

Summary of the story

Cinderella is a nice and beautiful girl. Her two sisters aren't nice and they treat Cinderella badly.

The Prince is having a dance at his home. Cinderella's sisters go to the dance, but Cinderella is left behind. The Fairy Godmother appears and turns Cinderella's clothes into a beautiful dress. She tells Cinderella that she must come home by 12 o'clock.

The Prince sees Cinderella and dances with her until the bells ring at midnight. Cinderella runs away and loses her shoe on the way. The Prince sends a man to find Cinderella. The man makes all the girls try the shoe that was lost at the dance. Cinderella's sisters try the shoe, but it doesn't fit them. The man sees Cinderella and she tries on the shoe. It fits!

The Prince and Cinderella get married.

Summary of the film: *Cinderella*

Cinderella has a very happy life until her mother dies. Her father remarries and his new wife treats Cinderella very badly. This stepmother makes Cinderella work very hard but spoils her own two daughters, Drizella and Anastasia.

Level 1

Suitable for:	young learners who have completed up to 50 hours of study in English
Type of English:	American
Headwords:	200
Key words:	5 (see pages 2 and 6 of these Teacher's Notes)
Key grammar:	present simple (affirmative and negative). <i>Why-</i> and <i>yes / no</i> questions, short answers

The Duke wants his son to marry and organizes a ball so the Prince can find a wife. The stepsisters go to the ball, but Cinderella can't as she doesn't have anything suitable to wear. The Fairy Godmother waves her magic wand and creates a beautiful dress and glass slippers, as well as a coach and horses. She warns Cinderella that the magic will disappear at midnight. At the ball, Cinderella dances all evening with the Prince. She has to run away at midnight and leaves one of her glass slippers behind.

The Duke searches the land. In spite of the stepsisters' attempts to keep her away, Cinderella puts on the slipper and is recognized as the Prince's true bride.

Did you know ... ?

The words of the song *Bibbidi-Bobbidi-Boo* are mostly nonsense words. The song begins *Salagadoola mechicka boola bibbidi-bobbidi-boo ...*

The Disney Company made two sequels to the movie: *Dreams Come True* (2002) and *A Twist in Time* (2007).

The characters

Cinderella is a young lady. She is beautiful and nice.

Cinderella's sisters are not nice or beautiful.

The Fairy Godmother helps Cinderella.

The Prince is a young man.

Background information

Cinderella was released by Walt Disney Studios in 1950 and was one of the most successful films of that year.

The movie was based on the classic story of Cinderella by the French writer, Charles Perrault, which was first published in 1697.

Cinderella was nominated for three Academy Awards® for its music, including a nomination for the song *Bibbidi-Bobbidi-Boo*, which the Fairy Godmother sings when she transforms Cinderella for the ball.

Topics and themes

Families Explain that Cinderella lives with her stepmother and stepsisters. What is a “stepmother?” What are “stepsisters?” Why aren’t they nice to Cinderella? How should family members treat each other?

Kindness Cinderella is very kind but her stepsisters are not. Ask the students why they think it is important to be kind to others. How does it hurt you if you are like the stepsisters and not nice to others?

Time Cinderella has to leave the dance at 12 (midnight). Can any students tell the time? What do we use to tell the time? Why is it important to be on time? Why does Cinderella forget the time? What happens because of this?

Key words

(see page 6 of these Teacher's Notes for the Key words in context)

at (prep)	man (n)
dance (v and n)	time (n)
her (det)	

Clothes Talk with the students about the differences between Cinderella's old clothes and the dress the Fairy Godmother gives to her. How are the clothes in the story different from the clothes we wear today? (See also Activity 1 on page 4 of these Teacher's Notes.)

Animals There are lots of animals in the pictures in the story. Can the student find and name all the animals in the book? In the film Cinderella is very kind to animals and they help her. Why is it important to be kind to animals? (See also Activity 2 on page 4 of these Teacher's Notes.)

Dancing Cinderella goes to the ball and enjoys dancing with the Prince. Do the students enjoy dancing? What kind of music do they like dancing to? (See also Activity 3 on page 4 of these Teacher's Notes.)

Love and romance The Prince and Cinderella fall in love at the dance. Can the students think of any other movies or stories in which the characters fall in love? What things are romantic?

Magic The Fairy Godmother is able to do magic. She uses a magic wand to do her magic. Do the students believe in magic? What other movies or stories have magic in them? Which ones do the students like best? (See also Activity 2 on page 4 of these Teacher's Notes.)

Notes on the photocopiable activities

Page 6: Students could paste the list of Key words into a notebook. You could ask students to learn this vocabulary as homework and then test them on it.

Pages 7–9: While-Reading activities, **Activity 4**
Students cut out the pictures and glue them in order on another piece of paper. They can then either read out the story or retell it in their own words.

