

## Unit CC10-A [C] beast—[C + s] beasts

**Story**

*Listen to the story as your teacher reads it, or on tape, until you understand the main ideas.*

Do you know the story “Beauty and the Beast”? Have you seen the movie? I like it very much. It’s one of the cutest movies I’ve ever seen. I like the (1) **beast** best. He looks scary at first, but he turns out to be a nice guy.



When I told my brother how much I liked the beast in the movie, he laughed and said, “That’s a movie for little kids.” So I asked him which movie he liked.

He didn’t remember its title, but he told me the story. “An evil mad scientist creates monsters to conquer the world, but the beasts he makes are not obedient. They kill the mad scientist and start to kill good scientists, too. Finally, the monsters attack a whole town. They eat lots of people and wreck everything. In the end, two news reporters trap the beasts.”

It sounded like an awful movie to me, so I asked my brother what he liked about it. He answered, “I liked the (2) **beasts**. They were gross and cool.” I guess different people have different tastes.

**Contrasting Sentences**

*Listening: Write the appropriate key word in each blank. Later, as you hear each sentence, mark the box, point to the picture, make a gesture, and/or say the rejoinder. Speaking: Choose and say each sentence so that your listener(s) can respond correctly.*

- I like the \_\_\_\_\_. (He is nice.)
- I like the \_\_\_\_\_. (They are cool.)

*Explanations and diagrams for this unit’s target sounds are on pages 350–51 in Section 10.*