



## Level 3

<b>Suitable for:</b>	young learners aged 9–11 years who have completed 200–300 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	up to 1000
<b>Words per page:</b>	up to 80
<b>Key grammar:</b>	Past simple, Present perfect, relative clauses, verb + infinitive, verb + gerund, subjunctive.

## Summary of the story

*Beauty and the Beast* is about a merchant, his family and daughter, Beauty, who become poor and move to a farm in the country. One day on his way back from town, the merchant looks for shelter. He finds a big empty house with food and a bed. The next day he meets the owner, the Beast, who is half beast, half man. The Beast allows him to go home but he must bring Beauty back to live with the Beast to save her family. One day she sees in a magic mirror that her father is sick and the Beast allows her to go home. Her father recovers and she returns to the Beast when she finds out he is sick. She realizes that she loves him, kisses him and he turns into a prince. She marries her prince.

## Background to the story

The story was first written down by Charles Perrault in the mid-seventeenth century.

## Topics and themes

**Animals** The merchant and his family work on a farm where there are many animals.

**The body** Discuss what sicknesses they have had and give them the language in English to describe these symptoms e.g. hot, sweaty, spots, sick, vomit, sleepy.

**Celebrations** The marriage of the prince and Beauty.

**The country** Beauty's family move to the country where they have to run a farm. It forms a contrast with the town they lived in before.

**Family** Beauty is attached to her father and her brothers and sisters. They are a large family. Ask the pupils to count how many they have in their immediate and then extended families.

**Food** Focus on food for special occasions and everyday food. Decide what party food they all like best.

**Friendships** Discuss how important friendship is; perhaps discuss what each pupil should be prepared to do for their special friend/s. Make a list of what friends do for each other.

## Making use of the Reader

**Collect** countryside pictures at all times of the year and pupils can make a list of the differences in the seasons.

**Practice** the language for different seasons in the year. See if the pupils can write a haiku i.e. a traditional three-lined poem with five syllables in the first line, seven syllables in the second line and five syllables in the third line, about the seasons.

**Look at** other 'magic mirrors' such as kaleidoscopes, telescopes, cameras and talk about how they work. Bring some into class, even toy ones. See if the pupils can make their own special mirrors. What would they like to see in a magic mirror?

**Writing** Ask the pupils to write an acrostic based on one of the words in the story e.g. rose

Roses are beautiful  
Outside in the garden  
See them  
Enjoy them

Other possible words could be: Beauty, Beast, magic, mirror, garden, spell.

**Discuss** The story of Beauty and the Beast is typical of fairy tales - the ugly beast is 'bad', the beautiful girl is 'good'. However the beast is both good and bad, something which pupils might want to talk about. When is the beast good? When is he bad?

### Using the accompanying audio

**Interviews** Ask the pupils to act out TV or radio interviews at certain stages in the story e.g. Interview the merchant when his ships had all gone down in the bad weather. Interview the merchant after he had experienced the magic house. Interview Beauty when she is told that she has to go to the Beast's house. Interview Beauty and the Beast after he has changed back into a prince.

### Notes on the activities in the Reader

#### Before you read

1, 2. and 3. These are prediction questions so there may be a range of answers.

#### After you read

1 Let the pupils try mirror writing. You can display their work on the walls of the classroom.

### Notes on using the photocopiable activities

**Activity 1** Describe and draw. Play this in pairs. Before the pupils begin, check that they know the vocabulary. Pupils should be opposite each other and should not show each other their pictures. The pictures can be their own scenes, or one from the book. They ask each other questions to try and guess what part of the story their partner has drawn or is looking at in the book. The first to guess is the winner.

**Activity 2** The children should look in the word box and complete the missing words with letters from the pot. Pupils then write the complete missing words in the correct spaces.

**Activity 3** Describing characters and places. Pupils should read the book about the character or place, and then find the words and list them. After the activity make sure that you put all the words on the board in the same order and see if the pupils got all the right words.

**Activity 4** Word game. Each group of pupils needs two dice, one with numbers 1 to 6, the other with letters A to F. (You can stick letters onto a normal dice). If you don't have dice, the pupils can make two spinners, 1 with numbers 1 to 6, 1 with letters A to F. It is also possible to do this activity as a class game with the chart of words on the blackboard.

## Beauty and the Beast

Name .....

### Activity 1

**Describe and draw. Play this in pairs.**

**Each player:**

Draw a picture of your favourite part of the story and color it.

Label them: **A** My favourite picture **B** My friend's favourite picture

Do not show your picture to the other player.

