



LEVEL 2 LESSON 4 RUN AWAY WITH THE CIRCUS!



Topics Travel Discussing creative works Expressing opinions Expressing agreement	Prepare Before Class Print copies of the student Activity Sheet
Learning Strategy Ask Questions to Clarify	Goals Expressing opinions Politely agreeing and disagreeing

Day 1

Introduce the Lesson

Explain that “In Lesson 4, Anna and Pete start their new show. They do not agree about the circus. Are the performers artists or athletes? Do they perform or compete? Find out in the first ‘He Said - She Said’ show. In this lesson, you will see how they support their opinions by explaining their reasons for thinking the way they do.”

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-To Guide to help students learn the new words.

If students need help with the language of agreement and disagreement, provide some phrases in written or spoken form for them to practice, such as the ones below.

Ways to say “I agree”	Ways to say “I disagree”
I think so, too.	I hear what you are saying but..
I am with you.	That's not always true.
I can go along with that.	I don't agree.
That's true.	I disagree.
Exactly.	That's not the way I see it.

Present the Conversation

Tell students that the video will show Anna and Pete’s new show, “He Said - She Said.” Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot’s Lesson

Review the grammar and vocabulary points in “Professor Bot’s Lesson” by reading the text or pausing while playing the video.

Hunt for Agreement

They did it! They agreed!! Anna says she agrees that the performers are athletic. “That’s a good point, Pete. They are athletic. I agree with you on that point.” Now look for other ways they agree.

Comment on Agreement

Oh dear. Anna and Pete do not agree about Circus Arts. But that’s okay. Today’s lesson is about agreeing and disagreeing. Let’s listen to how Anna and Pete disagree or agree. Let’s hope these two can agree on something.

Example of Agreement

Good job you two! I’m so glad that Anna and Pete finally agree! Pete said, “You’re right, Anna.” I agree, too. Circus arts are beautiful.

Expressing Agreement and Disagreement

Introduce students to expressing agreement and disagreement with an activity that will get them up and moving around the classroom. Students will practice expressing and defending their opinions.

In each corner of the classroom, put one of these signs: Strongly Disagree, Disagree, Agree and Strongly Agree.

Depending on the size of your class, choose four or more of the statements below about the best way to learn English. Or choose your own topics that are important to your students. Write them on the board as you go through the activity or read them aloud one at a time. After reading one aloud, tell students to go to the corner that best matches their opinion.

Choice of Topics

A. The best way to improve your English is to...

- write in a journal every day in English.
- practice speaking with a friend in English.
- read as much as you can in English.
- make videos of yourself speaking or reading aloud.

B. Children should always...

- do what parents tell them to do.
- follow their own interests even when parents do not approve.
- focus on school work more than housework.
- have a choice in what name they use.

The students in the same corner should first discuss why they chose that opinion and then have one member report their reasons back to the class. After each corner has given reasons for their opinion, ask the students from the different corners to politely tell why they disagree with another corner's opinion. Tell students that if they want to switch to another corner they may do so. Repeat with other statements.

Day 3

Learning Strategy

Explain, "The learning strategy for this lesson is Ask Questions to Clarify. Clarify means 'to make clear.' When you use English, you often need to ask questions. Of course when you did not hear someone you may ask them, 'Would you please repeat that?' You can also ask questions when you want to learn more about someone's opinions or ideas."

Tell students how Pete asks questions to understand Anna's ideas. "In this lesson, Anna and Pete are talking about circus performers. Are they artists or athletes? Pete thinks they are athletes, but he is trying to understand why Anna thinks they are artists. He says, 'I hear what you're saying, Anna. I do. But where is the art?' This helps to continue the conversation. Anna explains, 'But he's an artist too. He is telling a story with his sticks and his costume.' Then Pete asks, 'What story? What costume?' Anna interviews the circus performers and asks them to explain *why* what they do is an art form. We do not see her questions in the conversation but we see the performers answering them."

Ask, "How about you? When do you ask questions to clarify while you are speaking English? Can you think of an example of a time you needed to ask questions recently?" Give an example if students cannot think of any times.

Activity

In this activity, students will practice the strategy Ask Questions to Clarify. They will think of a rule that applies to a topic on which they will express an opinion.

Print the Activity Sheets in the Resources section. Note there is a “Student A” sheet and a “Student B” sheet. Have students stand in one row in alphabetical order according to their given name or their English name. Lead one end of the row to walk toward the other end of the row so students are facing a partner. Hand out the “Student A” sheets to one row and the “Student B” sheets to the other row.

