

# Unit 6: Beauty and the Beast

## Lesson 1: The Beast's castle

### Content

The children 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 objectives

Children are expected:

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

### Suggested resources

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

### Suggested procedure (up to 5 days)

#### Student's book

**Step 1:** Ask the children 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 the children to open their books to Lesson 1, Unit 6. Play the recording twice. The children 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 deemed necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

**Step 3:** Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards. You may exploit already known vocabulary (e.g. *book, desk, board, classroom, etc.*)

**Step 4:** Involve all children in reading the text aloud but by giving them a purpose. For example, ask them to play a role, or organise 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:** Stick the storycards on the board with BluTack following the storyline. Also provided the captions on the board, in random order. Invite the children to the board and ask them to match the caption with the corresponding picture after listening to you reading them or while listening to the CD.

**Step 6:** Additionally ask the children 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:** Ask the children to listen to the recorded text and invite them to say which picture the recorded phrase matches.

**Step 8: Second activity:** Ask the children to look at the pictures and try to find which of the objects depicted does not go into the room. Encourage them to produce phrases like the one in the example.

**Step 9: Third activity:** Ask the children to read and answer the questions in pairs. One of them

## Lesson 1: The Beast's castle

asks the question and the other offers the correct answer as in the example.

**Step 10: Fourth activity:** Invite the children to listen to the chant for a couple of times and then sing along. Also ask them to point to the correct picture as they sing, thus checking that they can tell the difference between “*this/these*” (short distance) and “*that/those*” (longer distance).

**Step 11: Fifth activity:** Ask the children to try and read the magic phrase in the magic mirror. The teacher can also bring a mirror into the classroom to demonstrate how reflected images of writing work. (The ambulance example)

### Activity Book

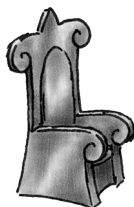
**First activity:** Ask the children to listen to the recorded phrases and tick the correct picture.

**Second activity:** Ask the children to read the two sentences for each picture and tick the correct one.

**Third activity:** Ask the children to fill in the missing letters.

**Fourth activity:** Ask the children to label the rooms using the words in the pictures. Then ask them to draw the objects at the bottom of the page in the correct room. Alternatively they can draw lines to match them to the correct room.

*Optional:* Use a dolls' house and miniature furniture in order to play a little game with the children. Ask children to identify the rooms and the furniture and then work together (in pairs or mini-groups) in order to put the furniture in the correct place. As they play the children can make short phrases such as: The sofa is in the living room/ the mirror is in the bathroom/bedroom etc.



### SCRIPTS & KEYS

#### Student's book

#### Lesson 1: The Beast's castle. Listen and read

**Narrator:** 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!

#### Activity 1 SCRIPT: Listen and point.

1. [Example] This is the kitchen. (A)
2. And this, here, is your bedroom!
3. ...that's your bathroom!
4. This is the living-room

#### Activity 1 KEY: Listen and point.

1. A [Example]
2. C
3. B
4. D

# Unit 6: Beauty and the Beast

## Lesson 1: The Beast's castle

**Activity 2 KEY: Help Beauty find the odd thing in the rooms.**

- A. Look! A sofa in the bedroom!
- B. Look! The Beast's chair in the kitchen!
- C. Look! The Beast's chair in the bedroom!
- D. Look! The mirrors in the kitchen!
- E. Look! A table in the bathroom! [Example]

**Activity 3 KEY: Can you remember?**

- 1. In the kitchen. [Example]
- 2. In the living room.
- 3. In the living room.
- 4. In the bedroom.
- 5. In the living room.

**Activity 4 SCRIPT: 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!

**Activity 5 KEY: Can you read the phrase in the magic mirror?**

▶ The Beast is kind and the castle is your home now.



**Activity book**

**Activity 1 SCRIPT: Listen and choose the correct picture.**

- 1. [Example] Beauty is in the living room. (b)
- 2. Miss Broom is in the kitchen.
- 3. Miss Broom is in the town.
- 4. The Knight is in the park.
- 5. The Knight is in the bedroom.
- 6. Beauty is in the kitchen.

**Activity 1 KEY: Listen and choose the correct picture.**

- 1. ▶ b [Example]
- 2. ▶ b
- 3. ▶ b
- 4. ▶ b
- 5. ▶ a
- 6. ▶ a

**Activity 2 KEY: Find the correct phrase.**

- 1. This is a table.
- 2. Look at those chairs.
- 3. That's your bathroom.
- 4. This is the kitchen.
- 5. Yes, that's your bed. [Example]
- 6. These are the magic mirrors.

