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Circus Overview

Section	Aims	What the students are doing
 Reading SB page 100	<i>Reading skills:</i> reading for detail	<ul style="list-style-type: none"> • Reading an article and matching names of performers with their photos. • Marking sentences true or false. • Talking about visiting a circus.
 Grammar SB page 101	<i>Grammar:</i> can/can't	<ul style="list-style-type: none"> • Completing questions and answers. • Completing factual sentences.
 Pronunciation SB page 101	<i>Pronunciation:</i> distinguishing between <i>can</i> and <i>can't</i> .	<ul style="list-style-type: none"> • Listening and identifying the correct sentence.
Speaking & Writing SB page 102	<i>Conversation skills:</i> asking questions about ability <i>Writing skills:</i> summarising	<ul style="list-style-type: none"> • Writing questions for a survey, asking them and recording the answers. • Writing a paragraph to report the results of the survey.
 Grammar SB page 103	<i>Grammar:</i> How many ...?	<ul style="list-style-type: none"> • Writing and asking questions using <i>How many?</i>
 Vocabulary SB page 103	<i>Vocabulary:</i> parts of the body	<ul style="list-style-type: none"> • Listening to and repeating the parts of the body. • Performing actions.
 Useful phrases SB page 104	<i>Vocabulary:</i> phrases which are useful when talking about illness	<ul style="list-style-type: none"> • Listening to conversations and completing them with words for illnesses. • Listening to and repeating useful phrases for talking about health and making suggestions.
Vocabulary Extra SB page 105	<i>Vocabulary:</i> revision of words from the unit: body; illness	<ul style="list-style-type: none"> • Matching pictures with words.
Writing WB page 59	Online form filling (a simple CD)	

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Circus *Teacher's notes*

Warm-up

Take some small balls to class. If you can juggle, demonstrate to the class (saying *I can juggle*) and find out if anyone else can do it, and what other tricks they can do. Use this as an introduction to the subject of circuses, and to the use of *can* and *can't*.

Reading (SB page 100)

1 3.14

- Focus the students' attention on the photos. Teach the word *circus*, but don't pre-empt Exercise 3 by asking too many questions about the students' experiences of circuses. Ask the students to say what they can see in the photos. Then play the recording and ask them to read and listen to the article.
- Allow them time to discuss in pairs and match the performers with their photos. Check answers with the class and explain any difficult vocabulary. (A *palomino* is a kind of horse which is a golden colour with a white mane and tail. The *ring-master* is the person in charge of the circus who introduces the various performers.)

- a) Nell: 1
b) Gerald: 6
c) Nancy: 3
d) Tweedy: 5
e) the Kenyan Boys: 2
f) Oleg: 4

Cultural notes

Nell Gifford (born 1976)

Nell Gifford has been interested in circuses since the age of six. After finishing school, she went to the United States for a year and worked in a circus. She then studied at Oxford University, but after meeting her husband Toti, set up Gifford's Circus with him.

Gifford's Circus

Gifford's circus first opened in 2000 and is very popular in southern England, where it tours during the summer months. It's based on a traditional 1930s style circus. It has twelve acts and is also involved in education. Young people are invited to go on tour with the show and experience the life of a touring circus.

For more information, go to www.giffordscircus.com

2

Give the students time to read the article again. Answer any questions they may have and then allow them to discuss the sentences in pairs. Check answers with the class. Encourage students to correct the false sentences.

- a) False. (It started in 2000.)
b) True.
c) True.
d) False. (Gerald is the ring-master.)
e) True.
f) False. (The performers are from many different countries.)

3

- Pairwork. Read the example speech bubbles with the class and remind the students of the use of *ago*, which they studied in Unit 13.
- The students then discuss in pairs when they last went to a circus. Go round, giving help and encouragement.

Grammar (SB page 101)

can / can't

1 3.15

- Go through the information about *can* and *can't* in the margin, and give the students some examples of things you can and can't do (*I can drive, I can't swim*, etc.). Ask them a few *Can you?* questions.
- Then ask the students to complete the questions and answers about the circus.
- Play the recording for the students to check their answers. Then play it again for them to repeat the questions and answers.

- a) 'Can Nell Gifford perform on a horse?'
'Yes, she can.' 'No, she can't.'
b) 'Can Gerald do circus tricks?'
'Yes, he can.' 'No, he can't.'
c) 'Can Nancy dance and sing?'
'Yes, she can.' 'No, she can't.'
d) 'Can the Kenyan Boys do acrobatics?'
'Yes, they can.' 'No, they can't.'
e) 'Can Oleg lift 150 kilogrammes?'
'Yes, he can.' 'No, he can't.'

