Unit Overview

Unit Objectives

• To talk about food and drink
• To express likes and dislikes with like
• To pronounce i as in bike

Unit Language

• Target Vocabulary
  cookies  sandwiches
  eggs     soup
  fish     spaghetti
  milk     tea
  pizza    water

• Recycled Vocabulary
  bread    brother
  cheese   father
  chicken  mother
  sister

• Expansion Vocabulary
  basket   hill
  blanket  jug
  bush     park
  flower   picnic
  grass    plates
  hiding   tree

• Target Structures
  Do you like (eggs)?
    Yes, I do. No, I don’t.
  Do you want (pizza)?
    Yes, I do. No, I don’t.

• Recycled Structures
  What’s this?
    What is it?

• Pronunciation
  the letter i as in bike

Cross-Curricular Connections

art (drawing)
language arts (comic strip story, role play, video)
music (songs, chants)

Values Curriculum

kindness
respect for others

Unit Materials

Student Book 2 pages 38–49
Activity Book 2 pages 24–31
Audio CD/Cassette 2
Activity Sheets 9–12
Picture Cards 39–49
Student Cards 39–49

Video 2, Episode 1:
  “What’s your favorite food?”
Poster: Character Guide
Poster: Lilo & Stitch
Unit 3 Test
Donald Duck puppet
Storyline (for the teacher)

In *Lady and the Tramp II: Scamp’s Adventure*, Lady and Tramp, the lovers from the first film, are now the proud parents of four puppies. Scamp is the only boy, and he is a handful for his tolerant mom and strict dad. Scamp always seems to be getting into trouble, much to the dismay of his three more proper sisters. The dog family still lives with Jim Dear, Darling, and their baby boy, Junior.

One day, Scamp meets a young girl dog, Angel, who introduces him to a fierce gang of junkyard dogs, ruled over by the tough Buster. Scamp tries to prove his worth to Buster, but finally realizes he misses his family and his comfortable life back in the house. But Buster doesn’t allow Scamp to leave so easily, and it is up to Scamp’s dad, Tramp, to help rescue his son and reunite the family.

Character Guide

Introduce students to *The Lady and the Tramp II* characters. Hold up the Character Guide at the beginning of the Student Book (or use the Character Guide poster). Say, *Open your books to page 5*. Play the audio.

Audioscript

Jim Dear, Darling, Junior, Lady, Tramp, Annette, Colette, Danielle, Scamp, Angel, Buster
Lesson 1
Page 38

Disney Scene: In this scene from *Lady and the Tramp II: Scamp’s Adventure*, Jim Dear and Darling are enjoying a picnic in the park with their son, Junior, and the dogs. We can see Lady and Tramp, plus Scamp’s sisters Annette, Colette, and Danielle. Scamp is behind the bushes with his new friends Angel and Buster. Buster is a bad dog. He wants to interrupt the picnic by encouraging Scamp to steal some of the food.

Lesson Objectives
• To identify food and drink
• To express likes, dislikes, wants

Target Vocabulary
eggs, pizza, sandwiches, spaghetti, water

Recycled Vocabulary
brother, father, mother, sister; apples, oranges

Recycled Structures
I like (pizza). I don’t like (apples).

Expansion Vocabulary
bush, flower, grass, picnic, tree

Cross-Curricular Connections
math, music

Values Curriculum
fairness, friendship

Before the Page

Materials: orange, apples, or pictures of fruits
• Hold up an orange. Ask, What’s this? Elicit, It’s an orange. Say, I like oranges (lick your lips or rub your stomach). Hold up apples. Shake your head and say, I don’t like apples. Continue with other fruits or food. Have students repeat the sentences.

On the Page (page 38)

1. **Listen.**
   • Set the scene. Hold up the Student Book to the Disney scene on pages 38–39 and say, Look at this. Say, Open your books to page 38. Point to and identify the characters from *Lady and the Tramp II*. (If you wish, play track A63 of the Disney Character Guide so students can review the names in the story.)
   • Ask students to identify the characters. Hold your hand to your ear and say, Listen. Play the audio.

   **Audioscript**
   Look! It’s a picnic! Look at the mom, dad, and baby. Now look at the dog family.

   • Check comprehension. Ask, Is it a picnic or a birthday party? Who’s this? How many dogs? Is Scamp big or small? Show me red. and so on.