**Activity 3 KEY: Write the missing letters.**

- 1. bed
- 2. sofa
- 3. chair
- 4. mirror
- 5. table

**Activity 4 KEY: Help Beauty put everything in the right place.**

the bathroom | the kitchen

the bedroom | the living room

chairs ▶ in the kitchen,  
bed ▶ in the bedroom,  
table/sofa/mirrors ▶ in the living room

## Lesson 2: Cleaning the castle

## Content

The children practise vocabulary items connected to household chores. They are also introduced to the 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 objectives

Children 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 phrases
- 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 pairwork and dramatisation
- to use singing and acting to promote learning

## Suggested resources

- storycards (find online)
- board markers
- percussion instruments

## Suggested procedure (up to 5 days)

## Student's book

**Step 1:** Ask the children to open their books to Lesson 2, Unit 6. Play the recording twice. Ask the children to listen to the story while looking at the pictures. While listening for the second time, ask them to point to the corresponding pictures; this step may be repeated as many times as deemed necessary. Emphasise that reading is not necessary and the children can understand the story through pictures.

**Step 2:** Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards and encourage the children to sing along.

**Step 3:** Involve all children in singing and acting out the song as many times as deemed necessary.

**Step 4:** Stick the storycards that correspond to the song (not the whole story) on the board in random order. Also provide the captions following the storyline. Invite the children to the board and ask them to match the captions to the corresponding picture while listening to the song on the CD.

**Step 5:** Ask the children to close their books. Invite 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:* For further practice of the present continuous and recycling of previously taught vocabulary items, play a miming game: 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:** Ask the children to look at the pictures as they listen to the recorded phrases, and choose the picture that matches the phrase.

**Step 7: Second activity:** Ask the children to listen to the recorded text, point to the correct picture, and repeat.

**Step 8: Third activity:** Ask the children to try to remember who is doing what. They ought to produce phrases like the one in the example.

**Step 9: Fourth activity:** Ask the children to try to find their way through the maze. Every time they come across a piece of furniture they ought to say the word out loud. You can turn this activity into a little game. The first one to pass through the whole maze and says all the words is the winner.

# Unit 6: Beauty and the Beast

## Lesson 2: Cleaning the castle

### SCRIPTS & KEYS

**Step 10: Fifth activity:** Ask the children to look at the pictures and mime the activities depicted. You can turn this into a pantomime game where children try to guess the activities mimed.

#### Activity Book

**First activity:** Ask the children to listen to the words and fill in the missing letters.

**Second activity:** Ask the children to listen to the recorded script and write the correct number on the appropriate icon.

**Third activity:** Ask the children to fill in the missing words for which the first letter is given. They can then read the short text out loud.

**Fourth activity:** Ask the children to colour according to the colour code given.



#### Student's book

#### 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.  
You 're cleaning the floor.  
She's cooking and eating.  
He's painting the door.  
He's ironing.  
She's sweeping.

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

#### Activity 1 SCRIPT: Listen and choose.

1. [Example] He's painting the door. (b)
2. She's sweeping.
3. She's washing the windows.
4. He's cleaning the floor.
5. He's ironing.
6. She's cooking and eating.

#### Activity 1 KEY: Listen and choose.

1. ▷ b [Example]
2. ▷ a
3. ▷ a
4. ▷ c
5. ▷ b
6. ▷ c

## Lesson 2: Cleaning the castle

### Activity 2 SCRIPT: Listen and say.

Ironing, sweeping, painting, cooking and eating

### Activity 3 KEY: Let's play a memory game!

1. Miss Broom is cooking. [Example]
2. The Beast is cleaning the floor.
3. The Knight is painting the door.
4. Beauty is washing the windows.
5. The Knight is ironing the clothes.
6. Miss Broom is sweeping.

### Activity 4 KEY: Help the Beast clean up the mess!

▷ sofa, bed, mirrors, chairs, table

### Activity 5 KEY: Look and mime.

cooking and eating  
painting the door  
sweeping the floor  
cleaning the floor  
washing the windows  
ironing the clothes

### Activity book

### Activity 1 SCRIPT: Listen and write the missing letters.

1. [Example] sweep
2. cook
3. clean
4. iron
5. paint
6. wash

### Activity 1 KEY: Listen and write the missing letters.

1. sweep [Example]
2. cook
3. clean
4. iron
5. paint
6. wash

### Activity 2 SCRIPT: Listen and number the pictures.

1. [Example] The Beast is cleaning the floor. (E)
2. Miss Broom is cooking the food.
3. The Knight is ironing.
4. Miss Broom is washing the clothes.
5. Beauty is washing the windows.
6. Miss Broom is sweeping.

### Activity 2 KEY: Listen and number the pictures.

1. ▷ E
2. ▷ A
3. ▷ F
4. ▷ D
5. ▷ B
6. ▷ C

### Activity 3 KEY: Write or say the words.

Miss Broom is cooking the fish. She is painting the door. She is sweeping the floor. She is washing the windows. She is ironing the clothes. She is cleaning the castle.

