

A Beast / Pre-Reading / Activity 1

Put the students in groups. Ask them to come up with words that can be related to the title of the story. When groups finish, they walk around and see what other groups have done.

Some possible answer:

A scary ugly monster, a beast living in cave or under water, scared people, beast on TV or on newspaper, frightened, huge, enormous etc.

A Beast / Pre-Reading / Activity 2

Before they read the story, hand out the worksheets to the students. Ask them to read the sentences and put them in the correct order. When they finish, they check their answers in pairs.

Answers:

1. Tuna went to the Bosphorus to go fishing.
2. Tuna saw the beast but he thought that it was a big fish.
3. He gave his lunch to the beast.
4. He started gathering as much food as he could.
5. Tuna started stealing food and money.
6. His friends and family were suspicious about him.
7. Tuna invited his brothers to go fishing.

After the students have read the story, ask them to have a look at this worksheet again and check their answers.

A Beast / Pre-Reading / Activity 3

Put the students in pairs. Ask them to skim the story and find the answers to their questions. When they finish, the pairs change their worksheets. Answer the questions in class and ask the students to check each other's worksheets

Answers:

1. What is the name of the main character? **Tuna**
2. What was Tuna's favourite day? Why? **Sunday because he went fishing on the Bosphorus alone**
3. What did Tuna do on his favourite day? **He went fishing**
4. Where did he meet the beast? **At the Bosphorus**
5. What was it like? Write 3 sentences. **It was large. It had a bony head. It had glassy eyes**
6. Did the beast harm Tuna? **No, it didn't**
7. What did the beast want from Tuna? **It wanted some food**
8. Did the beast talk to Tuna? **Yes, it did**
9. Where did Tuna steal from? **He stole from his friends and family**
10. Who did Tuna invite fishing at the end of the story? **His two brothers**

A Beast / Pre-Reading / Activity 4

Hand out the photocopies to the students. Give them enough time to read the first sentence of the story. Read out the first question and discuss what could be the answer of this question. Help them by making some suggestions such as "Why was he alone?" or "Why would people do fishing?" Ask them to write their guesses on the worksheet. Point out the other questions. Remind them that the questions are related to the story and they are in order. Their guesses should be related to their questions. Give them some time to complete the task. When they finish, pair the students and ask them to compare their answers. Encourage students to share their guesses. Ask students to keep their worksheets. After you finish reading the story, ask them to look for the actual answers in the story and see if their guesses are similar or not.

Answers:

Answer the Questions	Your answers before you read the story	Your answers after you read the story
1. Why did Tuna go fishing alone in the Bosphorus?		He liked to be alone.
2. What did Tuna first think when he saw the beast?		He thought that it was a big fish.
3. What did the beast look like?		It looked like a giant wolf or a crocodile.
4. What did Tuna take from his bag?		He took his sandwich.
5. What did the beast say to Tuna?		He said "More".
6. What did Tuna collect that week?		He gathered more food.
7. What did Tuna steal from his family and his friends?		He stole money and food.
8. Why did Tuna become less popular among his friends at school?		His friends caught him stealing.
9. Why was his family suspicious of Tuna?		He went fishing every Sunday and he went home without catching any fish.
10. Why did he invite his brother to go fishing?		He was going to feed the beast with his brother (This answer may vary)

A Beast / Pre-Reading / Activity 5

Before they read the story, give the worksheets to your students. Read the first sentence of the story, and ask them to write five things that they want to learn about the story.

Possible answers:

What was the beast like?

Where did it come from?

Did he eat Tuna?

How did Tuna feel?

Where did he see the beast?

When they finish, ask the students to swap their worksheets with their friends and ask them to write their guesses to the questions.

A Beast / While-Reading / Activity 1

Divide the students into groups of 5-6. Ask them to come up with adjectives that describe Tuna. When they finish, each group presents and justifies their answers.

Possible answers:

lonely, alone, isolated, unfriendly, secretive, relentless, thoughtless, adventurous, distant, brave, cool, unpopular, smart, naughty etc...

