Unit Overview

Unit Objectives

- To identify the names of actions
- To ask about and describe what is happening at the moment
- To use the present progressive tense (verb + -ing)
- To review actions and abilities
- To pronounce ea as in read

Unit Language

• Target Vocabulary
  - dancing
  - drinking
  - eating
  - feeding my cat
  - juggling
  - jumping
  - reading
  - riding
  - singing

• Recycled Vocabulary
  - ball
  - book
  - chair
  - cup
  - plate
  - spoon
  - tea
  - climb
  - dance
  - draw
  - feed
  - fly
  - hide
  - jump
  - ride
  - run
  - swim

• Expansion Vocabulary
  - candlestick
  - clock
  - curtains
  - feather duster
  - footstool
  - napkin
  - rug
  - stairs
  - sugar bowl
  - teapot

• Target Structures
  - What are you doing?
    - I’m (dancing).
  - What’s (he) doing?
    - (He’s) (dancing).
  - Are you (dancing)?
    - Yes, I am.
    - No, I’m not.
  - I can (talk).
  - Do you want (some tea)?

• Recycled Structures
  - I can (talk).
  - Do you want (some tea)?

• Pronunciation
  - the letters ea as in read

Cross-Curricular Connections

- art (drawing)
- language arts (comic strip story, role play)
- music (chant, song, dance)

Values Curriculum

- helping others
- acceptance of differences

Unit Materials

- Student Book 3 pages 74–87
- Activity Book 3 pages 50–59
- Audio CD/Cassette 3
- Picture Cards 76–86
- Student Cards 76–86
- Activity Sheets 21–24
- Poster: Character Guide
- Unit 6 Test
**Storyline (for the teacher)**

*Beauty and the Beast* follows the story of Belle, a beautiful young lady. She lives in a village with her father, an inventor. He gets lost and finds himself imprisoned in a castle, owned by the Beast, an angry, fierce creature. The Beast has had a spell put on him, along with everyone else who lives in the castle. His servants have all become household objects, like Lumiere, the candlestick; Cogsworth, the clock; Mrs. Potts and her son, Chip; and Featherduster and Footstool. Belle loves her father very much and she wants to give herself up as hostage so her father can go free. Finally, Belle’s beauty, sensitivity, and courage win over the hardened heart of the Beast just in time to break the spell, and everyone lives happily ever after.

**Character Guide**

Introduce students to the *Beauty and the Beast* characters. Hold up the Character Guide at the beginning of the Student Book or display the Character Guide poster. Say, *Open your books to page 6. Play the audio.*

**Audioscript**

Lumiere, Cogsworth, Mrs. Potts, Chip, Featherduster, Footstool, Belle, the Beast
Lesson 1
Page 74

Disney Scene: In this scene, we are in the Beast’s castle. Belle is sitting on the stairs, reading a book. All the other characters are having a great time. Mrs. Potts the teapot and Chip the cup are singing and dancing with the plates and bowls. Featherduster is jumping over Footstool. Lumiere the candlestick is dancing too. Cogsworth the clock is juggling. The Beast is the only one not having fun!

Before the Page

Materials: Picture Cards 1–8
• Prepare a blank sheet of paper or cardboard to use as a screen for Picture Cards 1–8 (plate, bowl, cup, glass, spoon, saucer, fork, knife). Show a Picture Card covered by the screen and say, Guess. You can drink tea from it. Students say, It’s a (cup). Then show the Picture Card. Do the same for the other items, using can in your sentences.

On the Page (page 74)

1. Listen.
• Focus attention on the Disney scene. Elicit any vocabulary words students know, especially kitchen objects and colors. Next, focus on the action verbs in the scene. Say, Look at the plates. They can dance. Look at the spoon. It can dance too. Encourage students to make other sentences, such as, The cup can sing. The bowl can dance. The spoon can dance too. The girl can read.
• Point to the Disney characters. Say, This is Belle, the girl. These are Belle’s friends: Mrs. Potts the teapot and Chip the cup. Belle’s other friends are Lumiere the candlestick, Cogsworth the clock, and Featherduster and Footstool.
• If you wish, play audio track A9 again so that students can hear the names of the Disney characters.
• Say, Look at the picture and listen. Play the audio.

Lesson Objective
• To learn five actions in progress

Target Vocabulary
dancing, juggling, jumping, reading, singing

Recycled Vocabulary
dance, jump, read, sing; ball, book, bowl, chair, cup, plates, spoon

Cross-Curricular Connection
language arts
• Ask, Where are the plates? (on the table). What are Belle’s friends doing? (singing and dancing). Is Belle happy? Is the Beast happy?

Listen and say.
• Say, I can read. Look! I’m reading. (as you read a sentence from a book). Say, I can dance. Look! I’m dancing. (as you dance briefly). Write the question, What are you doing? on the board. Then write the answer, I’m dancing. Have students repeat.
• Play the audio and have students repeat.

