



Bebop, Level 3, Unit 4: Circus Fun!

Lesson 5

This lesson plan, based on the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video conferencing tool like Skype or Zoom.

Length: 45–60 minutes

Learning outcomes:

Lesson Objectives:

- learn to name three circus performers
- understand and use the preposition *behind*
- review prepositions *in, on, under, next to*
- use key language in a sentence
- practice a dialog
- practice listening comprehension
- improve visual and auditory discrimination
- strengthen fine and gross motor skills
- develop critical thinking
- use colors for a purpose

Key Language:

- *dancer, magician, strongman, The clown is (behind) the (dancer).*

Key Language Review:

- *acrobat, car, clown, hat, juggler, rabbit, ringmaster, Where's the (clown)?*

Materials:

- A box (big enough for a flashcard), music
- Slide displaying Bebob Student's Book, Unit 4, Lesson 1, p. 28
- Slide displaying Bebob Student's Book, Unit 4, Lesson 5, p. 32
- Bebob Student's Book audio CD
- Slide displaying Bebob Activity Book, Unit 4, Lesson 5
- Flashcards – dancer, magician, strongman
- [\(Some resources above can be downloaded here\)](#)

Materials for Pupils

- Student's Book (if available)
- Activity Book (if available)
- Paper
- Pencils or crayons



For further preparation, you could watch these teacher development webinar from the Macmillan 'Teach from Home' webinar series <https://www.macmillanenglish.com/us/training-events/webinar-archive>.



Parents:

To help make the lesson effective, cooperation of parents will be needed.

They will need to make sure any materials required are available. You should include this information in the lesson invitation, but you can remind them at the start of the lesson. You can do this in the local language, or alternatively you can prepare a slide with pictures of what's needed (scissors, glue, crayons, etc.).

Large Groups:

If you have too many pupils to run this lesson as a live lesson, you could record yourself following the lesson plan below – leaving spaces for students to answer questions at home – and the video file can be sent to parents for playback.

Age:

Pupils at this age may find it more comfortable to answer questions as a group rather than as individuals.

You may find it easier to mute all students while you are giving instructions and then unmute all when you expect a response.

Before the Lesson:

Play "The Bebop Band" song to welcome children to the lesson. Display Lesson 1 (Circus Fun!) on the class screen so children can see the image as they enter the room.

Follow the teacher's notes in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
Lesson warm-up and topic introduction	<p>Welcome the children by smiling, waving and saying hello. If possible, try to use their names and encourage children to wave back. For example, "Hello Miguel."</p> <p>Do the <i>Hello Bebop</i> routine. Make sure your camera is positioned so that the children can clearly see all of the actions.</p> <p>Draw the children's attention back to the Lesson 1 slide and review key language from Lesson 1 (<i>acrobat, clown, juggler, and ringmaster</i>). Say <i>acrobat</i> and ask the children to repeat after you and then point.</p> <p>Repeat with the other performers. Allow the children time to find the different characters in the picture.</p> <p>Now show the flashcard of the dancer. Say, "dancer," and ask the children to repeat after you. Do the same with the other flashcards (<i>dancer, magician, and strongman</i>).</p> <p>Put the flashcard of the dancer behind the flashcard of the magician and say, "The dancer is behind the magician." Ask the children to repeat.</p> <p>Continue by putting the dancer <i>next to, under, and on</i> the <i>clown, magician and strongman</i> and have the children repeat all the sentences. When displaying <i>under</i>, hold the flashcards up vertically so the images are visible for the children. But when displaying <i>on</i>, place both flashcards flat, horizontally. Finally, put the flashcard of the dancer in a box and elicit the sentence. Then review the question and have the children repeat.</p>



Stage 2	
Listen, point, and say.	<p>Display Student's Book Lesson 5 on the class screen. Ask them to tell you what they can see.</p> <p>Play the CD/audio and use the mouse arrow or highlighter tool to point to the circus performers and props.</p> <p>Play it again and ask the children to point to correct pictures.</p> <p>Play the track one more time. Once the audio has finished, ask the children to name the circus performers and props.</p> <p>Audioscript:</p> <p>Adult: magician, dancer, strongman, clown, rabbit, hat, car</p>
Stage 3	
Listen and circle the correct person or animal.	<p>Ask the children to look at their own Student's Book page (if they have access to their book).</p> <p>Play the CD/audio. Ask the children to point to the correct circus performers as they are mentioned. Use the mouse arrow or highlighter tool to demonstrate the first one as the example.</p> <p>Play the audio again and stop it after the first dialog. Ask the children to circle the circus performer. If they do not have access to their student's book they can point to the screen. Continue until you finish.</p> <p>Audioscript:</p> <p>Paul: Where's the clown? Lucy: The clown is behind the dancer. Paul: Where's the rabbit? Lucy: The rabbit is in the hat. Paul: Where's the strongman? Lucy: The strongman is under the car. Lucy: Where's the clown? Paul: The clown is next to the strongman. Lucy: Where's the rabbit? Paul: The rabbit is on the hat.</p>
Stage 4	
Listen and say with a friend.	<p>Play the CD/audio again and stop it after the question, "Where's the clown?" Ask the children to repeat.</p> <p>Continue playing the CD/audio and stop it after you hear the sentence, "The clown is behind the dancer." Ask the children to repeat. Continue until you finish.</p> <p>If you feel the children need more practice, repeat this task. Rather than using the audio, say the questions and answers yourself and ask the children to repeat.</p> <p>If possible, ask the children to ask and answer questions with you using the pictures in their Student's Book. For example, ask, "Juan, where's the (clown)?" Juan responds, "The (clown) is (behind) the (dancer)." Encourage the children to ask the questions too, then you can respond.</p>

Stage 5	
Wrap-up	<p>Ask the children to stand up. Play some music. Stop the music and say, "Stand behind your chair!"</p> <p>Repeat by with the different prepositions and objects, for example, asking them to stand next to a window and to sit under the table.</p> <p>Do the <i>Goodbye Bebop</i> routine.</p>
Extra Activity	<p>If the pupils have their Activity Books:</p> <p>Display Lesson 5 in the Activity Book and ask the children to look at their own Activity Book page.</p> <p>Ask the children to follow your instructions to color each rabbit in a different color so that they have a visual reference to go with each preposition (<i>in</i> is the yellow rabbit, <i>on</i> is the blue rabbit, and so on).</p> <p>If you have time, ask the children to point and say sentences to describe the pictures. For example, "The rabbit is (on) the hat."</p> <p>If the children are feeling confident, encourage them to ask questions too. For example, "Where is the (red) rabbit?" This speaking activity could also be done as review activity at the start of the next lesson.</p>

Homework Suggestions:

- Ask the children to sing the song at home. Parents can record their children and send the audio files to the teacher.
- Ask the children to do a drawing activity with the key vocabulary they saw during the lesson. Parents can take a photo of their children's work and send it to the teacher.

