

UNIT 6: BEAUTY AND THE BEAST

Lesson 1: The Beast's castle

Content: Learners practise vocabulary items related to rooms and furniture. They also practise structures, such as ‘this is’, ‘that is’, ‘these are’ and ‘those are’. All vocabulary and language structures are presented in context through the story and a song and are further consolidated through tasks and activities.

Linguistic aims:

Learners are expected to:

- learn vocabulary related to the house: *living-room, bedroom, bathroom, kitchen, mirrors, table, bed, sofa, chairs.*
- be able to identify and use the structures: *this is/these are*” and *that is/those are*
- be able to identify the written form of the words (word recognition)
- be able to produce the written form of the words

Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to expose learners to a different version of a story familiar to learners and help them enjoy the basic elements of the story in the L2
- to promote pair-work
- to encourage singing

Suggested material:

- flashcards or realia
- story pictures (found online)
- realia (a doll's house/miniature furniture)
- boardmarkers

Suggested procedure (up to 3 days)

Step 1

Ask learners to identify the characters of Beauty and the Beast in the book. Ask them if they already know the story and tell them they will listen to another version of this story.

Step 2

Ask learners to open their books to Lesson 1, Unit 6. Play the recording twice.

Learners listen to the story while looking at the pictures. While listening for the second time, they may point to the corresponding pictures; this step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

Step 3

Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures. Teacher may exploit already known vocabulary (e.g., *book, desk, board, classroom, etc.*) in



order to further practise the new structures (e.g., *this is a book*, *that is a desk*, *these are rubbers*, *those are pencils*, etc.).

Step 4

Teacher may involve all learners in reading the text aloud but by giving them a purpose, e.g., asking them to play a role, or organising a chorus, reading once aloud, once in a low voice, only boys, only girls, rap style, hip hop style, etc. Reading may also be done randomly rather than linearly (i.e., starting from picture 3, followed by picture 7 and back to picture 1, etc.).

Step 5

Teacher sticks the story pictures on the board with blue tack following the storyline. The captions are also provided in random order on the board. Learners are invited to the board and asked to match the caption with the corresponding picture after listening to the teacher reading them or while listening to the CD.

Step 6

The teacher can additionally ask their pupils if they like the rooms and the furniture in the castle (Do you like the Beast's chair?) and which is their *favourite* room or piece of furniture in the castle (What's your favourite room in the castle?- My favourite room is...).

Step 7

First activity:

Learners are required to locate and label the rooms and then match the furniture to the appropriate room.

Step 8

Second activity:

Learners are asked to listen and tick the right picture.

Step 9

Third activity:

Learners first listen to the song and then sing along.

Step 10

Fourth activity:

Learners are asked to look at the picture and tick the appropriate sentence.

Extra activity

Teacher can use a doll's house and miniature furniture in order to play a game with the children. S/he can ask learners to identify the rooms and the furniture and then work together (in pairs or mini-groups) in order to put the furniture in the right place. As they play, learners can make short phrases such as: "The sofa is in the living room/ the mirror is in the bathroom/bedroom etc)

SCRIPTS

p.79

Narrator: Unit 6, Beauty and the Beast. Lesson 1: The Beast's castle.

Listen and read.

Narrator says: Beauty is a prisoner in the Beast's castle. The Knight and Miss Broom want to help.

Miss Broom: Don't be sad, Beauty. The Beast is kind and the castle is your home now!



The Knight: Let us show you the castle! Come on!
 Miss Broom: This is the living room and these are the magic mirrors!
 The Knight: This is a table.
 Beauty: And what's that?
 Miss Broom: That's the Beast's favourite chair.
 Beauty: Wicked! And that sofa?
 Miss Broom: That sofa is for you!
 Miss Broom: This is the kitchen.
 Beauty: Look at those chairs! They're fantastic.
 The Knight: And this, here, is your bedroom!
 Beauty: Is that my bed? I love it!
 Miss Broom: Yes, that is your bed and...that's your bathroom!
 Beauty: My bathroom! Super!

p.81

Narrator: Listen and find the right picture

Beauty is in the living room.
 Miss Broom is in the kitchen.
 Miss Broom is in the town.
 The Knight is in the park.
 The Knight is in the bedroom.
 Beauty is in the kitchen.

p.82

Narrator: Let's sing!

