or they feel a little unsure about it, and green means they fully understand. Ask students to hold up the card that best shows how they feel about their learning.

Thumbs up: Children can use their thumbs to show their level of understanding.  means that students have a good understanding.  means that students are not confident. Holding their hand flat, facing down, and wagging it from side to side means they feel a bit insecure about it.

It's important to emphasize that the students are not doing anything wrong if they don't understand something. In some instances, children might feel embarrassed to say they don't know something. Creating a culture in the classroom where children feel comfortable saying that they do not understand is critical for the success of Assessment for Learning.

Thinking time: It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough space for children to think.

During thinking time, encourage all of the students to consider their answer. You could allow them to work in pairs, or you could ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard

and then hold them up. This is a good way to establish how many children have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

No hands up: To ensure that all of the students use their thinking time constructively, it is useful to employ a “no hands up” approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all of the students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate an ice pop stick with their names on it. Choose a child to answer at random by pulling out a name card or ice pop stick. Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they don't feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

Learning Objectives

Students will learn better if they have a clear idea of what they are going to learn. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy-to-understand language. Write the objective on the board, e.g., *Today, we are learning about food*. Encourage the students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in the students' own language.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be great evidence of the students' progress.

Success Criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they are giving a verbal presentation of a project, you could elicit

the elements they should include, and also elicit suggestions for best practice in delivery (e.g., making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

Giving Feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students' performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these. Students should be encouraged to use a special color pen for corrections, so they can see where they have responded to feedback.

Is Assessment for Learning a new approach?

In many ways, Assessment for Learning reflects what most teachers have always done in the classroom. However, in an Assessment for Learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive supportive feedback with time for reflection.

In what contexts can I use Assessment for Learning?

Assessment for Learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that Assessment for Learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

More Information

Download our position paper ***Effective Feedback: the Key to Successful Assessment for Learning*** from www.oup.com/elt/expert

Professional Development

Methodology Support

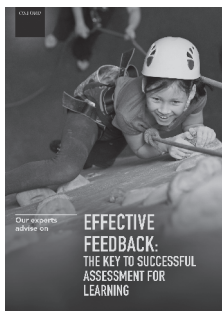
Beehive American is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the *Beehive American* team have selected the following topics to help you teach with confidence:

- Assessment for Learning and effective feedback
- Global skills for the language classroom
- Supporting parents

Find out more: oxfordenglishhub.com

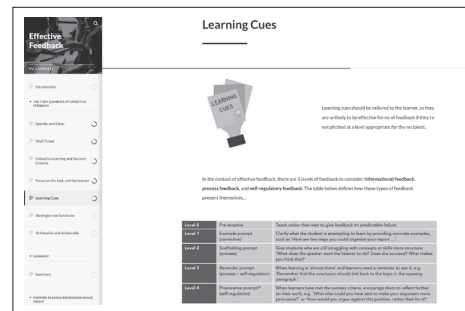
Position Papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our *Position Papers* offer practical guidance on the major issues shaping language education today. Our shorter *Focus Papers* offer insights and tips on specific topics for the classroom.



Professional Development Modules

The modules consist of short introductions to topics relevant to *Beehive American*, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.



Explore Further

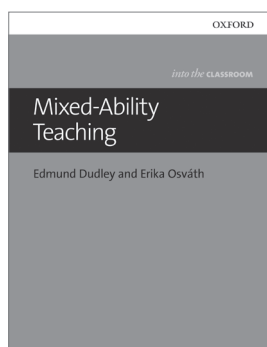
If you would like to develop your skills and knowledge beyond the professional development content offered with this course, we offer a range of materials from further reading to live professional development events.

Find out more: www.oup.com/elt/professionaldevelopmentonline

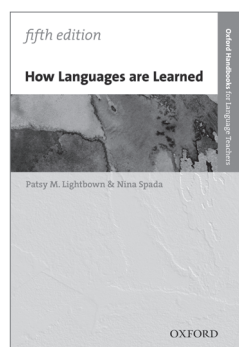
Professional Development Books

Keep up with the latest insights into English language teaching through our professional development books.

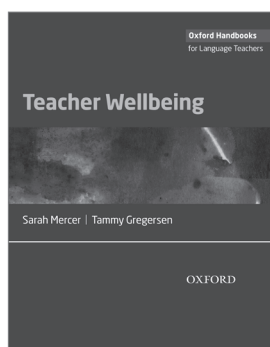
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ISBN: 978-0-19-440629-1



ISBN: 978-0-19-440563-8

Supplementary Resources

Graded Readers

Here you will find additional resources for your students that best complement *Beehive American*.

Classic Tales

Bring the magic of *Classic Tales* to your classroom. This award-winning series builds language skills and introduces young students to the joy of reading.

- Develop creativity and imagination through reading, writing, and drama activities
- Support reading with picture dictionaries, glossaries, and illustrations
- Engage all your learners with an Activity Book and Play for every story.

Find out more: www.oup.com/elt/gradedreading



Oxford Read and Imagine and Oxford Read and Discover

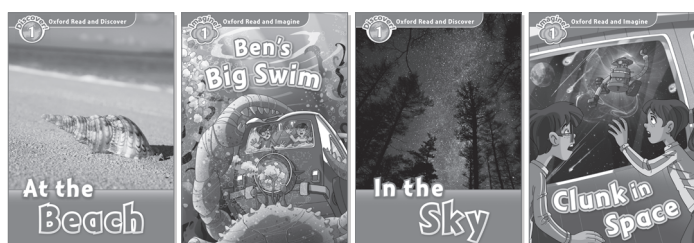
Enter a world of discovery and adventure – improve your English through fact and fiction.

