

BEAUTY AND THE BEAST

20^a Programació
infantil per a les
escoles
Curs 2011-2012



TEATRE TANTARANTANA

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SINOPSI

Un conte conegut, amb una doble finalitat: que els alumnes aprenguin anglès però amb la diversió com a eina. Gaudirem d'una història amb castells, bèsties, llops... Una història que ens recorda que els finals feliços són sempre ben rebuts entre un públic tan especial.



COMPANYIA

“**THE PERFORMERS INC THEATRE COMPANY & EDUCATIONAL PLAYS** es una compañía internacional de teatro educativo constituida en 2004 por Lucas R. Tsolakian que fomenta la integración del teatro como herramienta educativa de la lengua inglesa. Durante el curso escolar, la Compañía produce y representa obras teatrales para estudiantes de todas las edades, cada una acorde con las necesidades lingüísticas del alumno en cada etapa de aprendizaje. El inglés es el idioma principal de nuestras producciones; conjugando de esta manera el entretenimiento y valor pedagógico en inglés para los ciclos inicial, medio, superior y secundaria.

A través de sus producciones **The Performers Inc.** persigue múltiples objetivos:

- 1) Motivar a los alumnos en el estudio del inglés
- 2) Fomentar el conocimiento y el interés de los estudiantes por el teatro, creando futuros espectadores.
- 3) Facilitar a los profesores una herramienta divertida e interactiva para el aprendizaje del inglés tanto dentro como fuera del aula.
- 4) Despertar el interés de los estudiantes por otros mundos y culturas.

Desde sus inicios The Performers Inc. ha estado trabajando alrededor de toda España y Francia, entreteniendo audiencias y participantes de todas las edades. Invitamos a sus alumnos a sumarse a este proyecto educativo...”

The Performers Inc.

FITXA ARTÍSTICA

Direcció artística i adaptació del guió: Lucas R. Tsolakian.

Música: Lucas R. Tsolakian i Julián Vidal.

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Técnic de llums i so: Salvi Oton.

Escenografia, vestuari i attrezzo: Laura Smid.

Producció: The Performers Inc.



ARGUMENT

Once there was a Prince that lived in a beautiful castle. One day an old lady turned the Prince into a beast because he was a very selfish man. The only way to break the spell was if a girl fell in love with him forgetting that he was a beast.

The beast organized a Beauty Contest to make the girls come into his castle, but all the girls were very greedy. Then Belle came to the castle and the Beast locked all the doors to make her take part in the Beauty Contest. Belle was very scared of the Beast so she tried to run away, but the wolves almost killed her. The Beast saved Belle's life and they fell in love with each other.

Había una vez un príncipe que vivía en un hermoso castillo. Un día una anciana convierte al príncipe malo y egoísta en una bestia. La única forma de romper el hechizo sería si alguna chica se enamorara de él olvidándose de su aspecto.

La bestia organiza un concurso de belleza para hacer que todas las chicas vengan a su castillo. Pero todas las que llegan son ambiciosas y quieren su dinero. Luego Belle se presenta en el castillo y la bestia pone llave a todas las puertas para hacerla participar a la fuerza en el concurso de belleza. Belle está asustada de la bestia entonces trata de escapar, pero unos lobos se lo impiden. La Bestia le salva la vida a Belle y se enamoran para siempre.

English exercises for: Beauty & the Beast

“No Child is fully educated or adequately prepared to live in an increasingly technological world without understanding the meaning and beauty transmitted by the Arts.”

-J.P. Getty Trust

Vocabulary

Charming	you must improve your manners
Rich	handsome
Selfish	thirsty
Wrinkle	woods
Appearance	to remain
To fall in love	sack of gold
Cast a spell	break a spell
Ad (write an ad to the news paper)	
Beauty contest	to lock the doors
Greedy	prisoner
To get scared	worry/ to be worried
Treasure, precious	to run away
Wolf / wolves	Mean
Paw	freedom/ to be free
To come back/ to be back	to miss somebody



The Performers Song:

Fill in the blanks with the following words:

(lead, better, be, here, about, playstations, watching)

THIS IS THE STORY OF THE NEW PERFORMERS

THIS IS A STORY WHICH ANYONE CAN _ _ _ _

HELPING EACH OTHER THE WORLD WILL BE MUCH _ _ _ _ _

CARING AND GIVING IS THE BEST WAY TO _ _

THE NEW PERFORMERS, THE NEW PERFORMERS

THIS IS THE WAY TO LEARN AND PLAY

COME JOINING THIS WAY WE ARE _ _ _ _ TODAY

THIS, THIS, THIS...