This is my castle and these are my rooms.
 That is our bedroom, we like it too!
 These are the sofas, those are the beds.
 Come on everybody, let's go upstairs!

KEY

p.80 Help Beauty put everything in the right place

<u>bathroom</u>	<u>kitchen</u> chairs
<u>bedroom</u> bed	<u>living room</u> table sofa mirrors

p.81 Listen and find the right picture

1. 2nd picture
2. 2nd picture
3. 2nd picture
4. 2nd picture
5. 1st picture

6. 1st picture**p.82 Find the right phrase**

This is a table	That's your bathroom	Yes, that is your bed
This is the kitchen	Look at those chairs	This is the living-room and these are the magic mirrors

Lesson 2: Cleaning the castle

Content: Learners practise vocabulary items connected to house chores. They are also introduced to present continuous tense. All vocabulary and structures are introduced in context through the story and a rap song and are further consolidated through games and other activities.

Linguistic aims:

Learners are expected

- to learn vocabulary items connected to household chores: *washing windows, cleaning the floor, cooking, painting the door, ironing.*
- to be able to identify and produce the written form of those words and lexical chunks.
- to be able to identify and use key phrases from the story
- to familiarise themselves with the present continuous tense
- to be able to produce a short paragraph regarding household chores

Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to encourage learners to contribute to household chores
- to promote pair work and dramatisation
- to use singing and acting out to promote learning

Suggested material:

- story pictures (found online)
- boardmarkers
- percussion instruments

Suggested procedure (2-3 days)**Step 1**

Ask learners to open their books to Lesson 2, Unit 6. Play the recording twice.

Learners listen to the story while looking at the pictures. While listening for the second time, they may point to the corresponding pictures; this step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).



Step 2

Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures and encouraging learners to sing along.

Step 3

Teacher may involve all learners in singing and acting out the song (twice or three times)

Step 4

Teacher sticks the story pictures that correspond to the song (not the whole story) on the board in random order. The captions are also provided following the storyline. Learners are invited to the board and asked to match the captions with the corresponding picture while listening to the song on the CD.

Step 5

Learners are asked to close their books. Teacher invites them to act out the song using some percussion instruments and to mime the movements of the house chores presented in the lesson.

Extra activity

Teacher may choose to play a miming game for further practice of the present continuous and recycling of previously taught vocabulary items (e.g. *I'm washing my face, I'm brushing my teeth, I'm brushing my hair, she's eating apples, I'm wearing sunglasses, he's holding an umbrella, etc.*)

Step 6

First activity:

Learners are asked to listen and match the pictures with the words.

Step 7

Second activity:

Learners are required to listen and number the pictures accordingly.

Step 8

Third activity:

Learners listen and identify the sounds.

Step 9

Fourth activity:

Learners write the missing words in the spaces provided.

Step 10

Fifth activity:

Learners are required to write a short paragraph about a day's household chores. Teacher may, alternatively, ask learners to draw and paint their own pictures or make a collage of house chores with pictures from magazines and books.

SCRIPTS**p.83**

Narrator: Unit 6, Beauty and the Beast. Lesson 2: Cleaning the castle.

Listen and read.



Beauty: Whose is that bedroom?

Beast: That's my bedroom, Beauty.

Beauty: It's such a mess, Beast!

Beauty: Don't be sad, Beast. I can help you clean it. I can help you clean the castle! The castle is my home now, too!

Let's do it! Let's do it

Let's clean this room!

Beauty: I'm washing the windows.

Beauty: You're cleaning the floor.

Beauty: She's cooking and eating.

Beauty: He's painting the door.

Beauty: He's ironing.

Beauty: She's sweeping.

Beast, the Knight and Beauty (together): We love cleaning our home!

p.84

Narrator: Listen and match the pictures.

sweep

cook

clean

iron

paint

wash

p.84

Narrator: Listen and number the pictures

1. The Beast is cleaning the floor.
2. Miss Broom is cooking the food.
3. The Knight is ironing.
4. Miss Broom is washing the dishes.
5. Beauty is washing the windows.
6. Miss Broom is sweeping.

p.85

Narrator: Listen and say

1. washing
2. ironing
3. sweeping
4. cooking
5. painting
6. cleaning

KEY**p.84 Listen and match the pictures with the words.**

- 1 → cook
- 2 → clean
- 3 → wash
- 4 → sweep
- 5 → paint
- 6 → iron

p.84 Listen and number the pictures.