Oxford Read and Imagine invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa, and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

Oxford Read and Discover is perfect for CLIL. Cross-curricular topics and color photos bring excitement to learning English through other subjects.

- Stories connect to non-fiction readers
- Picture dictionaries and glossaries help build vocabulary
- Projects develop critical thinking skills
- Activities support Cambridge Young Learners English tests
- Audio in American and British English.

Find out more: www.oup.com/elt/gradedreading



Oxford Reading Club

Oxford Reading Club is a digital library from Oxford University Press that offers a smart way to read digital Graded Readers.

Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process that helps improve all areas of learning including listening, speaking, reading, and writing
- Use a variety of interactive features and activities including word cards, audio with adjustable speed, and voice recording
- Look up Oxford Dictionary definitions for vocabulary development
- Track their progress in a monthly report and get study buttons the more they read.

Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- Track individual student activity and progress with; the 5-step reading process; number of books read; total words read; time spent reading
- Download a report providing a summary of each learner's reading activities.

Find out more: oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from:

- Slow down audio for easier listening
- Record your voice to practice pronunciation
- Make notes and highlight on screen
- Synchronize across devices.

Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf

- Available at 4 levels from A1–B2
- Track reading progress in the reading diary.

Reading Diary

Measure reading progress and award certificates to students. Track the number of books read, words read, and time spent reading.

Find out more: www.oup.com/elt/gradedreading

Tour of a Unit

Lesson 1 Words

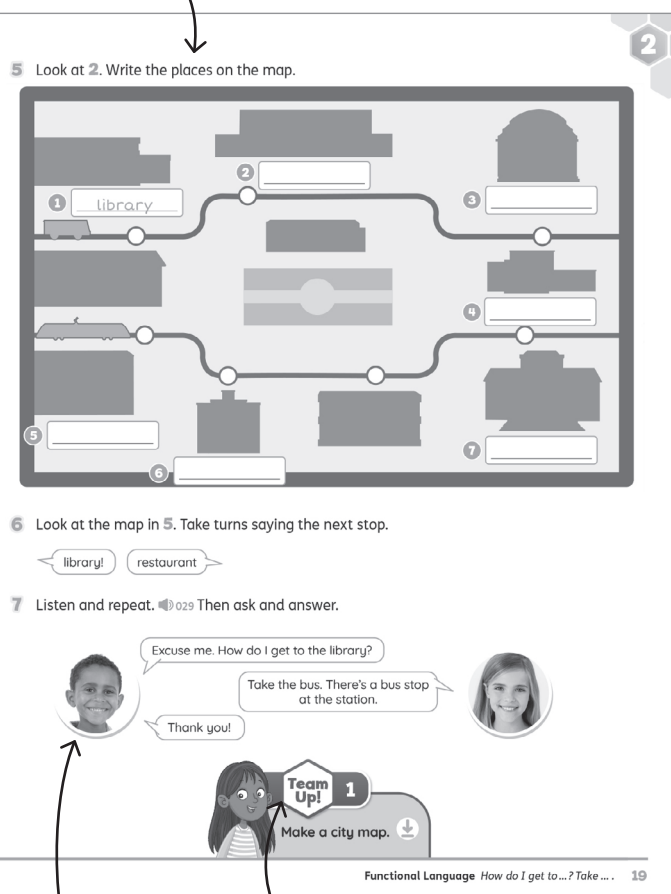
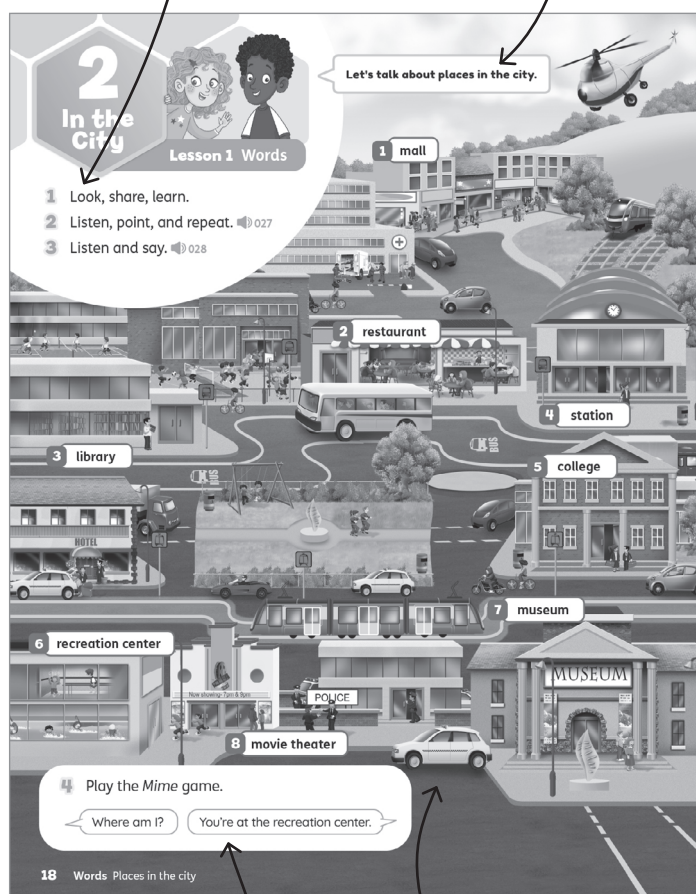
Student Book

Lesson 1 introduces eight new vocabulary items through a colorful illustration in the context of the unit topic. It provides vocabulary practice, as well as a critical thinking task and presentation and practice of functional language.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary with short video clips.

Understanding the lesson objective is an important principle of Assessment for Learning. See pages 12–13.

