1 THE CIRCUS

In this unit the children will:

- Identify characters and animals related to the circus
- Identify and use language related to the circus
- Count from 10 to 100 in tens
- Recognise and use the days and months

Main language

Ladies and gentlemen/boys and girls.
Four tickets, please.
How much is it?
£5 for each child.
So that's £20, please.
Here you are.
Thank you.
When's the circus? On Saturday.
When's your birthday? In November.

Vocabulary

Names: Alison, Steve, Alex, Kate
Circus animals and characters: elephants, tigers, horses, monkeys, clown, juggler, acrobat, magician, lions
Other vocabulary: ladies, gentlemen, boys, girls, adults, children, tickets, trick
Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Months:January, February, March, April, May, June, July, August, September, October, November, December
Numbers: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred
Exclamations: Great! Fantastic! Wow! Very good! Very clever!

Classroom language

Come here.
Choose one card.
Don't show it to me.
Give me the card.
Write.
Five times four is …
Who's this?

Pronunciation

Distinguishing between numbers: thirteen/thirty, fourteen/forty etc.
Initial /s/ +consonant: Steve
/ v /: Steve
/ eks /: Alex

Materials

See individual lesson notes.

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PRE-STORY

Materials

- Circus flashcards: monkeys, elephants, tigers, lions, horses, juggler, acrobat, clown, magician (Step 2)
- Scissors (Step 4)
- Your own cards from Cut out 1, Activity Book page 59. (Step 4)

STEP 1

Warm up Come with us

1 Draw a big circus tent on the board. Write the word *Circus* clearly, underneath the picture. Say the word and encourage the children to say it after you.
2 Arrange the class into pairs. Give each pair a number. Ask the first pair to walk across the classroom towards the circus. Tell the class to ask the pair:
Class: *Hey. Where're you going?*
Pair 1: *We're going to the circus. Come with us.*
Demonstrate the activity and help the children with the language. Use gesture and mime to show the meaning of the language. Agree with the class when to begin asking the question, for example when you or a child claps hands. Pair 2 then stands up and joins Pair 1.
3 The four children (Pairs 1 and 2) walk across the classroom. Pair 3 asks them *Where're you going?* and the four children answer as before.
4 The game goes on until all the children are 'going to the circus'. You can then ask everyone *Where're you going?* They all answer in chorus and you join them as they all walk to the circus picture.

STEP 2 Pupil's Book p3

1 Listen and play

1 Play the audio CD and display the corresponding circus flashcards one by one in a visible place.

Audioscript CD1 Track 7
Monkeys, elephants, tigers, lions, horses, juggler, acrobat, clown, magician.

2 Ask the children where the characters and animals presented can be found.
T: Where can you see these animals? And where can you see clowns, acrobats, jugglers, magicians? At school? At the cinema? At the circus?
3 Play the audio CD again, pausing after each word. Encourage the children to repeat what they hear accurately while you point to the appropriate picture.
4 Say the words in a random order. Ask different children to stand up and touch the appropriate flashcard.
5 Say a series of two or three words and ask different children to pick up the correct flashcards. This step can also be done in pairs, if you think that this is more suitable for your class.
6 Arrange the class in two big groups, Group A and Group B. Give the name of one of the circus characters or animals to each child in the two groups, so that two children in the class (one in Group A and one in Group B) have the same 'name'. If your class is large, two children in a group can have the same 'name'. If it is very small, reduce the number of flashcards to be used at a time, making sure that one child in each group has the 'name' of each flashcard you are using.
7 Make sure that all the circus flashcards are displayed. Say one of the 'names' of the flashcards. The two children with that 'name' try to touch that flashcard first. The first child to touch the flashcard scores one point for their group.
8 Let the children play several times, but do not exhaust the game, and stop if it becomes too boisterous.

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STEP 3 Pupil's Book p3

2 Listen and point

1 Tell the children to look at the pictures in the activity and encourage them to say the words.
2 Play the audio CD. The children listen only.

Audioscript CD1 Track 8
Number 1 is the acrobat.
Number 2 is the clown.
Number 3 is the juggler.
Number 4 is the magician.