<table>
<thead>
<tr>
<th>Audioscript</th>
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<tbody>
<tr>
<td>What are you doing?</td>
<td>I’m singing.</td>
</tr>
<tr>
<td></td>
<td>I’m dancing.</td>
</tr>
<tr>
<td></td>
<td>I’m reading.</td>
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<tr>
<td></td>
<td>I’m juggling.</td>
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</tbody>
</table>

Listen. Point and say.
• Play the audio and have students listen to the dialogue. Then play it again. Have them point to the items in the scene and repeat.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What are you doing?</td>
<td>I’m reading.</td>
</tr>
<tr>
<td></td>
<td>I’m dancing.</td>
</tr>
<tr>
<td></td>
<td>I’m singing.</td>
</tr>
<tr>
<td></td>
<td>I’m juggling.</td>
</tr>
<tr>
<td></td>
<td>I’m jumping.</td>
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</tbody>
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After the Page

Around the Circle
Materials: Student Cards 76–80
Tell students to take out Student Cards 76–80. Divide the class into small groups and have them form circles. Be sure each group has a set of Student Cards. Model the activity. Turn to the student next to you in the circle and ask, What are you doing? That student takes a card from the pile facedown on the desk and says, I’m (singing), and shows the picture to the rest of the group. Then that student asks the next student, What are you doing? That student chooses a card, answers, shows the card, and so on, around the circle.

Pair Crossword
Materials: Activity Sheet 21 (Teacher’s Resource Book page 25)
Put students in pairs and hand out one Activity Sheet 21 to each pair. Model the activity. Focus attention on the pictures at the top of the page. Say, Look. I ask about Box 1. My partner asks about Box 2. Point to any one of the numbered pictures in Box 1 and ask your partner, What are you doing? Your partner looks at the picture you are pointing to and says, I’m (reading). Then your partner writes the word (reading) in the appropriate numbered space in the crossword. Then it is your partner’s turn to ask a question, and so on.

Assign page 50. Answers and audioscript are on page T177.
Lesson Objectives
- To ask about and describe what is happening at the moment
- To use the present progressive tense (verb + -ing)

Recycled Vocabulary
dancing, juggling, jumping, reading, singing

Target Structures
What’s (he) doing? 
(He’s) (singing).

Recycled Structures
What are you doing? 
I’m (singing).

Expansion Vocabulary
candlestick, clock, curtains, feather duster, footstool, napkin, rug, stairs, sugar bowl, teapot

Cross-Curricular Connection
language arts

Before the Page
Materials: Picture Cards 63–72
- Display on the board action Picture Cards 63–72 (walk, fly, hide, climb, crawl, swing, dance, jump, run, and swim). Point to items at random and have students call out the name of each action.
- Next, say, Look at me. Guess. as you act out doing one of the actions on the picture cards. For example, act out jumping. Students say, Jump. Say, Yes, I’m jumping. Continue with some of the other actions.

On the Page (page 75)

4 Listen. Point and say.
- Have students listen to the first part of the audio and repeat the statements.

Audioscript
What’s she doing?
She’s singing.

Next, direct students to look at the large Disney scene. Say, Listen. Then point and say. Play the second part of the audio.

Audioscript
What’s she doing? 
She’s singing.
What’s he doing? 
He’s dancing.
What’s she doing? 
She’s jumping.
What’s she doing? 
She’s reading.

5 Listen and say. Then ask and answer.
- Tell students to look at the first of the four pictures, and play the audio as students listen and repeat.

Audioscript
1. What’s he doing? 
   He’s singing.

Then put students in pairs and have them ask and answer questions about the pictures.

After the Page
Stop!
Describe the Disney scene on pages 74 and 75, but with a few mistakes. Have students call out, Stop! when they hear a wrong word. For example, say, Belle is dancing. Students will call out, Stop! Belle is reading.
Guess the Action
Materials: bag or box, paper strips with actions
Ask 13 students to write one of the following actions on each small piece of paper: walk, fly, hide, eat, drink, climb, crawl, swing, sing, dance, jump, read, juggle. Put the paper strips in a box or bag. Model the activity using three students. Have one of the three take a paper strip out of the box or bag and act out the action. Have the other two students ask and answer. One says, What’s (he) doing? and the other answers, (He’s) (climbing). Continue the activity with a new student acting out an action each time, and the other students in pairs asking and answering about each one.

Writing to Pictures
Materials: Picture Cards 76–80
Have students look at several of the action Picture Cards (dancing, jumping, singing, reading, juggling) and write dialogues about each one. For each picture, students will write a question, such as, What’s (he) doing? and an answer based on the picture, such as, (He’s) (singing).

Expansion Vocabulary
Tell students to look at the Disney scene on pages 74 and 75 again. Explain that the characters are in the Beast’s castle. Use the Expansion Vocabulary for this lesson (candlestick, clock, curtains, feather duster, footstool, napkin, rug, stairs, sugar bowl, teapot) and point to these objects in the scene. Say the name of each and write it on the board. Say the names again and have students point to the objects in their books. Ask students to tell you the color of some of the objects to check that they can identify them.