THIS IS A STORY OF THE NEW PERFORMERS, THIS IS A STORY _ _ _ _ YOU AND ME.

LEAVE FOR A MOMENT GAMEBOYS AND _ _ _ _ _

GIVE US YOUR ATTENTION THIS IS MUCH MORE FUN!

THIS IS THE WAY, TO LEARN AND PLAY

COME JOIN THIS WAY, WE ARE HERE TODAY

TO SHOW YOU THE WAY

WHILE _ _ _ _ _ A PLAY

HOW EASY IT IS TO LEARN!



Look for the following words on the grid:

T	W	O	O	D	S	D	W	O	L	H	E
K	H	T	K	A	E	R	B	O	L	T	M
W	R	I	N	K	L	E	T	P	E	I	O
O	O	G	R	E	E	D	Y	W	P	A	S
L	W	O	W	S	E	L	F	I	S	H	D
F	A	R	O	L	T	W	O	R	R	Y	N
S	P	L	H	A	D	Y	M	I	S	S	A
M	I	T	D	N	A	H	L	O	C	K	H

Thirsty- Wrinkle-Selfish- Wolf- Handsome-Ad-Greedy- Woods- Spell- Break- Paw-
Worry- Miss- Lock

Write one sentence using the following words:

(woods, spell, contest, thirsty, selfish)

1) _____

2) _____

3) _____

4) _____

5) _____

Using Adjectives to Combine Sentences

Directions: Combine the two sentences into one by making the information in one sentence an adjective in the other sentence.

Example: Our house is big. It is new.

Our new house is big.

1. We have a cat. He is white and orange.

2. Down the hall to the left is another room. It is my brother's room.

3. My parent's room has a blue carpet. The carpet is fluffy.

4. I live in a house with four bedrooms. It is green and white

5. Then I had homework. It was math and English.

6. Our house has bricks and trim. The bricks are red. The trim is white.



Adverbs

HERE & THERE:

Basically, most adverbs tell you how, where, or when something is done. In other words, they describe the **manner, place, or time** of an action.

Here are some examples:

Type	Adverb	Example
Manner	slowly	<i>Tom drives slowly.</i>
Place	here	<i>The party is going to take place here.</i>
Time	yesterday	<i>I called him yesterday.</i>

Here & There are Adverbs of Place:

We use "here" for something which is near to us. **Example: Here is the pencil in my hand.**

We use "there" for something which is far from us. **Example: There is the pen next to the lamp.**

Here is the opposite of there.

How to recognize an adverb Many adverbs end with the suffix -LY. Most of these are created by adding -LY to the end of an adjective, like this:

Adjective	Adverb
slow	slowly
delightful	delightfully
hopeless	hopelessly
aggressive	aggressively

However, this is NOT a reliable way to find out whether a word is an adverb or not, for two reasons: many adverbs do NOT end in -LY (some are the same as the adjective form), and many words which are NOT adverbs DO end in -LY (such as *kindly, friendly, elderly* and *lonely*, which are a adjectives). Here are some examples of adverbs which are the same as adjectives:

Adjective	Adverb
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fast

fast

late

late

early

early

The best way to tell if a word is an adverb is to try making a question, for which the answer is the word. If the question uses *how*, *where* or *when*, then the word is probably an adverb. Here is an example:

Word in context	Question	Adverb?
John plays tennis <i>aggressively</i> .	<i>How</i> does John play tennis?	Yes -- uses <i>HOW</i> .
They have a <i>small</i> house.	<i>What kind of</i> house do they have?	No -- uses <i>WHAT KIND OF</i> , so this is an adjective.
Steven called the police <i>immediately</i> .	<i>When</i> did Steven call the police?	Yes -- uses <i>WHEN</i> .