A Beast / While-Reading / Activity 2

Hand out the worksheets to each student. Ask them to draw their favourite scene from the story in the first box. When they finish, put them in pairs. Ask them to describe their favourite scene to each other and then draw each other's scene on their own worksheets (in the second box).

Possible answer: My favourite scene is the first time that Tuna saw the beast

A Beast / While-Reading / Activity 3

Hand out the worksheets to each student. Ask them to answer the questions. When they finish, ask them to compare their work in pairs.

Possible answers:

What does the beast like doing? He likes eating a lot, and travelling.

What can the beast do? He can swim, dive, talk and fly.

Where does the beast come from? The beast comes from one of the shipwrecks in the Marmara.

What is the name of the beast? His name is Gigantic.

What does the beast look like? He is very big; he's got a very long tail. He's black and he has very big and sharp teeth

A Beast / While-Reading / Activity 4

Ask students to work in groups and come up with three different titles for the story. When they finish, they vote for the best title for the story.

Possible answers:

Title 1: The Enormous Monster

Title 2: Tuna's Pet

Title 3: The Very Hungry Beast

A Beast / While-Reading / Activity 5

Hand out the worksheets for each student. Ask them to think about the food that the beast would like to eat and create a menu for him. They walk around and check each other's menus and choose the best one.

Possible answer:

First, salad with soup

Next, rice, chicken, sushi, hamburgers

After that, some apples

To finish, ice-cream

A Beast / While-Reading / Activity 6

Hand out the worksheets and ask the students to circle the statements true or false. When they finish, they compare their answers with their friends. Answer the questions in class. Ask the students to give reasons if a statement is false

Answers:

- F 1. Tuna met the beast while he was swimming.
- T 2. Tuna didn't have many friends.
- F 3. Tuna got on well with his brothers.
- T 4. When Tuna first met the beast, he thought it was a big fish.
- F 5. Tuna left his bag and started running away when he saw the beast.
- T 6. Tuna gave his lunch to the beast.
- F 7. The beast didn't like Tuna's sandwich and left.
- T 8. The beast talked to Tuna.
- F 9. Tuna saw the beast every day after school.
- F 10. Tuna was always scared of the beast.
- F 11. Tuna went to the supermarket to buy some food for the beast.
- T 12. The beast asked for more food every time Tuna met him.
- F 13. His father wanted to go fishing with Tuna.

A Beast / Post-Reading / Activity 1

Hand out the worksheets to your students. Ask them to draw and describe the beast. When they finish, ask the students to walk around the class, find a partner, and then show and say what they have written. Display their worksheets on the bulletin board.

Possible answer:

The beast has got a very long body with brown spots ...

A Beast / Post-Reading / Activity 2

Hand out the worksheet to your students. Ask them to complete the dialogue between the beast and Tuna. When they finish, they read and role play their dialogues in class.

Possible answers:

Tuna: Where did you come from?

The beast: I came from Antarctica.

Tuna: Do you have a family? Where are they now?

The beast: I left my family there.

Tuna: What do you like about the Bosphorus?

The beast: There are a lot of ships so I never get bored.

Tuna: Which food do you like to eat a lot?

The beast: I really like to eat vegetables.

Tuna: How do you spend your time in the Bosphorus?

The beast: I swim. When I get tired, I go to Büyük Ada and rest on the beach.

Tuna: Have you met anybody new in Istanbul?

The beast: I have only met you.

Tuna: What do your family call you?

The beast: My family call me "Scary"

A Beast / Post-Reading / Activity 3

Hand out the worksheets to your students. Ask them to answer the questions as if they were Tuna. When they finish, they read their answers aloud in class.

Possible answers:

1. Where did you first meet the beast? I met him while I was fishing on a Sunday.

2. Can you describe the beast a little bit? He looked a little bit scary at first, he has a very big tail, he has stings on his body

3. Were you scared? What did the beast do when you saw him? I didn't get scared at all. When he saw me, he looked me in the eye.