### Activity 4 KEY: Can you find the magic phrase?

▷ WE LOVE CLEANING OUR HOME



## Unit 6: Beauty and the Beast

### Lesson 3: Home sweet home

#### Content

The children practise vocabulary items related 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 objectives

Children are expected:

- to learn vocabulary items connected to home activities: reading a book, watching a DVD, drawing a picture, listening to music, telling a story, playing a board game
- to revise present continuous forms and functions
- to be able to identify and produce the written form of words related to “home activities”
- to use the new vocabulary and language functions to complete the tasks
- to be able to identify and use key phrases from the story

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to help pupils see that staying home can be creative and enjoyable
- to promote groupwork and dramatisation.

#### Suggested resources

- board markers
- realia (a story book, a DVD, an MP3 player, a board game)
- a “magic” mirror

#### Suggested procedure (up to 5 days)

##### Student's book

**Step 1:** Books are kept closed at the beginning of the lesson. Ask the children 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:** Ask the children to open their books and listen to the story, while looking at the pictures. While listening, ask them to point to the corresponding pictures. This step may be repeated as many times as deemed necessary.

**Step 3:** Check 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, play ‘Simon says....’ using the same phrases.

**Step 4:** Stick the storycards (found online) on the board with BluTack following the storyline. Place the captions randomly on the board. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to you reading them or while listening to the CD.

**Step 5:** Ask the children to listen to the story again and invite them to act out the story. Allocate roles: one learner as the Beast, one as Miss Broom, one as the Knight and another as Beauty. All children should be given the opportunity to participate in the role-playing activity.

**Step 6 (optional):** Invite the children to create their own song based on songs from previous lessons using the lexical chunks introduced in lesson 3 (p.83)

**Step 7: First activity:** Ask the children to listen to several noises and try to guess from which room the noises are coming from. They produce phrases such as: *In the living room. etc*

**Step 8: Second activity:** Ask the children to look at the pictures and listen to the recorded script. If what they see agrees with what they hear they say “YES”. If not, they produce phrases like the one in the example; *“No, he's reading a book”*

**Step 9: Third activity:** Ask the children to look at the pictures and say who is where, and what they are doing.

**Step 10: Fourth activity:** Ask the children to listen to this simple tongue twister a couple of times. Then they try to say it as fast as they can. You can turn this activity into a funny competition game.

## Lesson 3: Home sweet home

## SCRIPTS &amp; KEYS

**Step 11: Fifth activity:** Bring a mirror to the classroom. One child holds the mirror while facing the board. Invite another child to mime one of the actions they have learnt in this unit, behind the back of the child with the mirror. S/he tries to understand what they are doing looking at his/her actions through magic mirror.

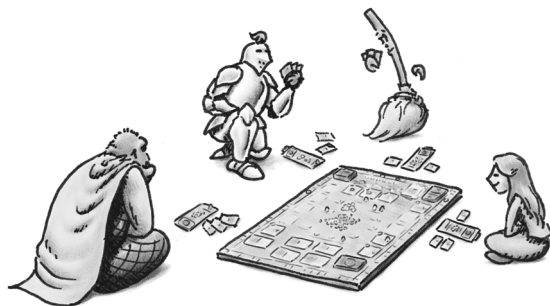
## Activity Book

**First activity:** Ask the children to listen to the script and match the words with the correct image and say the phrase out loud.

**Second activity:** Ask the children to match the images of the heroes to the activities, by following the correct path. They can then write the correct phrase in the space provided.

**Third activity:** Ask the children to look at the pictures and write the words in the crossword. If they do it correctly the magic phrase will be revealed.

**Fourth activity:** Ask the children to write the words in the correct groups.



## Student's book

## Lesson 3: Home sweet home. Listen and read.

**Beauty:** Now, we can all relax! Let's stay home. The castle is my home and I love my home! Where is everybody? What are they doing?

Miss Broom is reading a book.  
The Beast is watching a DVD.  
The Knight is drawing a picture and listening to music.

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.  
We can play a board game.

## Activity 1 SCRIPT: Listen and guess.

1. [Example] The sound of cooking. (D)
2. The sound of a television.
3. The sound of the pages as they are turned.
4. The sound of toilet flushing.

## Activity 1 KEY: Listen and guess.

1. ▷ D [Example]
2. ▷ B
3. ▷ A
4. ▷ C

## Activity 2 SCRIPT: Listen and look. YES or NO?

- A. [Example] The Beast is watching a DVD. (No, he's reading a book.)
- B. [Example] The Beast is drawing a picture. (Yes!)
- C. The Beast is listening to music.
- D. The Beast is painting the door.
- E. The Beast is cooking.
- F. The Beast is playing hopscotch.
- G. The Beast is playing a board game.