Students use the new vocabulary to complete a critical thinking task, such as ordering, sequencing, categorizing, ranking, identifying, etc.



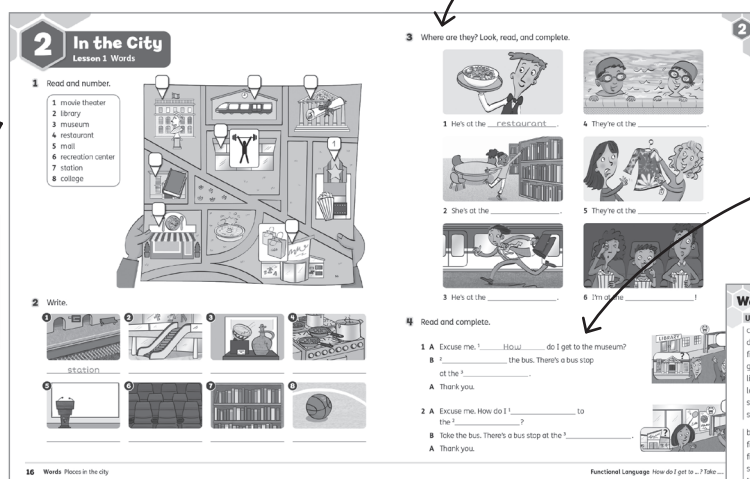
A big illustration presents the eight new vocabulary items in an engaging context.

Students practice the new vocabulary in a speaking activity.

A functional language exchange is presented and practiced.

Students complete a pair or group task to review the functional language and the new vocabulary.

Students practice reading and writing the new vocabulary.



Students practice writing the functional language from the Student Book.

Please note: The Classroom Presentation Tool can be used to display the Student Book and Workbook with interactive answers.

A wordlist provides a record of all key vocabulary from Lessons 1, 3, and 5.

Wordlist	
Unit 1	take photos _____
curly hair _____	watch a movie _____
dark hair _____	
freckles _____	capital city _____
glasses _____	police _____
light hair _____	statue _____
long hair _____	tower _____
short hair _____	
straight hair _____	Unit 3
	amusement driver _____
brave _____	chef _____
fast _____	coach _____
funny _____	doctor _____
strong _____	pilot _____
tall _____	salesperson _____
young _____	scientist _____
	vet _____
cooking club _____	cook food _____
cricket team _____	drive _____
gardening club _____	help people _____
music club _____	sell things _____
Unit 2	work outside _____
college _____	work with animals _____
library _____	
mall _____	dangerous _____
movie theater _____	exciting _____
museum _____	interesting _____
recreation center _____	safe _____
restaurant _____	
station _____	Unit 4
catch a train _____	bridge _____
eat out _____	forest _____
go shopping _____	parking lot _____
meet friends _____	path _____
	picnic area _____

Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Introduce the lesson objective. Tell the class **Today we are learning about places in the city.** Write **Places in the city** on the board. Show some of the unit flashcards and invite students to guess the meaning of **Places in the city.**

Student Book

- Activity 1:** Students look at the picture in the Student Book or on the Classroom Presentation Tool. They share their knowledge by naming some of the things they can see in English. Every Lesson 1 illustration includes a selection of review vocabulary.
- Activity 2:** Students learn eight new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards or **Vocabulary** posters from the Classroom Resources Pack.
- Students say the new words and point to the items in the illustration and say the number.
- Students listen to the audio and repeat the new vocabulary.
- Activity 3:** Students listen to the audio and say the correct vocabulary item.
- Activity 4:** Demonstrate the speaking activity with a volunteer. Students then play the game in pairs.
- Activity 5:** Focus students' attention on the critical

thinking activity. Here students use the map on the opposite page to help them write the places on the transportation map. Do the example with the class, then allow students time to complete the activity.

- Activity 6:** Students complete a speaking activity to practice the eight new vocabulary items.
- Activity 7:** Play the audio for students to listen and repeat the exchange. Then they practice the new language in pairs.
- Team Up!** Students work in pairs or groups to complete the task using the downloadable worksheet. Tips about how to do the task without printing or photocopying are suggested in the teaching notes on Oxford English Hub. The teaching notes also suggest ways to provide extra support or additional challenge for differentiated learning.

Workbook

- Activities 1–2:** Students complete reading and writing activities to practice the eight new vocabulary items.
- Activity 3:** Students complete the writing activity to practice the new vocabulary at sentence level.
- Activity 4:** Students complete the functional language activity.
- The **Workbook** activities can be done in class if you have extra time, or they can be set as homework. The answers can be checked as a class in the next lesson. Please see pages 12–13 for tips on how to apply Assessment for Learning principles when checking students' work.

Tour of a Unit

Lesson 2 Grammar

Student Book

Lesson 2 presents a new grammar structure through a humorous cartoon featuring the team characters. The new structure is then practiced through listening, speaking, reading, and writing activities.

The new grammar structure is presented in a fun cartoon featuring the team characters.

The new grammar structure is presented clearly in a chart.

The new grammar structure is extended further in another chart.

2 Lesson 2 Grammar

1 Listen and follow. 030 Then act.

Hi, Emma! Where are you going?

I'm going to the recreation center.

Hi, Tang! We're going to the recreation center.

Cool! I'm not going to the recreation center. I'm going to the museum.

Where's Omar going?

He's going to the library!

Let's talk about where people are going.

2 Look, listen, and learn. 031 Look at the picture. Where are they going?

I	Where are you going?	
He / She / It	I'm going to the library.	
You / We / They	Where's he going?	

I	Where are you going?	
He / She / It	I'm going to the museum.	
You / We / They	Where are they going?	