Circle the correct answer for each sentence:

Exercise 1:

1) The car is across the street.

Place – Manner – Time

2) We will go to the cinema next Thursday.

Place – Manner – Time

3) Jane is playing tennis at school.

Place – Manner – Time

4) Tommy is eating too fast.

Place – Manner – Time

5) Susan sings very softly.

Place – Manner – Time

6) The boys are here.

Place – Manner – Time

7) The pen is there, on the night table.

Place – Manner – Time

8) The baby plays very quietly when he is alone.

Place – Manner – Time

9) The weather is sunny.

Place – Manner – Time

10) She will have the baby here.

Place – Manner – Time



Exercise 2:

Write three sentences using adverbs of place.

1) _____

2) _____

3) _____

Vocabulary Exercise:

Fill in the blanks using the following words:

(Wrinkled, appearances, cast a spell, greedy, selfish, ad, prisoner, manners, worried, thirsty)

- 1) The Prince was a very _____ man.
- 2) Lumiere is telling the prince, that in order to win's the girls heart he must improve his _____.
- 3) The old lady is asking for a glass of water because she is very _____.
- 4) The old lady has _____ ugly hands.
- 5) You must learn to look into people's heart and not only at their _____
_____.
- 6) The old lady _____ to turn the prince into a horrible beast.
- 7) The prince will write an _____ in the newspaper to let the people know that there is a beauty contest in his castle.
- 8) All the girls that come to the beauty contest are very _____; the only thing they want is the gold.
- 9) The doors of the castle are locked. Bell is the Beast's _____.
- 10) Bell's father does not know where Bell is. He is _____.

Guided Composition:

Read the following paragraph:

Once there was a Prince that leaved in a beautiful castle. One day an old ugly lady turned the Prince into a beast because he was a very selfish man.

The only way to break the spell was if a beautiful girl fell in love with him forgetting that he was a beast.

The beast organized a beauty contest to make girls come into the castle, but all the girls were very greedy. When Bell came to the castle, the beast looked all the doors to make Bell take part in the beauty contest. Bell was very scared of the Beast so she tried to run away, but the wolves almost killed her.

The beast saved Bell's life and they fell in love with each other.

Write a short summary of the play answering to the following questions as a guideline:

- 1) Why did the Prince turn into a Beast?
- 2) Which was the only way to break the spell?
- 3) Why did Bell go to the Beast's Castle?
- 4) Why where the doors of the castle locked?
- 5) Why did Bell try to run away?



Comparatives:

Give the comparative form for each of the adjectives listed below:

- Rich _____
- Nice _____
- Greedy _____
- Funny _____
- Big _____
- Small _____
- Beautiful _____
- Important _____
- Interesting _____
- Fast _____
- Slow _____
- Smart _____
- Intelligent _____
- Selfish _____
- Handsome _____
- Charming _____
- Old _____
- Young _____



Write three sentences using comparatives:

e.g. I am a very rich prince, richer than the rest, I am the richest.

1) _____

2) _____

3) _____

Note to the Teacher:

The following guidelines and exercises must be prepared before taking into the class and customized to the age of your students.

General knowledge, History and Debate exercises to work on:

· Original story was first written by Charles Perrault in the mid-seventeenth century.

Read another version of Beauty and the Beast. Outline the plot of that version and compare it with The Story Players version.

· Compare this story with other works that involve an ugly man in love with a beautiful woman, i.e. Phantom of the Opera, The Hunchback of Notre Dame, Cyrano de Bergerac, Richard III, The Frog Prince, etc.

The Beast and the Beauty Contest is set in “Fairy tale time.” There are references to France as the geographic location, and the costumes and customs reflect life of several centuries ago. While there was an emerging middle class in this era, manual labour was still valued over learning by the masses.

- a) What century would you place the story in?
- b) What was Europe like at that time, how was the geography compared to the one we have today?
- c) Who was the ruler then? Did the people have freedom of choice?
- d) How were Spain and France like at that time?

Discussion Section

Describe the setting in the story (the castle). Would the story work in a different setting, (i.e. the city, modern-day France)?