Player A: Describe your picture to Player B slowly and carefully.

Answer any questions. Player B: Listen carefully to Player A and draw the picture. Ask any questions you need, to help you "see" the picture better. When you are finished, look at A's picture.

Do the 2 pictures look the same?

Now player B, describe your picture to Player A.

### Activity 2

#### Magic Meals

What did Beauty's father have for dinner when he arrived at the Beast's house?

Add the last letter from the pot to finish a word. Take the letters from the pot.

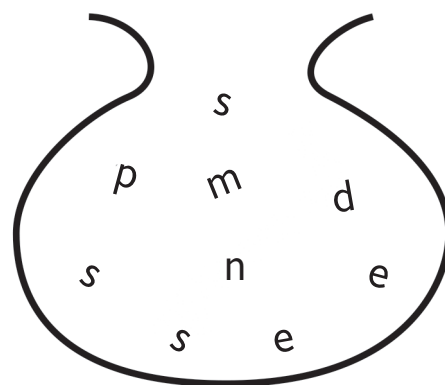
First \_ \_ \_ \_ with \_ \_ \_ \_ \_

Next \_ \_ \_ \_ \_ , \_ \_ \_ \_ \_ , \_ \_ \_ \_ , \_ \_ \_ \_ \_

After that \_ \_ \_ \_ \_

To finish \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

Sou Ice-crea Brea Potatoe Chicke  
Pea Carrot Chocolat Cak



### Activity 3

**Who is it?**

Write words on the lines below to describe the person or the place. You can look at the story and the pictures in the book.

BEAUTY

BEAUTY'S FATHER

THE BEAST


THE FARM

THE BEAST'S GARDEN

THE BEAST'S HOUSE


Get together with three people.

Each person makes a list that describes a character or place from the book.

The first person reads out their list. The other people say who or where they think it is. The first person to say the right answer wins a rose. They draw it. Play until everybody has had 4 to 6 turns. The person with the most roses is the winner.

*Example:*

**Player A** says: big windows / green curtains / near the sea

**Player B** says: the Merchant's house (They win a rose).

## Activity 4

### Match the Words

Play in pairs or in fours. To play you need two dice, one with numbers one to six and one with letters A to F.

**Player A** throws two dice to get a letter and a number and then finds the word from the chart below, for example D2 = eat.

All the players try to find the matching word as quickly as possible.

The matching word describes the same action, (for example, eat = ate= square B5). To win, the player must say “Ate in square B5”. Play for five minutes or longer. The person with the most pairs of words is the winner.

	A	B	C	D	E	F
1	Give	Find	Stand	Thought	Sleep	Got
2	Go	Said	Take	Eat	Saw	Told
3	Sold	Make	Had	Come	Found	Ride
4	Came	Rode	Get	Sell	Cry	Made
5	Have	Ate	Slept	Went	Gave	Cried
6	Tell	Stood	See	Say	Took	Think

## Beauty and the Beast

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

### Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

#### Chant 1

I gave you food  
I gave you clothes  
Why are you taking  
My beautiful roses?

They're for Beauty  
My youngest daughter  
"Ah yes" said the beast  
"I've seen your daughter"

Bring your daughter  
For my beautiful roses  
If you don't  
Your family will die!

#### Chant 2

Beauty looked into the mirror  
The magic mirror  
On the wall

Beauty looked and saw her family  
Her father looked sad  
She started to cry

The Beast took Beauty into the garden  
He gave her a rose and said  
"Don't be sad"

#### Chant 3

The ring was dark  
Beauty must go back  
Back to the Beast  
The Beast is sick

The ring was dark  
She found the Beast  
Lying in the garden  
His face was white

Beauty kissed the Beast  
She kissed his face  
Now he's a young prince  
Standing in front of her

## Answer Key

### In the Reader

#### After you read

- 2 Arrived, cried, date, decide, explained, gave, lived, needed, opened, put, rode, saw, thought, took, waved, whispered.
- 3 a Beauty's father, the merchant, page 13  
b Beauty, page 17.  
c Beast, page 25.

### In the photocopiable activities

#### Activity 2

The words are first: soup and bread next: chicken, carrots, peas, potatoes; after that: ice cream, to finish: chocolate cake

#### Activity 3

A few examples are:

Beauty, happy, beautiful scared.

The Beast, ugly, kind, friendly, he listened.

Beauty's Father, he smiled, sad, happy, better.

The Farm, small, in the country.

The Beast's Garden, strange, beautiful, full of flowers.