Explain: In this activity, you and your partner will practice giving your opinion. After you hear your partner’s opinion, ask a question to clarify why your partner has their opinion.

“For example, if I say, ‘I am a wonderful teacher,’ you may ask, ‘Why?’ I will make this rule when I answer, ‘Because my students are learning English very well.’ Let’s try it with two students now.”

Demonstrate with the two students at one end of the row. Explain:

“You are Student A. Read the part of the girl.” Turn to the other student.

“You are Student B. Read the part of the boy.”

Have them read the example conversation on their sheet aloud.

Ask students to sit together to continue the activity. Point out that each sheet has different topics, so students should take turns listening to and asking about opinions. Tell students, “Your explanation can be a funny one, like, ‘Travel is relaxing because I always fall asleep on a train.’”

After doing each conversation, each student should write their reasons in the box at the bottom of the page.

When the class has finished with the activity, ask several pairs to demonstrate the reasons they gave for the opinions they chose.

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says: Recently, I went to a circus festival. It was a celebration of circus arts!
Pete says: I don't think circus performers are artists. I think they're athletes with interesting skills ... and costumes.
Anna answers: I completely disagree.
The question is: How do Anna and Pete think about the circus performers?
2. Pete says: "People who swing from ropes are not artists. I know it's not easy to swing from a bar and catch someone by the hands. You have to be very athletic to do that. But where is the art? They're jugglers. They're just throwing things back and forth."
The question is: What reason does Pete give for his opinion about circus arts?
3. Anna watches a man juggling and says: "But he's an artist too. He is telling a story with his sticks and his costume... circus performers do more than physical tricks."
The question is: What reason does Anna give for her opinion about circus performers?
4. Kate says: "It's an art form because like, other sports are competing. This is simply performing and having fun."
The question is: How does the performer, Kate, show that performing in the circus is an art?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2.

Choose an opinion you heard or saw in this lesson. Or choose an opinion you have heard people around you express. Write three reasons why you agree or disagree with the opinion. Explain each reason fully.

If time allows, have students exchange their writing with another student or read it to that student and then discuss whether they agree or disagree on the opinion.

Conversation

Anna: Hello, I'm Anna ...

Pete: ... and I'm Pete. Welcome to "He Said,

Anna: ... She Said"!

Pete: Because there are always two sides ...

Anna: to every story!

Anna: Today's show is about Circus Arts!

Pete: Circus? That's not an art form.

Anna: Yes, it is.

Pete: No, it isn't.

Anna: Yes, it is.

Pete: No, it isn't.

Anna: Yes, it is!

Pete: No, it isn't.

Anna: Yes, it is!

Pete: No, it isn't.

Anna: Yes, it is!

Anna: Today, let's run away with the circus! Recently, I went to a circus festival. There was a huge circus tent. And many different circus performers. It was a celebration of circus arts!

Pete: That looks fun, Anna. But I don't think circus performers are artists. I think they're athletes with interesting skills ... and costumes.

Anna: Hmm, that is a very interesting point of view, Pete. And I completely disagree.

Pete: Anna, Michelangelo was an artist. Rembrandt was an artist. People who swing from ropes are not artists. I know it's not easy to swing from a bar and catch someone by the hands. You have to be very athletic to do that.

Anna: That's a good point, Pete. They are athletic. But they are called trapeze artists. Trapeze ... ARTISTS.

Pete: I hear what you're saying, Anna. I do. But where is the art? Look at these guys. They're jugglers.

Anna: Yes, they are skilled in the art of juggling.

Pete: They have a special skill. But are they artists?

Anna: Yes!

Pete: No!

Pete: They're just throwing things back and forth.

Anna: Kind of like you and me, Pete. We're going back and forth on this issue.

Pete: I don't think we'll ever agree on this one.

Anna: No, but we can agree that these young people are amazing.

Pete: Okay, yeah. We can agree on that. But, still, they are very athletic – flipping and throwing each other around.

Anna: Yes, I agree with you on that point.

Pete: Anna? Anna!!

Anna: Sorry! Sorry! But he's an artist too. He is telling a story with his sticks and his costume.

Pete: What story? What costume?

Anna: I see your point, Pete. I really do. But circus performers do more than physical tricks. Look! Look at these amazing performers!

Pete: I will admit -- I like their costumes.

Anna: You know, Pete. Let's let the performers speak for themselves.

Anna: Kate and Piper tell stories while hanging upside down on a ring!

Pete: Was it hard to interview them upside down?

Anna: I interviewed them right side up, Pete. Kate says circus performing may be athletic but it's not competitive. With most sports, you compete.