- How is the story of Disney's Beauty and the Beast the story of the Beast's maturity, of his "growing up?" What does Belle discover about herself as she learns to look below the surface of the Beast's ferocious appearance?
- Discuss the phrase, "Beauty is in the eye of the beholder" in regards to Belle. When she sees "the man behind the monster," what does she see? Does what she sees change during the course of the play?
- Belle is torn between her feelings for her father and for the Beast. How does she resolve the conflict?
- When Belle first sees the Beast, she is very much afraid. This fear eventually turns to love. When have you experienced having an emotion change from one extreme to another? Is it possible to love something/someone and have the emotion develop into fear?

Playing Activity: Storytelling improvisation

Objective: Develop concentration, listening skills, encourage storytelling skills, and conversation.

Activity: Seat the students together in one large circle. The teacher begins the activity by introducing an idea for a story (exposition), setting the place and introducing a character. As the teacher begins to tell the story, when the bell rings he/she tosses the ball to a pupil for him to continue the story. The student picks up the story where the teacher left off, adding details and action to the story until the bell rings once more, and so it goes on until all the students have added something to the story and it is finished.

Evaluation: Examine the story that was passed around the circle for elements of exposition, rising action, climax, etc. Which elements made the story exciting? Which elements are omitted? What could have been added to make the story more interesting? Replay.

Preparation: A ball and a clock (the clock should ring every 30 seconds).

For 20 students this activity should take no more than 15 minutes. If your pupils are bilingual or are fluent the timing of the clock should be 20 seconds.



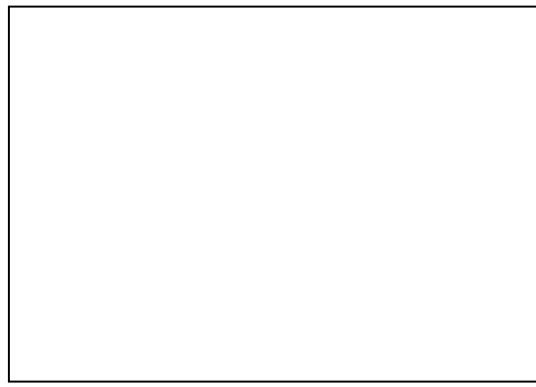
Excercise for After the Theatre Session:

Draw the story using the following guidelines:

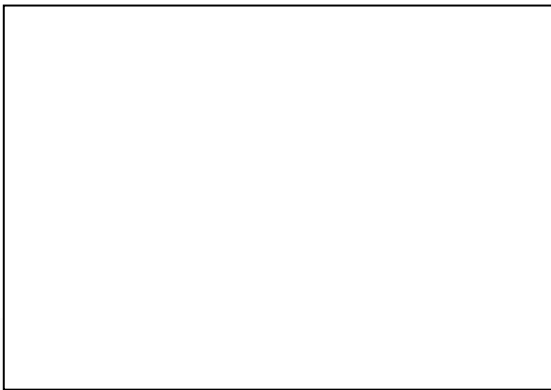
1. The old lady asks the prince
for a glass of water



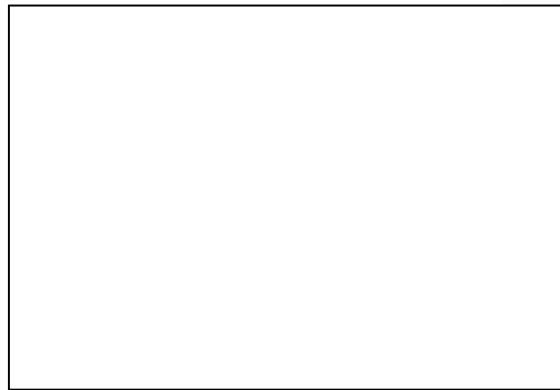
2. The old lady cast a spell
to turn the Prince into a beast.



3. The girls come to the Beauty
Contest.



4. The Beast learns that it is not
the appearances that really
matter but the heart.



Many more activities like these can be thought of.
I hope you find these different and amusing, as well as helpful!

Lots of luck and enjoy the show!



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