3 Play the audio CD again. This time the children point to the appropriate characters on the page.
4 Call out the words in a random order. The children call out the corresponding numbers.

STEP 4 Pupil's Book p3

3 Mr Magico's trick

Cut out 1 Activity Book page 59

1 Before doing this activity, revise numbers up to 50 with books closed, for example:
- write several numbers on the board and elicit the words;
- say a number and ask a child to write it on the board;
- say a sequence of numbers, for example, 10 to 20, 30 to 40, etc. making a deliberate mistake. Ask the class to correct you.

2 Ask the children if they can do magic tricks. Emphasize the word *magic* in L1 and write it on the board. Let the children tell you any experiences they may have had of magic or magic tricks, but encourage the use of English.

3 Tell the children that they are going to play a magic trick and that they will be able to play it at home with their family and friends *in English!*

4 Tell the children to look at Cut out 1, Activity Book page 59 and say the colours of the different cards. If you think it is wise, ask different children to say the numbers that appear on the different cards.

5 Tell the children to cut out the cards carefully, but do not allow too much time.

6 Arrange the class in pairs. Ask the children to decide who is A and who is B within their pairs. Ask the children to get their cards ready. It is a good idea to ask them to write their names on the back of their cards so that they can find their own cards again.

7 Demonstrate the activity, working with a child, (Child A). The child thinks of a number up to 50, e.g 20, but does not tell you (Child B). Child A finds the cards where their number appears and displays those cards on the table. In this case the cards are red and purple. Child A asks: *What number is it?*

8 Child B (you, in the demonstration) can guess the number immediately. You 'guess' the number by adding up the first figures at the top left of the red and purple cards (4+16 = 20).

9 Play the trick several times with Child A choosing different numbers before telling the children the secret.

10 Let the children enjoy the activity by playing it several times, taking turns to be A and B. Walk round the class helping and making sure that they are using English.

11 Encourage the children to play the trick at home with their friends.

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STORY 1 CIRCUS TRICKS
Pupil's Book pp4–5

Materials

- Poster 1

Listen and look

See Introduction, Storytelling, page 9.
Fix Poster 1 at the front of the classroom and point to it while telling the story or playing the audio CD. Use lots of gestures and point to the right picture on the poster when an item is mentioned in the story.

Audioscript CD1 Track 9

Characters: N = Narrator, Al = Alex, K = Kate, A = Alison, S = Steve, R = Ringmaster, Mag = Mr Magico

Picture 1

Al: Hey. Where're you going?
S: We're going to the circus. Come with us.
K: But ... we have no tickets!

Picture 2

S: Look! The Golden Circus here today. Elephants, lions, horses, tigers and monkeys.
Al: How much are the tickets?
K: (reading poster) Adults £10, Children £6.
Al: Steve, how much money have you got?
S: I've got £2.
A: I've got £2 too.
Al: I've got £1.
K: I've got £1 too.
Al: Two plus 2 plus 1 plus 1 ... is ...
S: £6.
K: That's okay for one ticket. But we need another ticket.
A: What can we do?

Picture 3

K: I know. Let's have our own circus.
Al: Yes! I can do magic tricks! Look!
S, K & A: Wow!

Picture 4

Al: (to Magician) HELLO! Are you a magician?
Mag: Oh, yes, of course. I'm Mr Magico the magician. Who are you?
Al: I'm Alex. I can do magic tricks.
Mag: Really?
Al: Yes, look.

Picture 5

Al: ABRACADABRA!

Picture 6

Mag: Ha, ha, ha. That was very good. Come into the circus and help me in the show. These tickets are for you.
Al: Thank you!
S, K & A: Hooray!

Picture 7

(FX: Music, noise and excitement from inside the circus tent.)
R: (beginning the show): Ladies and gentlemen, boys and girls, welcome to the Golden Circus. Tigers, lions, elephants, monkeys, horses, acrobats, jugglers, clowns and ...

