



### 1 Make phrases to complete the sentences.

#### Language focus:

- Time phrases

Check that pupils understand the words *morning, evening, night*, and revise the phrases *every morning, in the morning, one morning*.

Explain that pupils can also make other phrases following the same pattern, e.g. *every evening, in the evening, one evening, every night, in the night, one night every day, one day, every week, one week*

Ask pupils to do the exercise in pairs, using words from the two lists to construct time phrases; and using these phrases to complete the sentences. They can look at their books if they can't remember the exact times mentioned in the story. Let them compare answers with another pair, then go through answers with the class.

#### Answers

- A** One day the man went to the city.
- B** In the evening the man was tired and hungry.
- C** In the morning the man picked a rose from the garden.
- D** After a few days the man told Beauty about the beast.
- E** Every evening Beauty and the beast talked and read stories.
- F** One evening the beast gave Beauty a magic mirror.
- G** One day Beauty saw her father in the mirror.
- H** After a week her father was better.
- I** One night Beauty thought about the beast.
- J** After three weeks Beauty went back to the castle.

### 2 Choose the correct word to complete the sentences

#### Language focus:

- *Must and mustn't*

Pupils circle the appropriate word to complete each sentence. Go through go through answers with the class.

#### Answers:

- A** I must go to the city.
- B** I'm tired. I must eat and sleep.
- C** Your daughter must come and live with me.
- D** Beauty mustn't go and live with the beast.
- E** I must go, because you gave your word.
- F** My father is ill. I must help him.
- G** You can go home, but you must come back after one week.
- H** I must go back to the beast now.

Now ask pupils to suggest things that they must do, e.g. *I must brush my teeth. I must listen to the teacher. I must do my homework. I mustn't fight. I mustn't shout in class.*

Get pupils to write 5 sentences about what they must and mustn't do.

When they have finished, ask pupils to add time phrases, of the sort in Exercise 1.

Ask pupils to read their sentences to the class, e.g.

*Every morning and every night I must brush my teeth.*

*Every Saturday, I must tidy my room,*

*Every day I must feed my cat.*

*In a few weeks, I must buy a birthday present for my mum.*



### 3 Beauty's father is in the garden at the beast's castle. Choose the best answers

#### Language focus:

- Revision and comprehension of the story
- Revision of vocabulary

Tell pupils to imagine the meeting in the castle garden between Beauty's father and the beast. What do they think the beast said? How did he feel? Was he angry because the man was in his garden, picking his flowers? What do they think Beauty's father said? How did the father feel about promising to send Beauty to live in the castle?

Explain that this dialogue is the conversation between Beauty's father and the beast. Ask pupils to read it through, choosing the correct answers. Let pupils compare answers in pairs, then go through answers with the class.

Divide the class into two groups; one group is to play the part of the beast, the other half is to play Beauty's father. Ask the groups to read the dialogue aloud. When they have practised it a few times in these groups, get a pair of pupils to read the parts of the father and the beast, and to act out the dialogue at the front of the class. Encourage them to use different voices for the two characters. Repeat with a different pair of pupils.

#### Answers

**A** 3, **B** 1, **C** 2, **D** 1, **E** 3, **F** 1, **G** 2, **H** 2, **I** 3

### 4 Find the verbs. Write them in the table. Then complete the table

#### Language focus:

- Revision of verbs
- Learning the past tense forms of common regular and irregular verbs
- Spelling

Pupils work together in pairs or threes to find as many verbs as they can in the word square. Give pupils time to find verbs, then ask them how many they have found; tell them that there are a total of 28 verbs in the square and ask if they need more time to find more.

When pupils find a verb in the square, they should write it in the correct column, according to whether it is present or past tense. Go round the class helping where necessary.

Now pupils should complete the table by writing in all the present and past tense forms that are missing from the table. They can check answers in their books, as all the verbs occur in the story. Finally, go through answers with the class.



### Answers

#### Present

are, ask, come, eat, give, go, is, live, look, love, pick, put, ride, say, show, stay, talk, tell, wait

#### Past

bought, did, found, had, heard, saw, took, used, was

Tell pupils that they can use this list as a reference when they need to use past tense verbs. Encourage them to add more verbs to the list as they come across them – it will help pupils to remember and to learn them.

### 5 Use verbs from the table in exercise 4 to complete the story

#### Language focus:

- Simple past tense – regular and irregular verbs

Pupils use verbs from their completed table in exercise 4 to complete the story. Go round the class helping pairs of pupils as they complete the story.

#### Go through answers:

1 went, 2 was, 3 saw, 4 went, 5 ate, 6 went, 7 picked, 8 heard, 9 saw, 10 said, 11 come, 12 told, 13 go, 14 gave, 15 had, 16 talked, 17 were, 18 gave, 19 saw, 20 went, 21 put, 22 was, 23 looked, 24 saw, 25 was, 26 took, 27 rode, 28 took, 29 love, 30 gave

### 6 There are some mistakes in the story. Can you find them and correct them?

#### Language focus:

- Simple past tense – regular and irregular verbs
- Details in telling a story

Explain that the person who wrote this version of the story made some mistakes. Ask pupils to find them. When they have finished the exercise, ask how many mistakes they found. Who found the most? Did anyone find all 8 mistakes? Tell pupils where the mistakes are, and ask them to say what the correct answer should be.

- A Next morning he went into the garden.
- B The man picked a pink rose for his daughter.
- C Every evening Beauty and the beast had dinner.
- D After one week Beauty's father was better.
- E She never looked in the magic mirror.
- F She took her father's horse.
- G A bad fairy used her magic on the prince.
- H Beauty said 'Yes'.

### 7 Choose the best title for the story

#### Language focus:

- Global comprehension of the story
- Understanding the underlying message of a story

Ask pupils to choose a title for this Beauty and the Beast story. Then discuss all of the six suggested titles with the class. Which titles reflect the whole story? Ask pupils



which title they chose, and ask them to explain why.

### **Answer**

**D** or **F**

## **8 Can you ...?**

### **Language focus:**

- **Personalisation**
- **Building pupils' confidence and motivation**

This task aims to build pupils' confidence by highlighting the skills they have learnt.

You can ask the questions orally and then ask pupils to write the answers – perhaps for homework.

When they have written the answers, pupils can tell their classmates or partners what they can do. Encourage them to go home and also tell their families and friends what they can do.