2. **Listen and say.**
   • Hold up your Student Book. Point to different foods in the scene. Say, Ummm. I see something red. Delicious! Elicit, Strawberries. Do the same for other fruits.
   • Point to Activity 2 at the top of page 38. Say, Listen, and play the audio. Students listen and repeat.
Listen. Find and stick.

- Make sure students have the stickers for the activity. Say, Stickers.
- Tell students to turn to pages 38–39. Focus students’ attention on the Disney scene. Point to the food items in gray. Play the audio. Students listen, find the food items, and place stickers on them. Pause so that students have time to place their stickers.

Audio script

1. Pizza  pizza
2. Water  water
3. Spaghetti  spaghetti
4. Sandwiches  sandwiches
5. Eggs  eggs

After the Page

Hold-ups

Materials: Picture Cards 39–43, Student Cards 39–43
Display the Picture Cards (pizza, water, spaghetti, sandwiches, eggs) on the board. Point to sandwiches. Say, I like sandwiches. Now motion for students who like sandwiches to hold up their Student Cards of the same and repeat, I like sandwiches. If a student does not like sandwiches, he or she does not hold up the card or say the sentence. After a few examples, change to the occasional negative, pointing to a card, shaking your head, saying, I don’t like (eggs). Students hold up their cards and repeat, in this case only if they don’t like (eggs).

Which Word Is Different?

For listening discrimination and vocabulary review, have students listen closely as you say four words with one word different from the others. Have students call out the different word. Say, Cheese, eggs, dog, bread. Students call out, Dog! Do the same with the following: yo-yo, pencil, kite, doll, and also lion, hippo, snake, legs.
**Before the Page**

**Materials:** Picture Cards 39–44

- Play *What’s Missing?* Review food Picture Cards (*pizza, water, spaghetti, sandwiches, eggs, cake*) and place them on the board. Have students close their eyes. Remove one card and mix up the order of the remaining cards. When students open their eyes, they say which card is missing. Play a few rounds.

**On the Page (page 39)**

1. **Listen. Point and say.**
   - **Materials:** Picture Cards 39–44
   - Hold up a Picture Card of a food item, such as eggs. Say, *I like eggs,* point to a student and ask, *(David), do you like eggs?* Elicit, *Yes, I do* or *No, I don’t.* Ask a few more questions.
   - Say, *Open your books to page 39.* Point to the dialogue and say, *Look and listen.* Play the first part of the audio as students just listen.

   **Audioscript**
   
   Let’s eat! Do you like eggs?
   Yes, I do.
   No, I don’t.

   - Now play the second part of the audio. Have students listen and repeat, pointing to the food items in the large Disney scene.

   **Audioscript**
   
   Do you like eggs? Do you like sandwiches?  
   Yes, I do. No, I don’t.
   Do you like spaghetti? Do you like water?  
   Yes, I do. No, I don’t.
   Do you like pizza?
   Yes, I do.

   - Encourage students to continue taking turns asking and answering questions about other foods in the scene.

2. **Chant. (See page 117.)**
   - **Materials:** Student Cards 39, 43, one for each student
   - Say, *Let’s listen to a chant.* Play the audio once as students just listen. Next, play the audio and say the chant as a class, clapping in rhythm.

   **Audioscript**
   
   Do you like eggs? Do you like pizza?  
   I do. Do you?  
   I like eggs. I don’t like pizza.  
   How about you? How about you?
• Divide the class into two teams. Have students use the *eggs* Picture Cards in the first group, and the *pizza* Student Cards in the second group. Have the teams each chant a verse, holding up their Student Cards.

**After the Page**

**Chant Substitution**

**Materials:** Picture Cards 39–44

Have students practice their chant a few times to warm up. Hold up different Picture Cards (*pizza, water, spaghetti, sandwiches, eggs, cake*) for students to look at and then substitute in the chant.

**In My Picnic Basket**

**Materials:** picnic basket

If you have a real basket, put small pieces of paper with letters of the alphabet in it, one letter to a piece of paper. If you draw a picnic basket on the board, write jumbled alphabet letters inside the basket. Have pairs of students use the letters in the basket to form food words. Set a time limit. The pair with the most words wins.

**Expansion Vocabulary**

Have students look at the Disney scene to learn more vocabulary (*basket, blanket, bush, flower, grass, hiding, hill, jug, park, picnic, plates, tree*). Elicit any words students might know in English. Point to the pictures again, say the words, and have students repeat after you. Ask questions about the pictures. *What color are the flowers? How many trees do you see?* and so on.