Picture 8

R: ... and Mr Magico, the magician!
S: ... and Alex, Steve, Alison and Kate!
(FX: Audience applauding, fade)

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FOLLOW-UP 1

Materials

- Poster 1 (Step 3) (Optional)

STEP 1 Activity Book p4

1 Listen and write
True or false?

1 Play the audio CD. The children listen only.

Audioscript CD1 Track 10

1 Steve and Alison are going to the circus.
2 Alison, Steve, Kate and Alex have got £4.
3 The name of the circus is the Golden Circus.
4 The tickets are £17.
5 Alex can do magic tricks.
6 Mr Magico is a Magician.

2 Ask the children to listen to the audio CD again and write *true* or *false* for each answer as in the example given.
3 Ask the children to compare their answers with a partner.
4 Play the audio CD once again and elicit the correct answers from the class. Write them on the board and ask the children to correct the activity individually.
Option: Play the complete story on the audio CD and ask the children to raise their hands when they hear the information required to solve this activity.

Key

1 true, **2** false, **3** true, **4** false, **5** true, **6** true.

STEP 2 Pupil's Book p6

1 Listen and say
Spot two mistakes

1 Ask the children to listen to the ringmaster at the Golden Circus announcing the circus. Tell them that there are two mistakes on the poster in their books. The children have to point to the two mistakes. Let them listen a second time.

Audioscript CD1 Track 11

Ladies and gentlemen, boys and girls. Come to the Blue Circus. Elephants, tigers, lions, horses, monkeys, clowns, acrobats, jugglers and a magician. Golden Circus, the greatest show in the world. Saturday 15th October and Sunday 16th October. Don't miss it. Adults £10, children £5.

2 To correct the activity play the audio CD and stop after each sentence. Ask the children whether one of the mistakes is in that sentence.
3 Play the audio CD again and stop after each sentence. Encourage the children to repeat what they hear accurately, correcting the two mistakes.

Key

Blue Circus/Golden Circus
Children £5/£6

STEP 3 Pupil's Book p6

2 Listen and do

1 Divide the class into six groups: *Alex, Kate, Steve, Alison, Mr Magico, ringmaster.* Play the story on the audio CD. Each group has to raise their hands when their character is speaking. Pause after each line if necessary.
T: Look at the story on Pupil's Book pages 4 and 5. Put your right hand up when you hear your character speaking. Put it down when your character stops speaking.

Audioscript CD1 Track 12

See story audioscript.

2 Encourage the children to look at each of the pictures from the story and say the words or sentences they remember from the story which relate to that picture.
Option: Fix Poster 1 at the front of the classroom. Play the audio CD for the part of the story that corresponds to a particular picture in the story and encourage the children to give the picture number by showing the appropriate number of fingers or by saying the number aloud.

STEP 4 Pupil's Book p7

3 Song The Golden Circus

1 The children close their books and listen to the song on the audio CD. Afterwards elicit the words that the children can remember from the song. Build up the text from what they say and write the

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words on the board. Give praise for ability and willingness to understand the words.

Audioscript CD 1 Track 13

We're at The Golden Circus
What a lot of fun!

Look at the tigers and the monkeys
And the elephant too!
Look at the lions and the horses
Lots of things to see and do!

We're at the Golden Circus
What a lot of fun!

Look at the acrobats and the juggler
And look at the clown!
He is very funny
With his trousers falling down!

2 Listen to the song again and then ask the children to open their books and encourage them to sing along with the audio CD and do the actions.

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STEP 5 Activity Book p4

2 Wordsearch Circle and write

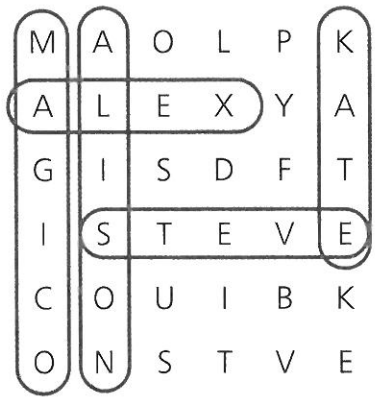
1 Ask the children to look at the pictures. Point to each picture and ask the character's name:
T: Who's this? (pointing to the first picture)
Ss: Alex.
T. Good. And who's this?
Ss: Steve.
T: Kate, Steve, Alex and Alison are friends. Their friend, the magician, is called 'Mr ... '.
Ss: Magico.