Language notes

Grammar: *can* for ability

- In Unit 1, *can* was introduced for requesting and giving permission. For example, *Can you repeat that?*
- Another major use of *can* is to do with ability, and that is the concept covered in this unit. You use *can* to say that you know how to do something:
I can swim. I can't dance. Can you play golf?
- Notice that the pronunciation of *can't* is /ka:nt/.

2

Ask the students to look back at the article on page 100 of the Student's Book and decide what the correct answers are. Check with the class.

- a) Yes, she can.
- b) No, he can't.
- c) Yes, she can.
- d) Yes, they can.
- e) Yes, he can.

3 3.16

- Ask the students to work in pairs and to discuss whether the sentences should be completed with *can* or *can't*. Allow them to compare their results with another pair.
- Play the recording for the students to check their answers. Then play it again for them to repeat the sentences.

- a) Cats can see in the dark.
- b) Lions can't run long distances.
- c) Horses can sleep on their feet.
- d) Lions can swim.
- e) Horses can see colours.
- f) Elephants can't jump.

4 Grammar Extra 14

Ask the students to turn to *Grammar Extra 14* on page 134 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

1

- a) I can speak English, but I can't speak Japanese.
- b) I can ride a bicycle, but I can't ride a horse.
- c) I can drive a car, but I can't drive a bus.
- d) I can play the guitar, but I can't play the piano.
- e) I can read music, but I can't read Chinese.
- f) I can play football, but I can't play tennis.

3

- a) Can I help you?
- b) Can you hear me?
- c) Can I use your dictionary?
- d) Can you answer the door?
- e) Can you pass the salt?
- f) Can I have a cappuccino?

4

Probable answers:

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

Pronunciation (SB page 101)

3.17

- Point out the phonetic symbols in the instructions and elicit the pronunciation of *can* and *can't* from the students. Make sure that they're making a distinction between the two sounds.
- Tell the students that as they listen to the recording, all they have to do is to decide whether the speakers say *can* or *can't*, and to tick the correct sentences.
- Check answers with the class.
- Play the recording again for the students to listen and repeat.

- a) Jim can swim.
- b) Lance can't dance.
- c) Clive can drive.
- d) Lee can ski.
- e) Dell can't spell.
- f) Dwight can't write.

If your students need further practice, you could use Photocopiable Worksheet 14 *Communication* here.

Speaking & Writing (SB page 102)

1

- Focus the students' attention on the *Class talents* panel and then go through the instructions. Point out that the correct question in each case will be *Can you ...?* (You might also like to point out the use of *How many people can ...?* and say that you'll be looking at *How many?* in the next grammar section.)
- Check that everyone has formulated their question correctly.
- Allow time for the students to mingle and ask everyone in the class their question. Point out that to record the answers, they just need to put a tick every time someone says *yes*, and a cross when someone says *no*.

2

- As a whole class, find out what questions were asked and what the results were. Write the questions on the board (or get the students to do it), and put the number of ticks and crosses after each one in columns headed *yes* and *no*.
- Before the students write their paragraphs, read out the example speech bubble with the class. Ask a selection of students to make similar sentences based on the information on the board.
- Also focus their attention on the Language toolbox which will provide some useful language for making their written paragraphs a little more varied and coherent. Make sure that they understand *everybody* means all of the people and *nobody* means no people, and go through the example paragraph beginning with them before asking the students to write their own paragraph.
- Go round, monitoring and giving help. You could ask some students to read out their paragraphs to the class.

Grammar (SB page 103)

How many ...?

1 3.18

- Remind the students that they saw the question *How many?* in the survey in the previous section (*How many people can cook an omelette?* etc.). Go through the example question and answer in the margin with the class. Elicit other questions and answers, perhaps based on the survey they did in the last section, particularly if the results are still on the board.
- Focus the students' attention on the example in the exercise. Elicit the answer to b), and then ask the students to complete the rest of the questions. Allow them to compare in pairs.
- Play the recording for the students to check their answers. Then play it again for them to listen and repeat.

- a) How many players are there in a basketball team?
- b) How many letters are there in the English alphabet?
- c) How many strings are there on a violin?
- d) How many days are there in September?
- e) How many states are there in the USA?
- f) How many sports are there in a decathlon?

Language note

Grammar: *How many*

How many can only be used with countable nouns such as *chairs* and *people*. It can't be used with uncountable nouns such as *money* and *water*. You have to use *How much* with these nouns.

2 3.19

- In pairs, the students can take turns to ask and answer the questions.
- Play the recording for the students to check their answers. Then play it again for them to listen and repeat.