Pages 10–11: After-Reading activities, **Activity 1**
Once students have colored in and cut out the cards, they can play games with them such as turning the two sets of cards over and finding the matching pairs. Other ideas are: *Snap* and *Which card is missing?* Encourage the students to talk about the cards as they play.

Activity 2 Students write in the missing numbers. As they do so, encourage them to say the numbers in English. You could follow up this activity by teaching the students how to tell the time (hour only) in English – *It's one o'clock, two o'clock*, etc.

Class Activities (After Reading)

Here are some activities to do with your class after reading *Cinderella*.

1. Clothes

Materials: a template of Cinderella or the Prince for each student (see notes below); colored pencils; paints; markers; glue; ribbon; sequins; sparkles; etc.

- Before the session, prepare two templates: one with the head of Cinderella and one with the head of the Prince. There should be space below the heads for the children to draw in their clothes – or draw in a faint body outline. Copy the templates for the students.
- Use the Cinderella template and draw in the clothes. For example, color and decorate Cinderella's dress with sparkles, etc.
- Show the above example to the class. Talk about how the Fairy Godmother gives Cinderella new clothes. Tell the children that they need to draw and color new clothes for Cinderella or the Prince.
- Give the materials to the students (they can choose if they want to color and decorate the Prince or Cinderella).
- Once the children have completed their pictures, they can show them to the class and talk about them.

2. Magic animals

Materials: a toy magic wand; a hat; pictures of animals: a cat, a dog, a mouse, a horse, and a bird (or small toy animals)

- Ask the students to look at the book and to say what animals they can see.
- Hold up the pictures or small toys and ask the students to name the animals.
- Secretly put the pictures or toys into the hat. Leave the picture of the cat out of the hat.
- Explain that in the movie, the Fairy Godmother changes the mice into horses. (Show them the picture of the horses on page 6 of the book.)

- Put the hat in front of you. Hold up the cat with one hand and the wand in the other hand. Say: *Look at the cat.*
- Put the cat picture into the hat. Wave the wand and say: *Abracadabra ... now the cat is a ...* (Ask the children to guess what animal it is going to be.)
- Then pull out one of the other animal pictures. Say: *It's a ...* (and the children say what it is).
- Continue in this way, switching the animal transformations each time.
- Allow some volunteer students to perform a transformation, if desired.

3. A dance

Materials: a mixture of music (such as modern pop or dance music and old-fashioned waltzes, etc.) on CD or downloaded

- Talk about the dance that Cinderella goes to. Explain that in the past people danced to a different style of music.
- Play different types of music and ask what the students think of each one. Do they like it? Is it fast / slow / happy / sad / beautiful / old / new?
- Find a space large enough for the students to dance in to music.
- Play some different types of music for the students to dance to. Praise their dancing in English. Encourage them to move with the rhythm of the music.

4. Acting out a scene

Materials: a lady's shoe (ideally one for each group of students)

- Talk with the students about the scene in the story where the Duke and his servant are trying to find Cinderella. The sisters try on the shoe, but it doesn't fit them. Cinderella then tries it and it fits her.

- Divide the class into groups of four. Assign a role to each student in the group: the servant, the first sister, the second sister, and Cinderella.

- Encourage the children to act out the scene in their groups. Encourage them to use some English as they do this. For example:

Sister 1: Let me try the shoe! [Tries the shoe and it doesn't fit.]

Servant: No. You're not the beautiful girl.

Sister 2: Let me try the shoe! [Tries the shoe and it doesn't fit.]

Servant: No. You're not the beautiful girl.

Cinderella: Let me try the shoe! [Tries the shoe and it fits!]

Servant: Yes! You *are* the beautiful girl!

- Ask some groups to perform the scene for the rest of the class.

5. *What time is it, Fairy Godmother?*

Note: This is a variation on the game *What time is it, Mr Wolf?*

Materials: a toy wand

- Find a large space to play the game. The children stand at one end of the space. You stand at the other end holding the wand.
- Tell the students that you are the Fairy Godmother and that you can turn them into mice. Then turn your back on the students.
- The students approach, asking: *What time is it, Fairy Godmother?*
- Quickly turn around and say, for example, *It's 7 o'clock.* (Don't say *12 o'clock* at this stage.)
- Repeat this several times until the students are quite close to you. Finally, say: *It's 12 o'clock!* Turn around quickly and touch as many children as you can with the wand as they try to escape. (The ones you touch are turned into mice.)

- Continue with the game until there is one student left. This student can become the Fairy Godmother.
- Play several times with different children as the Fairy Godmother.

Key words



at Cinderella is at the dance. (p. 7)

dance There is a dance at the big house today! (p. 3)

her Where is her shoe? (p. 9)

man A man comes to the house. (p. 10)

time Twelve is home time, Cinderella! (p. 6)



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While-Reading activities

Activity 1 (pages 1–5)

Match.