2 Say the names one by one and encourage the children to repeat them accurately. Emphasise that there is no vowel sound before the /s/ in *Steve* and draw attention to the sounds /v/ in *Steve* and /eks/ in *Alex.*

3 Ask the children to find the names in the wordsearch, circle them and write them next to the appropriate picture.

4 Ask the children to compare their answers with a partner. Then ask different children to read the sentences. Make sure that everyone can pronounce the names accurately.

Key
I'm Alex.
I'm Kate.
My name's Alison.
My name's Steve.
I'm Mr Magico.



FOLLOW-UP 2

Materials

◆ Circus flashcards: monkeys, elephants, tigers, lions, horses, juggler, acrobat, clown, magician. (Step 1)
Optional: some British coins and notes. (Step 5)

STEP 1

Warm up Circus time

1 Choose some of the circus flashcards and fix them at the front of the class. Put the children into lines of three or four and give each line the word for one of the flashcards, for example *acrobat, juggler, magician, clown, lions.*
2 Say the word for one of the flashcards. The children in that line must turn round and stay in that position until you call out a different word. Then they turn round and face you while the line for the new word turns round. Any child who does not move according to the instructions has to leave their line and join you. The winner is the last child to remain in the last line.
3 Give each line a new word, perhaps changing the flashcards, for example *monkeys, elephants, horses, tigers* and repeat the game.

STEP 2 Activity Book p5

3 Listen, number and say

1 The main objective of this activity is to develop the skill of scanning for information. Tell the children to look at the different posters that appear in the layout. They do not have to read yet. The children may be able to identify the names of the circuses quite easily, but if you think it is necessary, say them out loud before starting the activity.
2 Say different sentences or ask questions related to the information given on the posters. The children have to look quickly through the posters and say the answer when appropriate. The following are examples of questions to ask or sentences to complete:
How much are the tickets at the Great Circus? (Adults £9, Children £5)
Are there any clowns at the Star Circus? (Yes)
Look at the Full Moon Circus. What animals are there? (Tigers, horses, elephants)
There are magicians at the Golden Circus and at the … (Super Circus)
At the Star Circus, children's tickets cost … (£7) etc.
Use mime and gesture to make your questions comprehensible. Do not expect long correct answers. Praise short answers that show comprehension of your questions.
3 Play the audio CD. The children listen and write the appropriate number in the box beside each circus poster.

Audioscript CD1 Track 14

1: Come to the Star Circus!
Clowns, acrobats, jugglers, monkeys, tigers, elephants and lions!
Adults £12, children £7.

2: It's the Full Moon Circus!
Tigers, horses, elephants, jugglers, clowns.
Adults £12, children £6.

3: Hurray! Come to the Super Circus!
Monkeys, horses, elephants and magicians!
Adults £8, children £5.

4: Come to the Great Circus!
Elephants, lions, monkeys, magicians and acrobats!
Adults £9, children £5.

STEP 3 Pupil's Book p7

4 Listen and repeat

1 Ask the children to look at the numbers and ask which ones they can say in English, for example: *10, 20, 30, 40, 50.*
2 Encourage the children to guess the pronunciation of the remaining numbers.
3 Play the audio CD and pause after each number. Ask the children to repeat what they hear accurately.

Audioscript CD1 Track 15

The magician is counting. Listen: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred!

4 Encourage the children to say the numbers without looking in their books.
5 Write different numbers on the board and challenge the children to guess how to say them. For example, write *65* on the board.
T: What number is this?
Ss: Sixty-five.
Help them with any problems.

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STEP 4 Pupil's Book p8

5 Game

1 Draw attention to the different pronunciation of *sixteen* and *sixty*. Play the audio CD. Ask the children to stand up and sit down quickly when they hear multiples of 10 but not when they hear numbers ending in *teen*.

Audioscript CD1 Track 16

Fifteen, sixteen, seventy, seventeen, a hundred, eighteen, eighty, ninety, nineteen, sixty, fifty.

