

Level 3	
Suitable for:	young learners who have completed up to 150 hours of study in English
Type of English:	American
Headwords:	600
Key words:	15 (see pages 2 and 5 of these Teacher's Notes)
Key grammar:	present simple, present continuous, past simple of regular verbs, <i>can</i> for permission, <i>Let's ...</i> , <i>have to</i> for obligation, comparative adjectives, interrogatives

Summary of the story

An old woman, who is really an enchantress, comes to the door of a young prince's palace and asks for food and shelter. The selfish prince sends her away, but not before she turns him into an ugly Beast, and his servants into household items.

Belle is a smart girl who lives in the nearby town with her father, Maurice. One day, Maurice gets lost in the enchanted forest on his way to the fair. He reaches the Beast's castle, but the Beast imprisons him. When Belle finds her father, she offers to be the Beast's prisoner in exchange for her father.

Belle makes friends with the "people" in the castle, including Mrs. Potts, who has been turned into a teapot, and Cogsworth, who is a clock. She starts to enjoy life in the castle. The Beast becomes more polite and kind, and Belle likes his company. But she misses her father and, one day, she asks the Beast's permission to go home.

Gaston is an unpleasant young man who is in love with Belle. He has captured her father and believes that Belle will agree to marry him on condition that her father is released. Gaston realizes that Belle likes the Beast, so he goes to the castle and shoots the Beast with an arrow in his back. Belle begs the Beast not to die. The Enchantress's spell is broken by their love for each other, and the Beast

is transformed back into a prince. Finally, all the characters in the castle become human again, and everyone is happy.

Background information

Beauty and the Beast is the 30th Walt Disney Animated Classic. The movie was released in 1991.

Beauty and the Beast is based on a version of the traditional fairy tale *La Belle et la Bête* by Jeanne-Marie Le Prince de Beaumont in 1756.

Beauty and the Beast won Academy Awards® for Best Original Song and Best Original Score, and was also the first animated film to be nominated for an Academy Award® for Best Picture.

Did you know ... ?

The main animator who created the Beast combined the mane of a lion, the beard and head of a buffalo, the tusks and nose of a wild boar, the heavily muscled forehead of a gorilla, the legs and tail of a wolf, and the big and bulky body of a bear.

In 1994, *Beauty and the Beast* was the first Disney movie to be adapted into a Broadway musical.

The characters

The Enchantress casts spells on people that she does not like.

The Beast lives in an enchanted castle.

Belle is a smart young woman who lives in the town near the castle.

Gaston is a young man who lives in the town and wants to marry Belle.

Maurice is Belle's father.

Phillipe is Maurice's horse.

Cogsworth is a clock who lives in the castle.

Mrs. Potts is a teapot who lives in the castle.

Topics and themes

Kindness to people At the beginning of the story, the Beast was very unkind to the old woman and does not like other people he comes into contact with. For example, he makes Maurice his prisoner. How does his character change in the story? Why does his character change? (*He realizes the error of his ways. / He starts to fall in love with Belle and sees her kindness.*) How can we see this change in his character? (*He treats Belle and her father with kindness.*) How does that affect the way other people treat him? Discuss with the students how treating people with respect and kindness is a way of gaining respect and kindness from them in return.

Fear The Beast is nasty at the beginning of the story and everyone is afraid of him. Maurice is also afraid in the enchanted forest and the horse is afraid of the bats. Ask the students if they can think of times when they felt afraid? Discuss with the students things that they can do to stop feeling afraid. (See also Activity 1 on page 3 of these Teacher's Notes.)

Getting lost Belle's father and his horse set off one morning for the fair. They think they know the way, but they get lost in the enchanted forest. Have any of the students been lost before? Discuss with students what they should do if they suddenly can't see their parents / carers in a public place.

Villains Who is the villain or "baddie" in the story? Why do they think Gaston became a

Key words

(see page 5 of these Teacher's Notes for the Key words in context)

bat (n)	marry (v)
clock (n)	prince (n)
cruel (adj)	prisoner (n)
enchanted (adj)	prize (n)
enchanted (n)	shoot (v)
fair (n)	still (adv)
lost (adj)	teapot (n)
machine (n)	

baddie and wanted to kill the Beast? What usually happens to baddies in stories / movies? Have any of the students seen the movie? Can they tell you what happened to Gaston? (*He falls off the balcony as he is trying to kill the Beast.*) Can students think of baddies from other stories? Who are their favorite villains? What did they do?