Kate: It's an art form because like, other sports are competing. This is simply performing and having fun.

Pete: Okay, Kate made a really good point. In athletics, there is a lot of competition. But still ...

Anna: Here's Piper, Pete. Please pay attention, Pete.

Pete: But, I ...

Anna: Shh.

Piper: Well, when you're up in the air doing circus you have to perform. And so, we learn to embody characters, and to move fluidly and gracefully ... in artistic ways.

Anna: And that ...is why they are artists!

Pete: You're right, Anna. Oh, you're right. It's just so beautiful.

Anna: I know. I know, Pete.

Key Words

admit	<i>v</i>	to say usually in an unwilling way that you accept or do not deny the truth or existence of (something)
athlete	<i>n</i>	a person who is trained in or good at sports, games, or exercises that require physical skill and strength
athletic	<i>adj</i>	strong and muscular
back and forth	<i>adv</i>	toward the back and then toward the front or backward and forward
bar	<i>n</i>	a straight piece of metal or wood that is used as a tool
circus	<i>n</i>	a traveling show that is often performed in a tent and that typically includes trained animals, clowns, and acrobats
competitive	<i>adj</i>	of or relating to a situation in which people or groups are trying to win a contest or be more successful than others
embody	<i>v</i>	to be a symbol or example of (something)
form	<i>n</i>	a type or kind of something
graceful	<i>adj</i>	moving in a smooth and attractive way
hang	<i>v</i>	to hold one's body in the air
Michelangelo	<i>n</i>	Michelangelo di Lodovico Buonarroti Simoni was an Italian Renaissance painter, sculptor, architect, poet, and engineer
Rembrandt	<i>n</i>	Rembrandt Harmenszoon van Rijn was a famous Dutch painter and artist
right side up	<i>adv</i>	with the top of something, or the head of a person, facing upward
ring	<i>n</i>	something that is shaped like a circle
rope	<i>n</i>	a strong, thick string that is made by twisting many thin strings or fibers together
run away with	<i>phrasal verb</i>	to secretly leave a place with a person or a group
side	<i>n</i>	one of two or more opinions, positions, etc., that disagree with each other

trapeze	<i>n</i>	a short bar that is hung high above the ground by two ropes and that is held by circus performers who perform athletic tricks on it
twirl	<i>v</i>	to turn or spin around and around

Quiz - Level 2, Lesson 4 - Run Away With the Circus

Listen. Circle the letter of the correct answer.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. How do Anna and Pete think about the circus performers?</p> <ul style="list-style-type: none">a. Pete thinks they are interesting actors. Anna thinks they are athletic.b. They agree that circus performers are artists.c. Anna thinks they are artists. Pete thinks they are athletes.d. They both think that circus performers are skilled athletes. | <p>3. What reason does Anna give for her opinion about circus performers?</p> <ul style="list-style-type: none">a. She says they have very nice costumes.b. Anna says the performers are telling a story.c. They are doing physical tricks with great skill.d. It is difficult to twirl sticks while dancing. |
| <p>2. What reason does Pete give for his opinion about circus arts?</p> <ul style="list-style-type: none">a. It is not easy to swing from a bar and catch someone.b. The performers are strong and have good skills.c. It takes a lot of skill to be a juggler.d. The performers are athletic but do not make art. | <p>4. How does the performer, Kate, show that performing in the circus is an art?</p> <ul style="list-style-type: none">a. Kate says that it is art because they do not compete.b. They are more athletic than those who participate in sports.c. Kate says they do not have as much fun as athletes do.d. They are hanging upside down while they perform. |

STUDENT A

STEP 1

Choose an opinion. Tell what you think. Answer your partner's questions to explain your opinion.

Reading is the best way
to learn
Listening is the best way
to learn

Science is interesting
Science is boring

Mathematics is easy
Mathematics is hard

Salad is a great meal
Salad is not a great meal



STEP 2

Write your reasons for the opinions you talked about. Next, listen to your partner's opinions. Ask a question to clarify why they think that way.

1. _____
2. _____
3. _____
4. _____

STUDENT B

STEP 1

Listen to your partner give an opinion. Ask your partner a question to clarify their opinion. Then, choose a topic from your paper. Tell your opinion.

Winter is terrible
—
Winter is wonderful

Cheese is a great food
—
Cheese is a bad food

History is easy
—
History is hard

Travel is relaxing
—
Travel is stressful



STEP 2

Write your reasons for the opinions you talked about. Ask your partner to tell you their reasons.

1. _____
2. _____
3. _____
4. _____