1. The Beast is cleaning the floor.
2. Miss Broom is cooking the food.
3. The Knight is ironing.
4. Miss Broom is washing the dishes.
5. Beauty is washing the windows.
6. Miss Broom is sweeping.

p.85 Listen and say.

1. washing
2. ironing
3. sweeping
4. cooking
5. painting
6. cleaning

p.85 Write the words.

cooking, painting, sweeping, washing, ironing, cleaning

Lesson 3: Home sweet home**Content:**

Learners practise vocabulary items connected to home activities. They revise the present continuous forms and they practise chunks related to the above mentioned topic. All vocabulary and language functions are presented in context through the story and are further consolidated through games and other activities.

Linguistic aims

Learners are expected to:

- learn lexical chunks connected to home and leisure activities: *reading a book, watching a DVD, drawing a picture, listening to music, telling a story, playing a board game.*
- further consolidate the present continuous tense
- be able to identify and produce the spoken and written forms of the above lexical chunks



Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework.
- to promote group-work and dramatisation
- to promote inductive skills
- to promote coordination and tracing skills
- to involve learners in decision-making while reading by asking them to choose between two possible endings to the story

Suggested material:

- flashcards or realia (e.g., a story book, a DVD, an MP3 player, a board game, a ‘magic’ mirror)
- story pictures (flashcards found online)
- boardmarkers

Suggested procedure (2-3 days)

Step 1

Books are closed and the teacher asks questions about the previous lesson: *Where are the heroes?(At the castle) What are they doing? (They are cleaning the castle etc.). Are they sad/happy? (They are happy) Are they tired? (Yes, they are tired).*

Step 2

Learners open their books and listen to the story (lesson 3) while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary.

Step 3

Teacher checks understanding of new vocabulary by asking them to act out the phrases: e.g., *read a book, watch a DVD, draw a picture*, etc. Alternatively, teacher may play ‘Simon says....’ using the same chunks.

Step 4

Teacher sticks the story pictures (flashcards found online) on the board with blue tack following the storyline. The captions are also provided randomly on the board. Learners are invited to the board and asked to match the captions with the corresponding picture after listening to the teacher reading them or while listening to the CD.

Step 5

Learners listen to the story again and the teacher invites them to act out the story. Teacher allocates roles: one learner as the Beast, one as Miss Broom, one as the Knight and another as Beauty. All learners should be given the opportunity to participate in the acting.

Step 6 (optional)

Learners are invited to create their own song based on the song of the previous lesson using the lexical chunks introduced in lesson 3 (p.83). Alternatively, the teacher may choose to use the song ‘This is the way...’ introduced in Unit 5 (p.77), e.g. This is the way we paint the door... etc).

Step 7

First activity:

Learners listen and match the pictures with the words.

Step 8

Second activity:

Learners solve the maze by connecting the pictures and then write the lexical chunks in the spaces below.

Step 9

Third activity:

Learners are required to complete the crossword and find the missing word (pairwork/groupwork).

Step 10

Fourth activity:

This is a guided speaking activity where learners can produce the language they have just learnt.

Project:

Learners are asked to draw their dream room and then write a short description of it.

Step 11

Self-assessment: Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

Note

Learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher's book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

SCRIPTS**p.87**

Narrator: Unit 6, Beauty and the Beast. Lesson 3: Home sweet home.

Listen and read.

Beauty: And now, we can all relax together! Let's stay home. The castle is my home and I love my home!

Beauty: Where is everybody? What are they doing?

Beauty: Miss Broom is reading a book.

Beauty: The Beast is watching a DVD.

Beauty: The Knight is drawing a picture and listening to music.

Beauty: Come on, everybody! We can do something together! Let's go to the living room!

The Knight, The Beast and Beauty (together with excitement): We can tell a story together or we can play a board game.

p.88

Narrator: Listen and match the pictures with the words..



tell
play
draw
listen
watch

KEY

p.88 Listen and match the pictures with the words.

1. draw
2. watch
3. read
4. listen
5. play
6. tell

p.88 Find the pictures and write the phrases.

1. drawing a picture
2. listening to music
3. watching a DVD
4. reading a book
5. telling stories
6. playing a board game

p.89 Write the words.

1. book
2. picture
3. board game
4. mirror
5. story
6. door
7. music

Where's Beauty? She's in the bedroom.