2 Tell the children that they are going to play a game. Write *Lions* on the left and *Tigers* on the right-hand side of the board. Write the following numbers twice on the board, scattered around under the words *Lions* and *Tigers*, as in the picture on Pupil's Book page 8: *15, 16, 17, 18, 19, 50, 60, 70, 80, 90, 100.*

3 Divide the class into two big groups: *Lions* and *Tigers*. Ask each group to stand in a line facing the board. Give a piece of chalk to the first child in each line.

4 Say one of the numbers. For example:

T: Nineteen.

Both the children holding the pieces of chalk run to the board and draw a circle around number 19. Then they give the chalk to the next child and go to the back of their line. The teacher then says a new number and the game goes on until all of the numbers have been circled. Each time a child circles the correct number they win a point for their team. The group with the highest score wins.

STEP 5 Activity Book p5

4 Listen and write

1 Play the audio CD and ask the children to follow the words in their books.

Audioscript CD1 Track 17

Alex: How much are the tickets?
Kate: (reading poster) Children £6.
Alison: Steve, how much money have you got?
Steve: I've got £2.
Alison: I've got £2 too.
Alex: I've got £1
Kate: I've got £1 too.
Alex: Two plus two plus 1 plus 1 … is …
Steve: £6.
Kate: That's okay for one ticket. But we need another ticket.
Alison: What can we do?

2 Play the audio CD a second time and allow time for the children to write in the missing words and lines in their books.

3 Appoint four children to read the complete dialogue out loud. Help and correct where necessary.

4 If necessary play the audio CD again for the children to check their answers.

5 Show some real British coins or notes to the children and pass them around so that they can enjoy touching them and examining them. Tell the children the approximate value in your currency.

Mathematical signs

Written	Spoken
+	*plus*
x	*times*
=	*equals/makes/is*

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STEP 6 Pupil's Book p8

6 Act out

1 Ask the children to arrange themselves into groups of four. The children in each group choose one of the four characters so that all four are represented in each group: Alison, Steve, Kate, Alex. Solve possible disagreements when choosing characters by suggesting the possibility of changing roles in later versions of the Act Out.

2 Play the audio CD. Each child says their part with the audio CD. They can follow the text in the previous activity.

Audioscript CD1 Track 18

Alex: How much are the tickets?
Kate: (reading poster) Children £6.
Alison: Steve, how much money have you got?
Steve: I've got £2.
Alison: I've got £2 too.
Alex: I've got £1
Kate: I've got £1 too.
Alex: Two plus two plus 1 plus 1 … is …
Steve: £6.
Kate: That's okay for one ticket. But we need another ticket.
Alison: What can we do?

3 Allow time to memorise the dialogue and ask volunteer groups to perform in front of the class. Encourage them to use the coins in their performances.

Option: To make the performance more challenging, encourage the children to substitute other numbers for 1, 2 and 6.

STEP 7 Activity Book p6

5 Listen and solve How much is it?

1 Tell the children that two families, the Richards and the Browns, are going to the Golden Circus. They are buying the tickets.
2 Ask the children to look at the activity. Point out that number two is written in as an example of what to do. Play the audio CD. The children don't need to write anything yet.

Audioscript CD1 Track 19

1. The Richards:
Mrs Richards: Four tickets, please.
Assistant: Children or adults?
Mrs Richards: Two children and two adults, please.
How much is it?
Assistant: It's ...

2. The Browns:
Mr Brown: Six tickets, please.
Assistant: Children or adults?
Mr Brown: Five children and one adult, please.
How much is it?
Assistant: It's ...

3 Play the audio CD again and stop after the dialogue with the Richards. Allow time for the children to complete this part then play the dialogue with the Browns. Again, allow time for the children to complete the dialogue in their books.
4 To correct the activity ask different children questions:
T: Number 1. The Richards. How many tickets for adults do they want? How many for children? How much is it? Etc.
Write the answers on the board.

Key

The Richards: 2 adults, 2 children. £32.
The Browns: 1 adult, 5 children. £40.