3 Read and number. Then listen and check. 032

☐ Where's she going?

She's going to the library.

1 Where are they going?

They're going to the movie theater.

☐ Where are you going?

We're going to the station.

☐ Where's he going?

He's going to the restaurant.

4 Ask and answer.

Where are you going?

I'm going to the station.

Where are you going?

I'm going to the station.

5 Look, listen, and learn. 033 Look at the picture. Is the girl going to the movie theater?

I'm not going to the museum.

He / She / It

She isn't going to the movie theater.

You / We / They They aren't going to the restaurant.

6 Listen and check ✓ or cross X. 034

1

2

3

4

7 Write. 'm 'm not 's isn't 're aren't

1 They aren't going to the restaurant.

They are going to the supermarket.

2 We are going to the museum.

We are going to the movie theater.

3 I am going to the park.

I am going to the library.

4 She is going to college.

She is going to school.

Team Up! 2

Play Where Are They Going?

The new grammar structure is practiced through a listening activity.

Students develop their communication skills using the new grammar structure.

The new grammar structure is consolidated in further listening, reading, or writing activities.

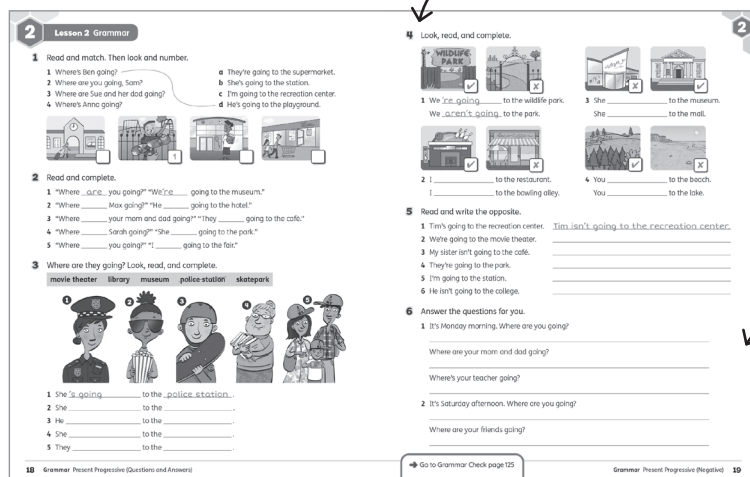
The Team Up! activity fosters collaborative skills through pair or group work.

A game on the Classroom Presentation Tool provides further language practice.

Workbook

The activities increase in difficulty, with more cognitive challenge.

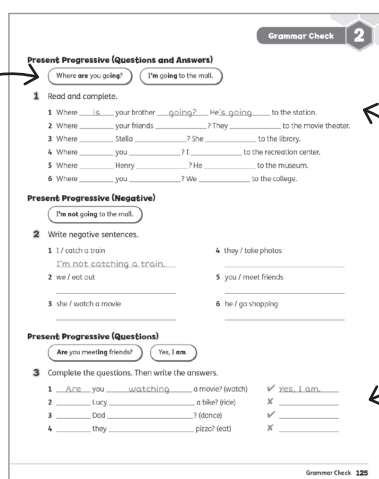
Students complete reading and writing activities to practice the new grammar structure.



By the end of the lesson, students write the new grammar structure at sentence level.

Grammar Check

The grammar structure is presented clearly for students to use as a reference.



Simple activities provide useful practice.

Warm-up

- Begin the lesson by reviewing the Lesson 1 vocabulary.

Lead-in

- Write **Places in the city** on the board and ask students if they remember what it means.
- Introduce the lesson objective. Tell the class, in their own language, that today they will learn how to talk about where people are going. For the complete lead-in notes, please see page 45.

Student Book

- Activity 1:** Students listen to the audio and follow the grammar cartoon story. They point to the speech bubbles as they hear them. Check students have understood. Then play the recording a second time. Model each phrase for the students to repeat as a class. They then act out the cartoon. See teaching notes on page 45.
- Activity 2:** Students listen to the example sentences as they read the grammar chart.
- Activity 3:** Students listen to the example. Then they listen to the rest of the recording and complete the activity. Check answers with the class.

- Activity 4:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.

- Activity 5:** Students listen to the example sentences as they read the second grammar box.

- Activities 6–7:** Do the examples with the class, then students complete the practice activities individually or in pairs.

- Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- Activities 1–6:** Students complete the reading and writing activities to practice the new grammar structure from the Student Book.

Grammar Check

- Students turn to the **Grammar Check** section. Students can use the example grammar structures to help them complete the activities.
- The **Grammar Check** activities can be used for reinforcement in class, or they can be set as homework, and the answers can be checked as a class in the next lesson.

Tour of a Unit

Lesson 3 Words and Grammar

Student Book

Lesson 3 presents six new vocabulary items with color photos. The vocabulary is practiced through a speaking activity using a recycled grammar structure. Lesson 3 also presents the unit's second new grammar structure, and practices the structure through a writing activity and a song.

The new vocabulary items are presented with color photos.

The new grammar structure is presented in a clear chart. The Classroom Presentation Tool features another engaging cartoon with the team characters.

The new grammar structure is practiced through a reading and writing activity.

Lesson 3 Words and Grammar

- Listen, point, and repeat. 035
- Listen and say. 036

Let's talk about what people are doing in the city.

Welcome to Our City! You can ...

1 go shopping

2 catch a train

3 watch a movie

4 meet friends

5 take photos

6 eat out

Listen and number. 037

Take turns being tourists. Ask and answer.

I'd like to watch a movie. Is there a movie theater?