1



a sisters

2



b Fairy Godmother

3



c Cinderella

Activity 2 (pages 6–9)

Circle the words.

- 1 **The Fairy Godmother / Cinderella** goes to the dance.
- 2 Home time is **ten / twelve**.
- 3 The Prince dances with **Cinderella / her sisters**.
- 4 It's home time. Where is her **shoe / dress**?

Activity 3 (pages 10–14)

Write *yes* or *no*.

- 1 A woman comes to the house. _____
- 2 A sister is the beautiful girl. _____
- 3 Cinderella is the beautiful girl. _____
- 4 The Prince has a wife now. It is Cinderella! _____

Activity 4 (pages 1–14)

Cut and order.



a Cinderella has beautiful clothes now. Thank you, Fairy Godmother!



b The Prince and Cinderella are husband and wife.



c Cinderella is the beautiful girl!



d Cinderella is sad. Her sisters are at the dance.



e The Prince and Cinderella dance and dance.



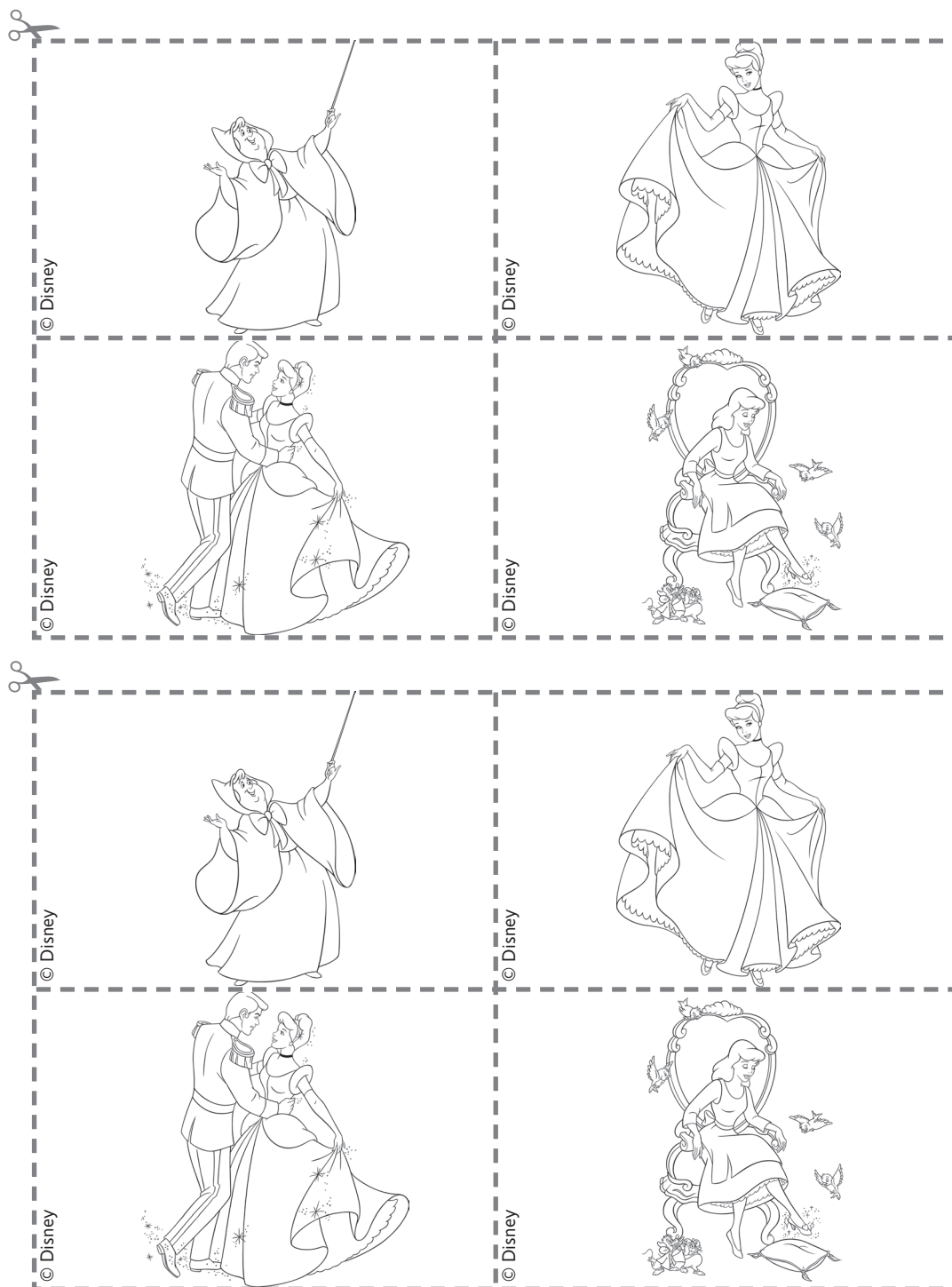
f It is twelve! Where is her shoe?



