

Beauty and the Beast Teacher's Notes A2

In this A2-level article your students will read about the latest musical featuring the well-known characters of Beauty and the Beast. They will probably have seen the animated film on which this version is based when they were younger, but may not be familiar with the unfolding of the plot. The parallel drawn here between Belle and Emma Watson, in particular the feminist dimension of the character which bridges the gap between the original fairy tale and today's world, needs to be investigated to give the article its full potential as an A2 document rather than an A1 simple narrative.

Vocabulary and structures

- Fairy-tale-related vocabulary.
- Physical and moral description.
- The passive voice in the past.

Interaction

- Asking and answering questions about childhood memories of a fairy tale.
- Discussing qualities and shortcomings.

Reading, writing, speaking

- Finding general and specific information.
 - Writing a few lines about one of the characters.
 - Reporting to the group / the class.
- We suggest starting by videoprojecting the pictures without the captions to brainstorm what your students remember about the story, in groups preferably. (*I remember the Prince, but I don't know the girl's name...Do you remember her name ?... I know the Prince is the Beast. Do you know why ?...*). Then they can recap what they know and decide on what they would like to know.
- Have them do **Activity A** as a prerequisite for more detailed work on the characters

in **Activity B**, in which new vocabulary is learned in context.

Activity C is a first step towards more spontaneous writing, while **Activity D** provides an opportunity for expanding their vocabulary.

■ Finally, in **Activity E** students, in groups of three, have to choose one character each and write a few lines to introduce him / her to a friend. The aim of this activity is both to develop their writing skills and to find means of convincing someone that the story and the characters are well worth a visit to the cinema. While your students are working, walk around to help, first with the writing, then with the pronunciation, to make sure everyone feels up to the task and benefits from the activity. When all your students have prepared to speak, make them move around the class and choose a partner who will finally say if he / she is convinced.

Pistes EPI

■ *Les scénaristes du film se sont inspirés de la première version publiée du conte, par l'auteure française Gabrielle-Suzanne de Villeneuve en 1740, puis popularisée dans la version de Jeanne-Marie Leprince de*

Beaumont en 1757. Toutefois, ils s'en sont éloignés, en supprimant les frères et sœurs jaloux de la Belle et en rendant plus actif son choix de remplacer son père.

■ **Travail interdisciplinaire possible :** faire comparer les versions du conte, qui correspond bien à l'entrée du programme de français "Vivre en société, participer à la société" : Individu et société : confrontations de valeurs ? (Classe de quatrième) ; ou Avec autrui : familles, amis, réseaux (Classe de cinquième).

■ **Thèmes possibles d'EPI :** Information, communication, citoyenneté ou Culture et création artistiques.

Solutions

A. 1.

Type of document	Period / date
Fairy tale	18th century
Animated film	1991
Musical film	2017

2. The Prince /the enchantress/ Belle / Belle's father.

B.1. Handsome : good-looking

a curse : a malediction

a storm : an extreme weather condition with very strong wind, heavy rain, and often thunder and lightning

arrogant : showing an offensive attitude of superiority

feisty : active and full of determination.

2. The Prince : handsome + arrogant

Belle : beautiful + interested in learning + independent + ambitious

Belle's father : old + artistic

The enchantress : old + has magic powers.

C. The Prince was punished by the **enchantress** because he **refused** to **open** his door to her when she was out in a **storm**, although she wanted to pay him with a **rose**. He **was transformed** into a beast. His servants **were transformed** into animated objects.

To change back into a prince, he must

love someone and find someone to love him.

If the rose dies before that, he will always be a **beast**.

The rose was not a normal flower, it was **enchanted**.

Belle's father **was imprisoned** by the Prince but she **took** his place as a prisoner.

D.1.a. Belle **b.** Hermione in Harry Potter **c.** she was an excellent student.

2. Feminists / clever / independent / generous / feisty / ambitious.