22 Words Things to do in the city

Look, listen, and learn. 038

I	Are you catching a train? Yes, I am. No, I'm not.
He / She / It	Is he eating out? Yes, he is. No, he isn't.
You / We / They	Are they watching a movie? Yes, they are. No, they aren't. Are we taking photos? Yes, we are. No, we aren't.

Look! Sometimes the spelling changes.
swim → swimming
run → running
ride a bike → riding a bike

Order the words. Then listen and check. 039

- a catching Is train? he
Is he catching a train?
Yes, he is. ☒ No, he isn't. ☐
- a watching Are movie? they
Yes, they are. ☐ No, they aren't. ☐
- friends? meeting Are you
Yes, I am. ☐ No, I'm not. ☐
- we out? Are eating
Yes, we are. ☐ No, we aren't. ☐

Listen and follow. Then sing. 040-041

The Cell Phone Rap

Ring-ring, ring-ring!
Hello, Hello!
I can't hear anything!
Ring-ring, ring-ring!
Are you answering?

Are you catching a train? meeting friends
No, I'm not!
Are you watching a movie? eating out
Yes, I am ... Oh!
Call me later - I have to go!

Team Up! 3

Make and play the Matching game.

Grammar Present Progressive (Questions) 23

Students practice the new vocabulary in a listening activity.

Students play a speaking game to practice the new vocabulary and develop their communication skills. The dialogue is recorded as a model for students.

Students sing a song to practice the new vocabulary and grammar structure. A karaoke track is also available.

Students complete a pair or group work task to review the Lesson 3 vocabulary and grammar.

A game on the Classroom Presentation Tool provides further language practice.

Workbook

The activities increase in difficulty, with more cognitive challenge.

Reading and writing activities enable students to practice the new vocabulary items.

Students complete reading and writing activities to practice the new grammar structure.

Grammar Check

The grammar structure is presented clearly for students to use as a reference.

The grammar structure is practiced through simple activities.

Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the *Ideas Bank* on page 152.

Lead-in

- Introduce the lesson objective. Tell the class **Today we are learning about what people are doing in the city.** Write *Things to do in the city* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *Things to do in the city*.
- Ask the class a simple question about the lesson topic, e.g., **What do you do in the city?** Elicit answers around the class and recast in English, if necessary.

Student Book

- Activity 1:** Students listen, point to the photos, and repeat the new vocabulary items.
- Activity 2:** Students listen and say the correct words from the new vocabulary set.
- Activity 3:** Students listen to the example and then they listen to the rest of the recording and complete the activity to practice the new vocabulary.
- Activity 4:** Demonstrate the speaking activity with a volunteer. Students then do the activity in pairs.

- Activity 5:** Students listen to the audio recording and follow the grammar chart. If you are using the Classroom Presentation Tool, use the grammar cartoon story to present the new grammar.
- Activity 6:** Do the example with the class. Then students complete the writing activity individually or in pairs.
- Activity 7:** Students listen and follow the words of the song in their books. Play the song again, as many times as necessary, for students to join in as much as they can. There is also a karaoke track to sing along to once they are confident.
- Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- Activities 1–2:** Students complete the reading and writing activities to practice the new vocabulary items from the Student Book.
- Activities 3–4:** Students complete the reading and writing activities to practice the new grammar structure from the Student Book.

Grammar Check

- Students turn to the **Grammar Check** section. Students can use the example grammar structures to help them complete the activities.

Tour of a Unit

Lesson 4 Story

Student Book

Lesson 4 consists of a cartoon story that recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students complete a comprehension activity, discuss the emotional well-being theme, then act out the story in groups.

Students say what they can see in the story pictures, reviewing language from the course so far.

An animated version of the story is available on the Classroom Presentation Tool and Oxford English Hub.

A comprehension activity checks students' understanding of the story.

Lesson 4 Story

- Look at the pictures. What places can you see?
- Listen and read. 042 What does Serena like doing?

Serena's Good Idea

1 Serena and Danny are visiting New York City.

Wow, look! It's Central Park. Let's go in!

Wait! I'm taking a photo.

2 Danny loves museums.

Come on, Serena. We're going to the museum.

Wait!

3 They're going to the library.

What are you doing? Come on!

Wait a minute ...

4 What a fun day! Now it's time to catch the train. But ...

Come on, Danny! Hurry up!

Dad! Where's my bag?

5 Danny is upset.

Serena! Stop taking photos!

I'm not taking photos ...

6 Serena is looking at her photos.

I'm looking for your bag ...

There it is!

24 Story Vocabulary and grammar review

7 The bag is in the library.

Shhh!

My bag!

8 Finally, they can catch the train home.

Thanks, Serena! You're amazing!

That's OK. Smile!

- Read again. Check ☒ the places in the story.

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

- Serena takes a photo of Central Park. ☐
- They go to the library first. ☐
- Danny can't find his bag. ☐
- Danny has a good idea. ☐
- They find the bag in the library. ☐

Think, Feel, Grow

What is Serena's good idea?

What do you do when you can't find something?

- Act out the story.

Read the story at home.

Team Up! 4

Look at Serena's photos. Write the story.

Story Comprehension and discussion 25

An eight-frame cartoon story reviews the language from the unit in an entertaining way.

Students review the new grammar structure in context.

Students discuss the emotional well-being theme featured in the story.

Acting out the story in groups or pairs develops students' collaboration skills and allows them to be creative.

Varied pair or group work tasks keep students motivated.

Reading the story with parents or guardians enable students to share their learning.

A new six-frame cartoon story reviews the vocabulary from the unit.

The new story features the same emotional well-being theme as the story in the Student Book.

