

Rapunzel • Teacher's notes

Key phrases

p3 to look onto	p17 to be treated like	p33 to come up with
p9 to give in	p21 to get used to	or your hair gets it
p12 to make [someone]	p22 to cast a spell	p34 that'll take ages
pay for [something -	p22 no way out	p35 to long to [do something]
figuratively not literally]	p25 years went by	p41 to stand in [someone's]
p14 to make a deal	p27 to the rescue	place

Before reading

Ask students to guess the name of the fairy tale. Draw stick figures on the board: a stick figure in a skirt and a witch's hat, a tall tower, a stick figure with a crown, a stick figure with a skirt and very long hair. By the final figure, they should have guessed "Rapunzel"; give them the name in English if they don't know.

Read out loud or write on the board the words: "Rapunzel, Rapunzel, let down your hair". Ask the class if they know why Rapunzel is being told to let down her hair? Make a list of all the details the students know about the story (e.g. the witch taking Rapunzel as a baby, imprisoning her in a tower). Then show the cover of the book; as you read, you can see how much of the story is as they remembered.

Reading or listening

You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need it. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.

p3 Can you see something suspicious in the garden?	p33 What could Rapunzel do to pass the time?
pp5-7 Is it usual for pregnant women to crave strange foods? Can you think up some more examples? (Chalk and coal are true-life ones.)	p33 Do you think the prince's idea is a good one? If you were Rapunzel, would you let him cut off your hair?
p8 How would you describe Mrs. Rose's response? [emotional, exaggerated, etc.]	p34 What about Rapunzel's idea? Which plan would you choose?
p11 What might the foul smell be?	p37 What sort of food is the witch bringing?
p12 Have you heard of the plant rapunzel before?	p38 Why do you think Rapunzel mentions Hans?
p16 How do you think Mrs. Rose feels about having her baby taken away?	p43 How can Hans find Rapunzel? (It might help that he's a prince...)
p18 What's Rapunzel doing? Does she seem a happy child?	p46 How do you think Rapunzel's parents feel, seeing their daughter after all these years?
p23 What would it be like living in the tower?	p47 Who do you think chose the children's names?

After reading

Do you think Rapunzel will be a good mother? How do you think her childhood with the witch, her years in the tower and her months in the desert might have affected her? Do you think they've made her stronger? Closer to her family? More grateful for everyday things? How might she feel about enclosed spaces? Do they know the word for this (claustrophobia)?

The story doesn't tell us what happened to the witch. What do students think?

Do you think Rapunzel will tell her own children about the witch and the tower? Will they believe her?