Overcoming prejudice Gaston says "Belle cannot love that Beast. He's more terrible than an animal." He thinks that the Beast is bad just because of the way that he looks. Belle is also afraid of the Beast at first. Why does she change her mind? Ask students if the way someone looks is really important? What is really important about a person – what they look like on the outside, or what they are like on the inside?

Hobbies and activities What hobbies and activities are talked about in the story? (*Belle likes reading and Gaston likes shooting animals. Belle and the Beast enjoy dancing, while Belle's father enjoys making machines.*) Do the students like making things? What other activities do the students like doing in their free time? (See also Activity 1 on page 3 of these Teacher's Notes.)

Love and friendship Belle and the Beast gradually become friends and then they fall in love. Talk with students about Belle's feelings for the Beast and how they develop. What are the qualities of a good friend? Can the students think of any other stories or movies where the characters fall in love?

Class Activities (After Reading)

Here are some activities to do with your class after reading *Beauty and the Beast*.

1. Hobbies and activities survey

- Brainstorm hobbies and activities with the class. For example, *reading, collecting stickers, playing basketball, etc.*
- Divide the class into groups of four to six students. The students will make a survey.
- Ask the students to decide on five different hobbies and activities each, and write these along the top of a piece of paper. Down the left side of the paper they should write the names of the other members of the group, and then draw lines to complete the survey grid.
- In their groups, the students ask and answer questions about their surveys, for example, *Do you like reading?* and tick or cross their survey grids depending on the other students' likes and dislikes.
- When they have finished, the students should gather the information they have collected to present to the class: *Two students enjoy playing tennis. No one likes collecting stamps. Swimming is the favorite hobby / activity, etc.*
- Go around the class and monitor the students' work. When everyone has given their feedback, find out which is the most popular hobby / activity in the class.
- A survey could also be done on the theme of *Fears*, where students write five things their classmates might be afraid of on their surveys instead, e.g. *spiders, the dark, etc.*

2. Telling the time

Materials: a paper plate; colored marker pens; construction paper; scissors; a paper fastener

- Ask the students if they remember what household item the character, Cogsworth, is in the story. He is a clock, and the students are going to make their own clocks.

- Divide the class into groups of three to four students and give out the materials.
- First, the students make the clock face. Using the top side of the paper plate, they should add the numbers 1 to 12 around the face of the clock and place a dot in the center. They can choose the colors they prefer to use.
- Next, they make the hands of the clock using the construction paper. Again, they can choose the colors they prefer. They should cut out one long hand and one short hand. The hands should be shaped as arrows to point to the numbers on the clock face.
- Now the hands can be attached to the clock face. Using the paper fastener, the students should pierce the hands of the clock onto the fastener, putting the long hand on first followed by the short hand. Then they pierce the fastener through the dot in the center of the clock and fold back the fastener on the underside of the clock.
- Once the clock is ready, the students can begin telling the time. In their groups, one student takes turns in holding the clock while the other students ask questions about the time, such as: *What time does school start? What time do you go to bed? What time do you have breakfast?* etc. The student with the clock should show the correct time on the clock and give a full answer: *I go to bed at half past eight.*
- Go around the class and monitor the students' work. A new student in the group takes the clock after the previous student has answered five questions about the time.
- Ask volunteers to come to the front of the class with their clocks and tell you the correct times for questions you ask.

3. Cast a spell

Materials: a sheet of black construction paper; a pencil; tape; scissors; star stickers / colored ribbon

- Ask the students how they think the Enchantress in the story changed the Prince into a Beast.

(*She cast a spell on him.*) Very often, spells are cast with a wand, and the children are going to make wands to be able to cast their own spells.

- Give out the materials and the children first wrap some of the construction paper around a pencil. Remove any excess paper with scissors. Fold in the ends and tape one end down. Slide out the pencil so that a hollow tube remains, and tape the other end down. Decorate the wand with star stickers or colored ribbon. (Stars can instead be made out of different colored construction paper and stuck onto the wand if stickers aren't available.)
- Divide the class into pairs. The students are now going to cast spells on each other.
- Brainstorm adjectives from the story to describe people. For example, *cruel, strong, afraid*, etc. Write the adjectives on the board, as well as any others the students mention.
- In the pairs, Student A is the Enchantress (or the Enchanter for the boys). Using their wand, they will cast spells on Student B by playing a version of the *Simon Says* game using adjectives. For example, holding out their wand, A says: *The Enchantress says ... You are happy.* B should act out *happy* by showing a happy expression. A then casts another spell and B acts out the new adjective, e.g. *hurt*.
- But sometimes, Student A should simply say: *You are strong*, and when they don't use *The Enchantress says ...*, Student B should NOT change expressions.
- The game continues in this way until the students have acted out several adjectives. Go around the class and monitor the students' work.
- The students then swap roles and B casts spells on A.