2 Lesson 4 Story

1 Read the story. Do Luis and his dad visit the museum?

A Museum Tour

1 Luis and his dad are going to the museum.
Hurry up, Dad. We need to catch the train.
It's OK. We have time.

2 The train is late.
Where's the train? The museum closes at six o'clock.
Don't worry, Luis. Let's wait.

3 Finally, the train is here.
No. Sorry, Luis. Let's go home.
It's too late! We can't go to the museum now.

4 At home, Luis is sad.
...but...
We can go to the museum another day.
Yes - You're right, Dad.

5 Luis has an idea.
Can I use your computer, please?
Of course, Ben. Look!
The museum website is great.
The plan is great, too!

22 Story Vocabulary and grammar review

2 Look at the story again. Read and match.

1 Luis and his dad are having dinner. **a**
2 Luis and his dad are waiting at the train station. **b**
3 Luis and his dad are going to the station. **c**
4 The museum closes at this time. **d**
5 The train comes to the station. **e**

3 Circle the correct answer.

1 How are Luis and his dad going to the museum?
a by bus **b** by train

2 Why is Luis worried?
a They are late. **b** The train is late.

3 They can't go to the museum, so they go ...
a to a restaurant. **b** home.

4 What does Luis want to use?
a his dad's computer **b** his dad's phone

5 What do they do on the computer?
a buy pizza **b** visit the museum website

4 Check ✓ and color.

Check. I like the story because ...
☒ I like museums. ☐ Luis's idea is good.

Check. I think this story is ...
☒ happy ending ☐ I like museums. ☐ Luis's idea is good.

Color. My story rating is ...
☆☆☆☆☆

23 Story Comprehension and Evaluation

Comprehension activities check students' understanding of the story.

Students evaluate the story. Evaluating what they have read encourages students to form opinions and develop critical thinking.

Warm-up

- Begin the lesson by playing the Lesson 3 song.

Lead-in

- Introduce the lesson objective. Students look at the Student Book and say what they think they will be doing in this lesson (reading a story). Write the title of the story on the board. Students look at the pictures and guess what the story is about. Tell the class that they're going to read a story about a good idea.

Student Book

- Activity 1:** Introduce the story. Ask the class in their own language if they like going to the city, and what things they like to do there. Invite students to make predictions about the story. Ask students to say English words for the places they can see.
- Activity 2:** Students watch the video or listen to the recording and follow the story. If you are using the recording, students can point to the speech bubbles in the story as they hear them.
- Activities 3–4:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- The **Think, Feel, Grow** feature develops the global skill of emotional self-regulation and well-being. Elicit ideas and opinions around the class. In lower levels, these discussions will be in the students' own language, but as students progress through the course, they can use more English to share their ideas. See also page 156 for notes about how to use the **Emotions** poster.

- Activity 5:** Students practice acting out the story in groups. You can invite confident groups to perform the story for the class. The teaching notes contain suggestions on how to provide more support or more challenge for groups of different abilities.
- Activity 6:** Students share the story at home to review the lesson and show their progress.
- Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- Activity 1:** Students read the story quickly and answer the gist question.
- Activities 2–4:** Students read the story again, then complete the comprehension activities.
- Activity 5:** Students evaluate the story, choosing why they liked the story. They decide how many stars to color to show how much they enjoyed the story.

Tour of a Unit

Lesson 5 Skills and Culture

Student Book

Lesson 5 presents an aspect of life in two different countries through a video and a reading text. Students complete comprehension activities and a writing skills task in preparation for the Workbook writing task.

Four new vocabulary items are presented in their cultural context with color photos.

A location photo presents the context of the listening activities and the culture video.

A reading text presents the same culture topic in a different country. Text types vary from unit to unit.

2 Lesson 5 Skills and Culture

Let's learn about the capital cities of the U.K. and Singapore.

Listening and Speaking

- Listen, point, and repeat. 043
- Listen and say the number. 044






3 Listen and check ✓ the places Jenny sees. 045








4 Watch the video. ▶ Where is Liam's favorite statue?

5 Listen and follow. 046 Then talk about your capital city.



What can you see in your capital city?

There's the Abraham Lincoln statue.

What can you do there?



You can take photos.

26 Listening and Speaking Capital cities

Reading and Writing

6 Look at the photos. What can you see?

7 Listen and read. 047 What is Lin's favorite place?

Hi, Friends!

I'm writing to you from Singapore. Singapore City is the capital city. It's very beautiful. I'm sitting in a big park. You can see it in the photo. It's called the Gardens by the Bay. There are some tall towers. They're colorful and fun. There are a lot of plants and flowers. You can climb the towers and take photos!

Lin



Hi, Friends!

Today I'm at my favorite place. We're visiting the museum. It's white. I think it's beautiful. The museum is next to a lake. There's a statue in the lake. It's called the Merlion. There's a big hotel. It has a restaurant. You can eat out there. Singapore City is a fun place to visit!

Lin

8 Read again. Answer the questions.

- What is the capital city of Singapore?
- What can you see at the park?
- Where is the museum?
- What is the Merlion?