# Unit 6: Beauty and the Beast

## Lesson 3: Home sweet home

### Activity 2 KEY: Listen and look. Say YES or NO?

- No, he's reading a book. [Example]
- Yes! [Example]
- No, he's telling stories.
- Yes!
- No, he's ironing.
- No, he's playing a board game.
- No, he's listening to music.

### Activity 3 KEY: Look and say.

- Bella the cat is listening to music in the living room.
- Pinocchio is watching a DVD in the bedroom.
- Miss Butterfly is cooking in the kitchen.
- Beauty is telling a story to Snow White and Peter Pan in the fairytale forest.
- Pinocchio is playing hopscotch in the park.
- The Sun is reading a book in the forest.
- Beauty and Miss Broom are cleaning the bathroom.
- Baby mouse is painting a picture of a bell.
- The Beast is doing a puzzle in the living room.
- The knight is cooking in the kitchen.

### Activity 4 SCRIPT: Let's say it!

Mr. Knight, tell us a story  
before we say goodnight  
this bright night!

### Activity book

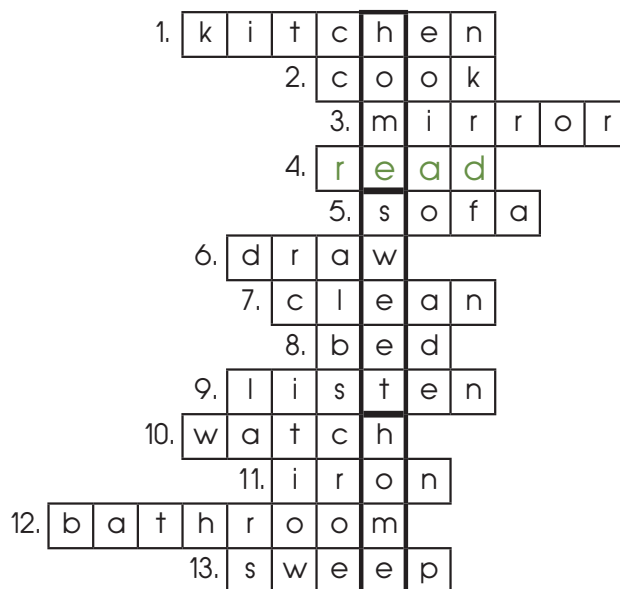
### Activity 3 KEY: Match and say.

- draw pictures
- watch TV
- read a book
- listen to music
- do puzzles
- tell stories [Example]

### Activity 2 KEY: Match and write the phrases

- drawing a picture
- watching a DVD
- reading a story
- listening to music
- playing a puzzle
- telling a story [Example]

### Activity 3 KEY: Do the crossword and find the magic phrase.



The magic phrase is: home sweet home

### Activity 4 KEY: Put the words in the correct groups.

- toys ▶ teddy bear puzzle doll puppet  
food ▶ apple pie salad ice cream sandwich  
home ▶ bed sofa table mirror  
school ▶ desk book rubber pencil case  
clothes ▶ scarf coat gloves hat

## Lesson 3: Home sweet home

## Art time!

## My Home

## Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

## Pedagogical aims

- to develop creativity and imagination through art
- to engage the children in a fun learning activity

## Suggested resources

- pencils
- rubbers
- coloured pencils

## Suggested procedure (1 day)

**Step 1:** Revise the rooms of the house, the furniture and indoor activities.

**Step 2:** Ask the children to imagine this drawing of a house is their home.

**Step 3:** Instruct them to draw the living room, kitchen, bedroom and bathroom and to label the furniture. They can include the members of their family doing their favourite activities.

**Step 4:** Ask them to write about their home and what each family member enjoys doing at home.



## Project

## Magic Mirror

## Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

## Pedagogical aims

- to develop creativity and imagination through art
- to engage the pupils in a fun learning activity

## Suggested resources

- scissors
- glue
- aluminium foil
- markers or paint

## Suggested procedure (1 day)

**Step 1:** Help the children to make their mirrors. Cut out the two shapes.

**Step 2:** Place one on top of the other and glue them together.

**Step 3:** Cut out an oval of aluminium foil to stick onto the centre of the mirror.

**Step 4:** Decorate the back of the mirror to show its magic properties.

**Step 5:** The children can then use their magic mirror to practise the new phrases from the unit. The teacher can ask one pupil holding the mirror about another pupil in the room. (see page 81). For example: What is John doing? John is reading a book.

## Unit Evaluation

Ask the children to colour the stars. 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, ask the children to write their favourite words and phrases from Unit 6. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.