4. Invent a machine

Materials: large sheets of paper; pencils; colored pens / pencils / paints

- Ask the students to tell you what Belle's father likes doing. (*He likes making things.*) Refer them back to page 7 of the story, where we see a machine that Maurice has invented.
- Divide the class into groups of three to four students and give out the materials. The groups are going to invent a machine that can make people bigger or smaller. They will discuss what their machine should look like, how it can increase the size or decrease the size of someone so that they are either tiny or gigantic, and give their machine a name.
- The students then draw their machines and color them, writing the name of the machine as part of the design, too.
- When the students have finished, stick the inventions on the wall for all the groups to see. The class should then vote on whose machine is the most creative for making people big or small, and this machine is the winner.

Key words

- bat** Big black bats are flying around. (p. 9)
- clock**..... “Papa makes clocks but they don’t talk,” Belle laughs. (p. 14)
- cruel** “Now you are a beast because you are cruel,” the Enchantress shouted. (p. 4)
- enchanted** Suddenly, they see the Beast’s enchanted castle. (p. 11)
- enchantress** Suddenly, she was a beautiful enchantress. (p. 4)
- fair** “Let’s take it to the fair. We can get a prize!” Belle says. (p. 7)
- lost**..... They are lost in the forest. (p. 9)
- machine** “What can this machine do, Papa?” Belle asks. (p. 7)
- marry** “Stop reading! You’re the girl for me. Please marry me.” (p. 6)
- prince** “No. Go away!” the Prince shouted. (p. 3)
- prisoner** “He’s my prisoner!” the Beast shouts. (p. 12)
- prize** “We can get a prize!” Belle says. (p. 7)
- shoot** He likes shooting animals. (p. 5)
- still**..... Today the Beast still lives in his castle. (p. 4)
- teapot** “This is Mrs. Potts. She’s a teapot.” (p. 14)

While-Reading activities

Activity 1 (pages 3–8)

Write the names in the sentences.

The Enchantress Gaston Belle Phillipe The Beast Maurice

- 1 _____ loves reading.
- 2 _____ is a horse.
- 3 _____ likes making things.
- 4 _____ was an old woman.
- 5 _____ likes shooting animals.
- 6 _____ lives in a castle.

Activity 2 (pages 9–13)

Match. Draw lines.

- | | |
|--|-------------------------------|
| 1 He is scared of the black bats. | a Maurice and Phillipe |
| 2 He is old and weak. | b Belle |
| 3 She is not afraid of the enchanted castle. | c The Beast |
| 4 They are lost in the enchanted forest. | d Phillipe |
| 5 Belle's father is his prisoner. | e Maurice |

Activity 3 (pages 14–16)

Write *T* (True) or *F* (False).

- 1 Belle's father makes teapots.
- 2 Cogsworth and Mrs. Potts were people before the Enchantress changed them.
- 3 Belle is not a prisoner at the castle.
- 4 The Beast is afraid of Belle.
- 5 Belle and the Beast are friends.
- 6 Belle and the Beast enjoy dancing together.

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BEAUTY AND THE BEAST LEVEL 3

Activity 4 (pages 17–20)

Order the words in the sentences.

1 wants / Belle / father. / to see / her

.....

2 Gaston / Belle. / to marry / wants

.....

3 his men / Gaston / Belle's father. / and / take

.....

4 cruel. / thinks / Belle / is / Gaston

.....

5 his castle. / Gaston / in / the Beast / shoots

.....

6 very sad / that / Belle / is hurt. / the Beast / is

.....

Activity 5 (pages 20–22)

Copy the correct sentence under the picture.