9 **Writing Focus** Read and circle the capital letters below. Find more examples in Lin's postcards.

the U.K. London Buckingham Palace Jenny

10 Write a postcard from your capital city. Go to your Workbook page 25

27 Reading and Writing A postcard

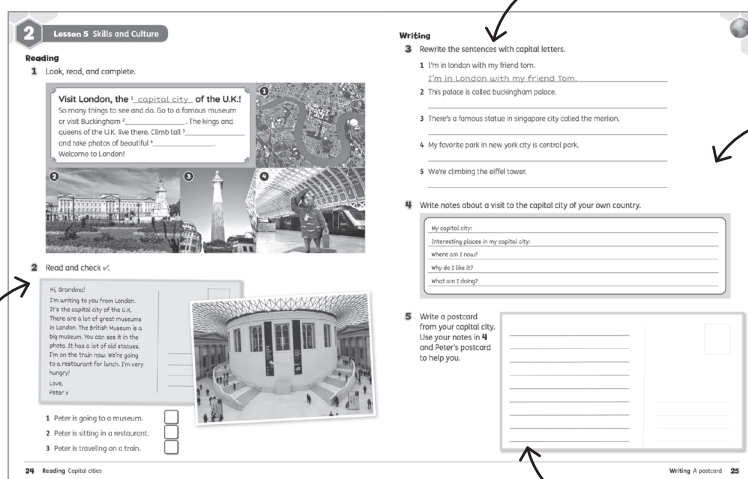
The new vocabulary items are practiced through a listening activity.

The culture video raises awareness about an aspect of life in another country.

Students check their understanding of the text through a comprehension activity.

A writing skills task prepares students to produce their own piece of writing.

A speaking task with a fluency focus encourages students to compare what they have seen in the video with their own experiences.



Students review the writing skill presented in the Student Book.

Students practice the new vocabulary from the Student Book.

Students read a text on the same culture topic as in the Student Book. The reading text provides a model for the students' own writing.

Students prepare their ideas for the writing task.

Students use their ideas to produce a short piece of writing.

Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Introduce the lesson objective. Students look at the photos and guess which countries they will be learning about. Recast correct guesses in English. Write **U.K.** and **Singapore** on the board. If there is a map in the classroom, students can find the two countries on it.
- Tell students that they will be learning about the capital cities of these countries.

Student Book

- Ask children what they can see in the photos.
- **Activity 1:** Students listen, point to the photos, and repeat the new vocabulary items.
- **Activity 2:** Students listen, point to the correct photos, and say the numbers.
- **Activity 3:** Do the example with the class. Then students listen to the rest of the recording and complete the activity.
- **Activity 4:** Indicate the photos of the child and their country and explain to students that they are going to watch a video about this country. Students watch the video.

- **Activity 5:** Play the audio example. Model further examples with volunteers. Students then complete the speaking activity in pairs.
- **Activities 6–7:** Students look and say what they can see in the photos. Then they listen and follow the reading text and answer the gist question.
- **Activity 8:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- **Activity 9:** Present the writing tip to the class. Do the example with the class, then students complete the rest of the activity individually or in pairs.

Workbook

- **Activity 1:** Students complete the vocabulary activity.
- **Activity 2:** Students read the text and complete the comprehension activity.
- **Activity 3:** Students complete the writing skills activity.
- **Activities 4–5:** Students make notes and then produce a short piece of writing.

Tour of a Unit

Project and Review

Student Book

The unit project allows students to review the vocabulary and grammar from the unit in a collaborative and creative way. The project is followed by a vocabulary review and a choice board. Students choose activities from the choice board to review the language they have learned in the unit.

A photo of the finished project shows students what they are going to create.

Students test themselves on the key vocabulary items to see how much of the unit vocabulary they remember. This boosts their confidence about vocabulary remembered and allows them to reflect on vocabulary they do not yet feel confident about.

Pictures and instructions show students how to do the project.

Students watch a video showing children presenting their finished project. This models the language and motivates them to use English in a meaningful way.

2 Project

Team Up! 5
Make a city tour leaflet.

- 1 Listen and read. Learn how to do the project. 048
- 2 Watch the video. Where is the capital city?
- 3 Listen and follow. 049 Then talk to the class about your leaflet.

1 Choose four places in your capital city.

2 Find or draw pictures of the places.

3 Museum • meet friends
Hill
Think! What can you do there?

4 Write about each place. Say what people are doing.

5 Glue your writing and pictures.

6 Fold and finish your leaflet.

Canberra is the capital city of Australia. Let's take a tour.

Welcome to Canberra!

28 Project A city tour leaflet

Review 2

1 Test yourself! How many words can you remember? Write.

Places in the City

Things to Do in the City

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to 1.

3 Choose and do two activities. Use your notebook.

1 What are they doing? Point and say.

2 Say four places in your town.

3 Make these sentences negative. Write.

4 Mime an activity you can do in town. Take turns and guess.

5 Make a mind map with places in your town or city.

6 Draw yourself. Write where you are and what you're doing.

Are you catching a train?

MY CITY

My Progress Go to your Workbook page 27

Unit 2 Review 29

Teachers who can't play the video can use this activity as a model for children to follow.

Allowing students to choose the activities they want to do is motivating and encourages learner autonomy.

A game on the Classroom Presentation Tool provides further language practice.

A variety of activity types check students' understanding of the unit vocabulary.

2 Review

1 Find and circle. Then complete.

train center out meet take city go watch

1 eat _____ out. 5 recreation _____

2 capital _____ 6 _____ photos

3 _____ a movie 7 _____ shopping

4 catch a _____ 8 _____ my friends

2 Read and match.

1 We need to catch a train. a

2 I'm hungry! b

3 I want to study. c

4 I want to see a famous statue. d

5 I want to play basketball. e

3 Read and complete.

Unit 2 Review

4 Read the answers and write the questions.

1 Where's she going? She's going to the movie theater.

2 Yes, we are. We're watching a movie.

3 No, he isn't. He isn't taking photos.

4 They're going to the library.

5 I'm going to the mall.

6 Yes, they are. They're eating out.

5 Look and write.

go to the recreation center go to the library eat out go shopping

1 She's going to the recreation center. 3 We _____

She isn't going to the library.

watch a movie meet friends catch a train take photos

2 They _____ 4 I _____

Unit 2 My Progress

I can talk about places in the city.