STEP 8 Activity Book p6

6 Write

1 Ask the children to work individually and complete the text by writing in the words that correspond to the pictures. Tell them to take care with the spelling.
2 When they have finished, tell them to check their spelling by looking at previous pages in their Pupil's Books.
3 Correct the activity by asking confident children to read the text out loud. Other children can write the words on the board.

Key

Hello. I'm (Alison). I'm going to the (circus) with my friends (Alex, Kate and Steve). We haven't got much (money). We have got (£6). Alex can do (magic) tricks. We hope to see (tigers, lions, monkeys and clowns). Bye!

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FOLLOW-UP 3

Materials

- A large sheet of paper or card for each child and one for you (Step 2)
- **Optional:** large calendar in English (Step 2)

STEP 1

Warm up
When's the circus, Mr Magico?

1 Tell the children that you are going to play a game. You will be Mr Magico and they will walk behind you asking again and again:
Ss: When's the circus, Mr Magico?
T (in the role of Mr Magico): It's in May.
Ss: When's the circus, Mr Magico?
T (in the role of Mr Magico): It's in September. etc.
2 When your answer is *It's in October*, the children sit down on the floor immediately and you turn round and try and spot anyone still standing up. Anyone you see still standing up joins you. The game continues until there is only one child left walking behind you. He/she is the winner.
3 Ask the children what they think the words *May, July, October,* etc. are. Tell them the word *months*.
Note: It may be advisable to play this game in the playground or in the gym.

STEP 2 Activity Book p 7

7 Listen, repeat and write

1 Play the audio CD. The children listen with their books closed.

Audioscript CD1 Track 20
January, February, March, April, May, June, July, August, September, October, November, December.

Ask the children if they recognise what they hear:
T: What are they? Numbers? Days? Months?

2 Play the audio CD again, pausing after each word so that the children can repeat what they hear accurately.
3 Say the months or play the audio CD once more. Ask the children to chant the months with you or with the audio CD.
4 Say some of the months in order but miss one of them out. Ask the children to call out the missing month:
T: January, February, mmmmmmm, April. Which month is missing?
Ss: March.
T: Excellent. Now listen: October, mmmmmm, December. etc.
5 If you have been able to find an English calendar, show it to the children and help them to say the names of the months while you point to them. Then ask the children to open their books and follow the written words while listening to the audio CD again.
6 Ask the children to choose one of the months and copy the word on a sheet of paper in big letters. Ask them to have these ready for the next activity. Make one for yourself as well.

STEP 3 Pupil's Book p 8

7 Song Twelve months

1 Group the children according to the month they chose in the previous activity. Tell them that they are going to hear a song. When they hear their month, they must hold up their flashcard. Don't forget to hold up your own card at the appropriate moment.
2 Play the audio CD several times and encourage the children to join in with the words as well as holding up their cards.

Audioscript CD1 Track 21
Twelve months in a year
Twelve months, twelve months

January, February, March
April, May
June, July
August, September
October, November
December comes at last

Twelve months in a year
Twelve months, twelve months

3 Encourage the children to sing the song by heart.
4 Say a number and ask the children which month it refers to. For example:
T: What number is 'April'?
Ss: Four. etc.

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STEP 4 Activity Book p7

8 Listen and write

1 Ask the children to look at the pictures in their books.
T: Look at the pictures in activity 8. Who can you see?
2 Play the audio CD. The children listen.

Audioscript CD1 Track 22

Mr Magico: Well, well. Let's see. Alison, when's your birthday?
Alison: In November.
Mr Magico: Aha! In November! What about you, Steve? When's your birthday?
Steve: In April.
Mr Magico: April, nice month. Alex, is your birthday in September?
Alex: No. It's in December.
Mr Magico: I see, in December. Kate, when's your birthday?
Kate: My birthday? It's in ... er ... in ...
Mr Magico: Is it in January? In February? In March? In April?
Kate: No, no. It's in July.
Mr Magico: Aha! In July.
Narrator: And what about YOU? When's YOUR birthday?

3 Play the audio CD again. This time the children have to write the corresponding month for each of the four characters: Alison, Alex, Steve and Kate.
4 Correct the activity with the whole class. Listen to the audio CD again if necessary.
T: When's Alison's birthday?
Ss: In November.
T: OK. When's Steve's birthday? etc.