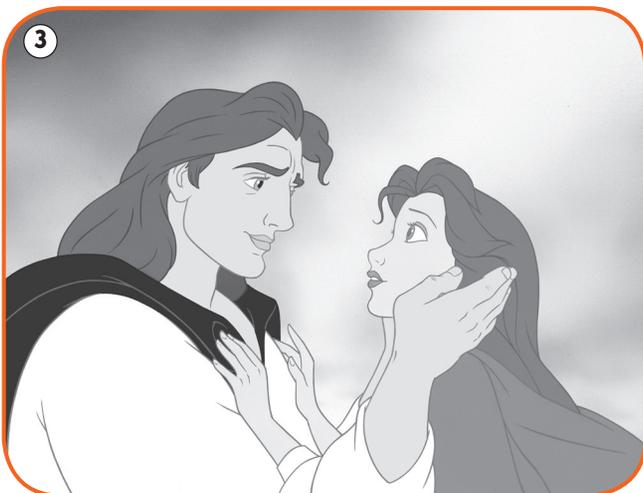
- a Belle looks up and sees a prince.
- b “Don’t leave me. Please stay with me. I love you,” Belle says.
- c “This is a great day,” the Prince says.
- d The Beast’s body is moving. His face and hands are changing.



.....



.....



.....



.....

After-Reading activities

Activity 1

Circle the correct words.

- 1 The Enchantress changes the **Prince** / **Gaston** into the Beast.
- 2 Gaston likes **making things** / **shooting animals**.
- 3 Belle wants her father to take his **prize** / **machine** to the fair.
- 4 Maurice and his horse are **hurt** / **lost** in the enchanted forest.
- 5 Belle finds her father in the **castle** / **town**.
- 6 Belle is a prisoner of **the Beast** / **the Enchantress**.
- 7 The Beast is **cruel** / **kind** to Belle and they become friends.
- 8 Gaston is **happy** / **angry** that Belle loves the Beast.

Activity 2

Match. Draw lines.

- | | |
|--|---|
| 1 Who changes the Prince into the Beast? | a Yes, he likes Belle living in the castle. |
| 2 Where does the Beast live? | b He lives in a castle. |
| 3 Why does the Beast tell Belle's father to go away? | c He changes into the Prince again. |
| 4 Is the Beast happy with Belle? | d He wants Belle to be his new prisoner. |
| 5 Why does Gaston hurt the Beast? | e The Enchantress. |
| 6 What happens to the Beast when Belle says, "I love you"? | f Because he loves Belle. |

Activity 3

Write the correct words under the pictures.



abt



ercpin



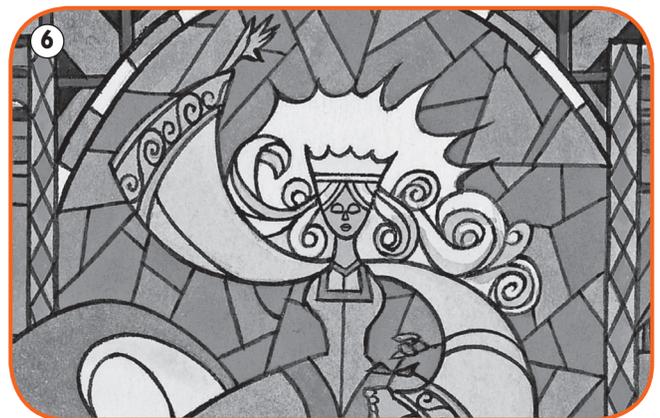
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BEAUTY AND THE BEAST LEVEL 3

Activity 4

Who says these things in the story? Cut and stick the sentences next to the pictures.

1 He's my prisoner!

2 Let's have a party and dance!

3 He's more terrible than an animal.

4 You're cruel!

5 The fair is a long way from home. Goodbye, Belle!

6 I'm Cogsworth.



Answer Key**In the back of the Reader****Before You Read**

1 Students' own answers

2 1 c 2 a 3 d 4 b

After You Read

1 1 b 2 a 3 c 4 c

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

3 Students' own answers

In these Teacher's Notes**While-Reading activities****Activity 1**

1 Belle 2 Phillipe 3 Maurice 4 The Enchantress

5 Gaston 6 The Beast

Activity 2

1 d 2 e 3 b 4 a 5 c

Activity 3

1 F 2 T 3 F 4 F 5 T 6 T

Activity 4

1 Belle wants to see her father.

2 Gaston wants to marry Belle.

3 Gaston and his men take Belle's father.

4 Belle thinks Gaston is cruel.

5 Gaston shoots the Beast in his castle.

6 Belle is very sad that the Beast is hurt.

Activity 5

1 b 2 d 3 a 4 c

After-Reading activities**Activity 1**

1 the Prince 2 shooting animals 3 machine

4 lost 5 castle 6 the Beast 7 kind 8 angry

Activity 2

1 e 2 b 3 d 4 a 5 f 6 c

Activity 3

1 bat 2 prince 3 clock 4 prisoner 5 teapot

6 enchantress

Activity 4

1 d 2 b 3 e 4 f 5 a 6 c