I can talk about where people are going.

I can talk about what people are doing in the city.

I can read a story.

I can write a postcard.

I can make a city tour leaflet.

My Effort

Excellent!

Unit 2 Review

The unit grammar is reviewed through reading and writing activities.

Students assess their progress throughout the unit. See *Assessment for Learning* pages 12–13 about the role of self-evaluation.

Project

Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Students look at the photo of the finished project at the top of the page. Ask them to share their ideas about what the project is about and what they will make.
- Confirm correct ideas and write **Project: City Tour Leaflet** on the board.

Student Book

- Activity 1:** Students listen and follow the instructions and complete the project. Hand out craft materials as required.
- Note:** You can support and speed up the process by using the optional downloadable worksheets supplied on Oxford English Hub.
- Activity 2:** Students watch the video for a model of the speaking activity related to the project.
- Activity 3:** Students listen to the model exchange and then present their own projects.

Review

Warm-up

- Begin the lesson with a flashcard game. There are suggestions in the teaching notes and in the *Ideas Bank*.

Lead-in

- Write **Review** on the board. Tell students they are going to try to remember what they have learned in the unit.
- Ask the class to tell you the topics from the unit (**places in the city** and **things to do in the city**). Ask them to tell you as many English words for toys and school things as they can.

Student Book

- Activity 1:** Students look at the pictures and write the words they can remember. Students can compare their answers in pairs, then in groups.
- Please see *Assessment for Learning* pages 12–13 for strategies to check how confident students feel about the vocabulary.

Workbook

- Activities 1–3:** Students complete the vocabulary activities to review the new words they have learned.
- Activities 4–5:** Students complete the grammar activities to review the new structures they have learned.
- Students complete the self-assessment section. They can turn back to their Student Book to check and decide how well they think they can do each of the tasks listed in the **My Progress** chart. You can use students' answers as informal assessment and provide extra support if needed.

Tour of a Unit

Extensive Reading

Student Book

There are five Extensive Reading spreads in each level of *Beehive American*. Each spread relates to the topic of one of the preceding two main units and features one fiction text and one non-fiction text. These spreads aim to encourage students to read for pleasure. They help them to understand how the language they have learned can be used in different contexts. They also help students to become familiar with different text types.

The vocabulary and grammar from the previous two units are recycled in a non-fiction text, of several text types, e.g., an online forum, an article, a webpage, etc. The audio recording of the text supports students as they read.

Students read a fiction text, of several text types, e.g., a story, a cartoon, a play, a poem, etc. The text recycles the vocabulary and grammar from the two previous units.

Students complete a comprehension activity to check their understanding of the text.

A comprehension activity checks students' understanding of the text.

Team Up! Worksheets

There are five *Team Up!* tasks in each main unit of *Beehive American*. In Lessons 1–4 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson. In Lesson 5, students complete a project that reviews the language from the unit.

- Each *Team Up!* task is supported with a one or two page downloadable worksheet.
- The *Team Up!* tasks cover a wide range of activities, such as cut-outs, quizzes, guessing games, illustrations for making collages, surveys, card games, etc.
- The teaching notes on Oxford English Hub contain detailed instructions on how to complete the tasks. Where suitable, the teaching notes also provide suggestions on how to adapt the tasks if printing or photocopying isn't available.

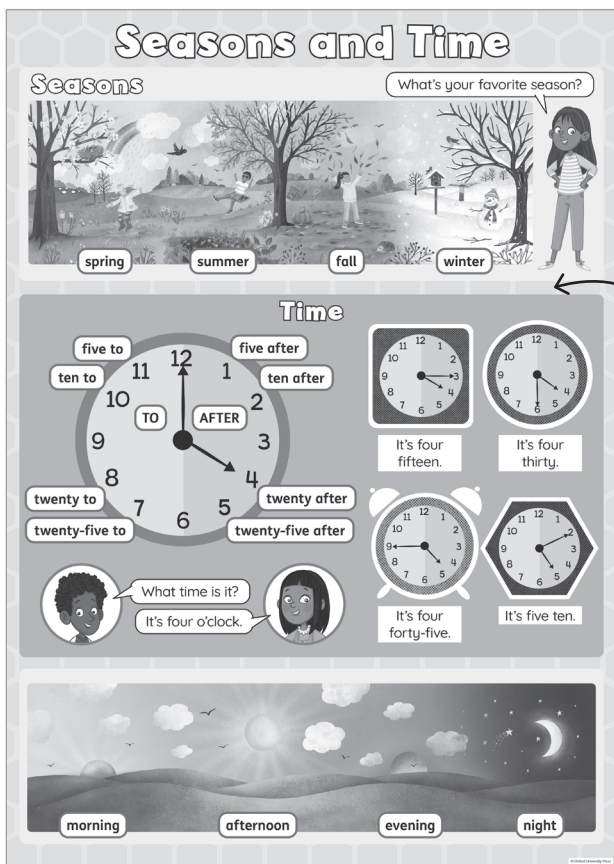
Flashcards and Posters

Each unit is accompanied by flashcards and posters providing attractive visual materials for presentation and practice.



The flashcards show all key vocabulary presented in Lessons 1, 3, and 5. The *Ideas Bank* on page 152 provides an array of engaging flashcard games for consolidation and revision.

Vocabulary posters present Lesson 1 vocabulary with attractive photographs and stimulate students' interest in the unit topic.



This poster presents high-frequency vocabulary providing on-going support throughout the year.

Fostering emotional well-being is an important part of children's education. The *Emotions* poster and accompanying notes on page 156 support conversations around social and personal development that underpin emotional well-being.