- a) 5 b) 26 c) 4 d) 30 e) 50 f) 10

3.19

- a) *There are five players in a basketball team.*
- b) *There are twenty-six letters in the English alphabet.*
- c) *There are four strings on a violin.*
- d) *There are thirty days in September.*
- e) *There are fifty states in the USA.*
- f) *There are ten sports in a decathlon.*

Extra activity

- The pairwork activity introduces *How many* with *have* and with the simple past. For some students, you'll need to do a 'bridge activity' to prepare them for the writing.
- Ask the students questions such as:
How many cats do you have?
How many T-shirts do you have?
How many computer games do you have?
How many magazines did you read last month?
How many TV programmes did you see yesterday?
How many CDs did you buy last month?
- Get the students to write one *How many* question with *have* and one with the simple past. Check these and then get the students to mill, asking each other their questions.

3 Pairwork

- The pairwork exercise for this unit is on pages 120 and 125 of the Student's Book. Put the students in pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go round monitoring and giving help. Take note of any errors which may need focusing on later, and also any examples of good language use which you can praise. Note any pairs whose work is particularly good so you can ask them to perform their conversations to the class.

If your students need further practice, you could use Photocopiable Worksheet 14 *Grammar* here.

Vocabulary (SB page 103)

1 3.20

- Focus the students' attention on the photo. Then give them time to look at the labels.
- Play the recording for the students to listen and repeat. Ask for individual repetition of the various items and check that the students can pronounce all the words correctly. Pay particular attention to *stomach* /'stʌmək/, encourage them to say the *th* /θ/ sound at the end of *mouth* correctly, and make sure that they notice the difference between the pronunciation of the vowels in *tooth* /tu:θ/ and *foot* /fʊt/.

2 3.21

Explain that the speaker on the recording will tell them to touch certain parts of their body. Explain *touch* as well as *left* and *right*. Then play the recording and ask them to follow the instructions. Teach them *Clap your hands* at the end.

3.21

Touch your head.
Touch your mouth.
Touch your nose.
Touch your back.
Touch your stomach.
Touch a tooth.
Touch your left ear.
Touch your right eye.
Touch your left arm.
Touch your right foot.
Touch your left leg.
Clap your hands!

3

Pairwork. Put the students in pairs to play a similar game. They take turns to tell each other which body part to touch.

Extra activity

To add a bit more interest, you could teach them *Touch your nose with your leg*, *Touch your head with your arm*, etc., and get the other student to respond with *I can't* if such an action is impossible.

If your students need further practice, you could use Photocopiable Worksheet 14 *Vocabulary* here.

Useful phrases (SB page 104)

1 3.22

- Focus the students' attention on the first picture. Teach *What's the matter?* and point out that the woman on the right isn't feeling well. Go through the words in the box and ask the students to decide which applies to this woman. Encourage them to pronounce *ache* /eɪk/ correctly, and point out that the stress in words with *ache* goes on the first part of the word. Then ask them to look at the other pictures, read the conversations and complete them.
- Play the recording for them to check their answers. Go through any difficult words with them

a) headache b) toothache c) backache
d) stomach ache

2 3.23

Play the recording for the students to listen and repeat the useful phrases. Ask for individual repetition afterwards to make sure that they're saying them correctly. Pay attention to the pronunciation of *aspirin* /'æsprɪn/.

3

- Pairwork. In pairs, the students practise the conversations, taking turns to be the person with the problem. Go round, giving help and encouragement, and checking that they are pronouncing everything correctly.
- When they've finished, ask what other problems people might have and what advice could be offered by a sympathetic friend.

Vocabulary Extra (SB page 105)

Body

- Focus the students' attention on the list of words and point out that they're all to do with parts of the body. Remind the students that the underlining indicates the syllable of the word that has the strongest stress. Check that the students can pronounce all of the words correctly.
- Ask the students to look at the picture and match each part of the body with one of the expressions. Point out that the first one has been done for them.

8 arm	1 head
9 back	11 leg
4 ear	5 mouth
2 eye	3 nose
12 foot	10 stomach
7 hand	6 tooth

Illness

- Focus the students' attention on the list of words and point out that they're all to do with illnesses. Remind the students that the underlining indicates the syllable of the word that has the strongest stress. Check that the students can pronounce all of the words correctly.
- Ask the students to look at the pictures and match each one with one of the words. Point out that the first one has been done for them.

2 backache
4 headache
3 stomach ache
1 toothache

Writing

Workbook page 59

Online form filling (a simple CV)

Photocopiable resource materials

Grammar: *How many?* (Teacher's notes page 139. Worksheet page 187.)

Vocabulary: *Pictionary* (Teacher's notes page 139. Worksheet page 188.)

Communication: *Can you drive?* (Teacher's notes page 140. Worksheet page 189.)

Test CD

See *Test Unit 14* on the CD.

DVD

Programme 7: *Let me entertain you*

CD-ROM

For more activities go to Unit 14: *Circus*.

For the best activities for beginner students, see pages xvi–xxi

For practical methodology, from *Classroom interaction* to *Writing*, see pages xxii–xxxv

What can your students do now? See self-evaluation checklists on pages xxxvi–xlvi