After-Reading activities

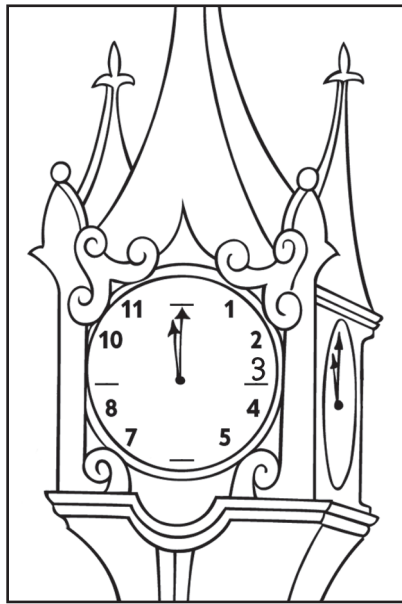
Activity 1

Color. Then cut and match.



Activity 2

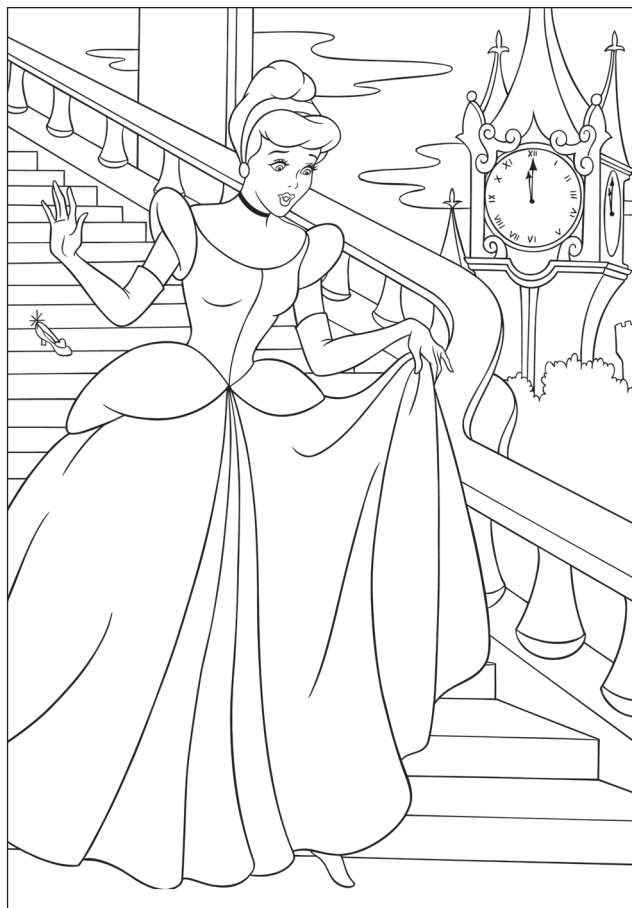
Write.



_____ is home time.

Activity 3

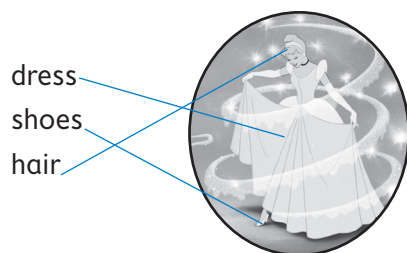
Color.



Answer Key

In the back of the Reader

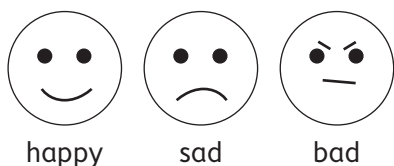
Before You Read



After You Read

1 1 c 2 d 3 b 4 a

2



In these Teacher's Notes

While-Reading activities

Activity 1

1 c 2 a 3 b

Activity 2

1 Cinderella 2 twelve 3 Cinderella
4 shoe

Activity 3

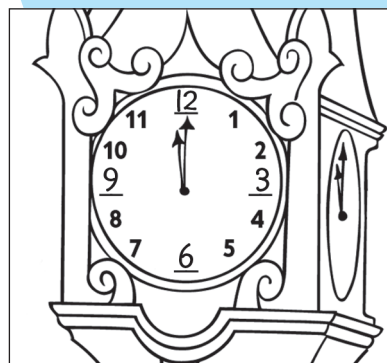
1 no 2 no 3 yes 4 yes

Activity 4

The correct order is: d, a, e, f, c, b

After-Reading activities

Activity 2



The missing word is: Twelve