

Level  
3

# Beauty and the Beast

### 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?

**Discuss** whether the Beast is a good man or a bad. There are arguments for both sides in the story.

**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.

**Talk about.** 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?



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## Using the accompanying video or audio cassette

**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 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 the activities in the factsheet

**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.** Wordsearch. The children should look in the pot for the words they need, then write them in the correct space.

**Activity 3.** Describing the characters. Pupils should read the book about this character 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.

## Answers to the activities

### In the Reader

#### Before you read

4. She could see her father and two brothers.

#### After you read

2. Arrived, cried, date, decide, explained, gave, lived, needed, opened, put, rode, saw, thought, took, waved, whispered.

3a. Beauty's father, the merchant, page 13  
b. Beauty, page 17. c. Beast, page 25.

### In the factsheet

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

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.



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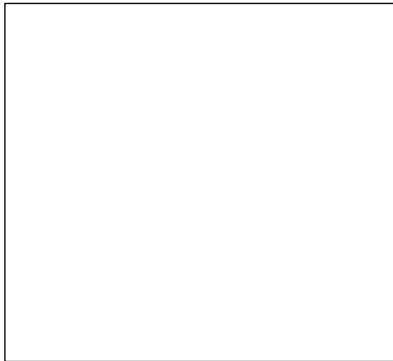
Name.....

## Activity 1

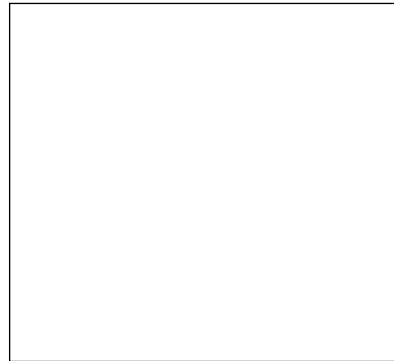
Describe and draw

Play this in pairs. *Each player.* Draw a picture of your favorite part of the story and color it. 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.

A. My favorite picture



B. My friend's favorite picture



## 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.

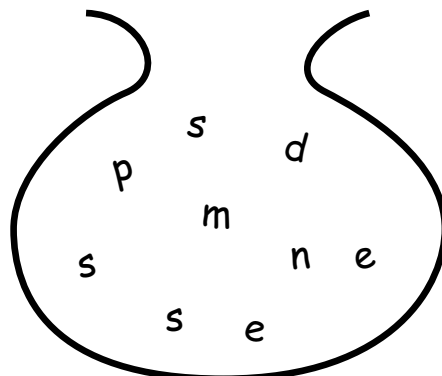
First \_\_\_\_\_ with \_\_\_\_\_

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

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

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

- |          |          |
|----------|----------|
| Sou      | Pea      |
| Ice-crea | Carrot   |
| Brea     | Chocolat |
| Potatoe  | Cak      |
| Chicke   |          |



## Beauty and the Beast

Name.....

### 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