STEP 5 Activity Book p8

9 Speak and complete the graph When's your birthday?

1 Draw two axes on the board. Draw the graph from page 8 of the Activity Book on the board.
2 Ask the children to arrange themselves in a line according to the month in which they were born: January at one end and December at the other. In order to do this, the children have to ask each other:
S1: When's your birthday?
S2: In (September).
Practise with the children and demonstrate the activity before actually performing it. Make sure that the noise level is acceptable.
3 Once the children are standing in a line, ask them:
T: When's your birthday? Is it in January? Raise your hand.
Count the number of children and write a cross on the graph in the appropriate place.
4 Do the same with the rest of the months.
5 Ask the children to sit down and complete their graphs by copying from the board. Encourage them to be accurate.

STEP 6 Activity Book p8

10 Write

1 Ask the children to look at the graph in activity 9 and ask them questions about it:
T: How many children celebrate their birthday in May?
Ss: (count) For example: *Three.*
T: Very good. Now look at November. How many children celebrate their birthday in November? etc.
2 Ask the children to write the answers in the boxes.
3 Ask the children to compare their answers with a partner: one child says the month and the other says the number of children with birthdays in that month.
4 Correct the activity with the whole class by asking different children to read their answers out loud.

STEP 7 Activity Book p9

12 Look and complete

1 Ask the children to look at the calendar. Ask questions about it, for example:
T: What month is it? How many days has October got?
2 Say a particular number. The children say the corresponding day:
T: The fourteenth.
Ss: Sunday.
Explain that in English the days of the month are ordinal numbers.

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Key
31 days
Wednesday
Thursday
Sunday

STEP 8 Activity Book p9

11 Listen and write

1 The children close their books. Ask them about the Golden Circus:
T: Do you remember the Golden Circus? When is it? On Monday? On Tuesday? On Wednesday? On Thursday? On Friday? On Saturday? On Sunday?
Ss: Saturday and Sunday.
T: Well done. Can you say the names of the other days of the week?
Praise all their efforts.
2 Play the audio CD and pause after each word for the children to repeat what they hear. Encourage accurate pronunciation.

Audioscript CD1 Track 23
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

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Note: Although in English the week begins on Sunday we are beginning it here with Monday so that the children will not be confused.

3 Play the audio CD again and encourage the children to join in.
4 Write the date on the board, if you have not already done so and say for example:
T: Today is Monday. What day is it tomorrow?
(Use gesture to help explain your words.)
Tuesday? Friday?
Ss: Tuesday
5 Ask the children to open their books. Play the audio CD or read the days of the week out loud and ask the children to follow them in their books.
6 Draw attention to the short form for the days and ask the children to relate them to the long forms and copy the word in full on the dotted lines. Tell them that in English the days are always written with a capital letter at the beginning.

Key
Mon. Monday
Tue. Tuesday
Wed. Wednesday
Thur. Thursday
Fri. Friday
Sat. Saturday
Sun. Sunday

MY DICTIONARY
Activity Book p52

Materials
- stickers

STEP 1

Stick

1 Ask the children to think of a name for their own imaginary circus, and make a poster for it using stickers: elephants, tigers, lions, horses, monkeys, juggler, acrobat, clowns, magician. They should write the words by the stickers, referring to Follow up 1, page 6, activity 1 if they need to. Walk around the class while the children are working and help them whenever necessary. Encourage them to write the date and the price of the tickets.

When they have finished, ask questions such as:
T: David, what's the name of your circus?
D: (gives name)
T: María, what animals are there in your circus?
M: Tigers and elephants.
T: Montse, is there a magician in your circus? etc.

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2 Quietly ask one of the children the name of their circus and introduce it to the class, in the style of the ringmaster in Follow up 1, activity 1. You could play the audio CD for that activity to remind the children of the text. Remind the children that the ringmaster made two mistakes when presenting the Golden Circus, but they are not expected to make any.

3 Ask the children to work in pairs and introduce their own circuses using the characters and the name they have chosen. Ask confident volunteers to do this in front of the class.