4. Do you know where he came from? Did he tell you? No, he didn't tell me. He doesn't talk a lot.

5. What did you talk to the beast about when you met? When we met, we mostly talked about food.

6. What does he like to eat? He loves eating sushi.

7. Does he have a family? Where are they? He is alone, his family is dead.

A Beast / Post-Reading / Activity 4

Hand out the worksheets to your students. Tell them to write a letter to Tuna's family as if they were Tuna. Remind them to include in their letters:

- Who you are leaving the house with
- Your reasons for leaving the house
- What you will be doing

Possible answer:

Dear mum and dad,

I am leaving home with my best friend, the beast. Please, don't look for me. I am leaving because I have no friends here. The beast is my only friend and we are having such a great time together

A Beast / Post-Reading / Activity 5

Hand out the worksheets to your students. Ask them to match the questions with their answers. Check the answers in class.

Answers:

What was Tuna's favourite day? **Sunday**

What did Tuna take from his satchel? **His lunch**

Why did he invite his brothers to go fishing? **They would be food for the beast**

How long was his tail? **It was three or four metres**

What was the beast's first word? **More!**

What did Tuna say when his parents wanted him to play with his brothers? **I'd rather go fishing instead!**

How did Tuna feel when he first met the beast? **Excitement, a strange giddiness**

Why did Tuna steal from his friends? **He needed more food for the beast**

How often did Tuna see the beast? **Once a week**

A Beast / Post-Reading / Activity 6

Hand out the worksheets to your students. Ask them to draw a book cover for the book "A beast". You can show your students some example book covers from the internet. Ask them to include these in their book covers:

- ✓ A short summary
- ✓ Some reader comments on the book
- ✓ A picture that gives a summary of the story
- ✓ The name of the writer

When they finish, display their work on the bulletin board.

A Beast / Post-Reading / Activity 7

Ask students to work in pairs. Hand out the worksheets to each pair and ask them to write what happened after the story in the format of a diary. When they finish, they read their diaries to each other.

Possible answer:

Dear diary,

I took my brothers fishing yesterday. You can't imagine how scared they were when they saw the beast for the first time. They were shouting and screaming. We were lucky that there was no one around. The beast was also a little shocked

A Beast / Post-Reading / Activity 8

Hand out the worksheets to your students. Brainstorm before they draw. Ask them to draw and describe the final scene of this story if it were to be made into a film. When they finish, ask the students to present their ideas and choose the best one.

Possible answer:

The last scene in the film would be when the two brothers are looking at the Bosphorus and Tuna was just behind them. He turns to the camera and smiles

A Beast / Post-Reading / Activity 9

Hand out the worksheets to your students. Ask them to answer the questions individually. When they finish, they swap their worksheets and correct each other's answers.

Answers:

1. Why didn't Tuna like to be with his brothers? He liked to be alone.
2. Why were Tuna's parents concerned for him? He was always alone and he didn't hang out with his brothers.
3. What was the beast like? It had a grey bony head. It had glassy eyes.
4. Why did Tuna keep the beast as a secret? He liked secrets.
5. What did the beast want from Tuna? He wanted more food.
6. Where did Tuna find the food for his next visit? He stole money and food from his friends and his family.
7. Why didn't Tuna have any friends? He liked being alone and he didn't want to be like others.
8. Why did local shopkeepers keep an eye on him? They caught him stealing food.
9. Why was his family suspicious about Tuna's behaviour? He was going fishing every Sunday and he always came back without any fish.
10. What was Tuna's plan for his brothers at the end of the story? He was going to feed his brothers to the beast. (This answer varies)

A Beast / Post-Reading / Activity 10

Hand out the worksheets to your students. First, ask them to write down how Tuna found food for the beast. The students talk about their answers in class. Next, talk about the different ways that Tuna could have found food for the beast. Discuss the answers in class.

Possible answers:

How did Tuna find food for the beast? Tuna stole money from his friends and his family. He collected the food from their plates. He stole from street vendors. He took from shops and markets etc.

A list of things that Tuna can do to find food for the beast. He can work somewhere and earn money. He can search the rubbish and ask some neighbours to give him the food that they didn't eat etc.

A Beast / Post-Reading / Activity 11

Hand out the worksheets to your students. Ask them to write down a least 5 things that they have learnt about Tuna by reading this story. They do the same thing for the beast as well. When they finish, ask them to talk about what they have written. Ask them to justify their answers by showing examples from the story.

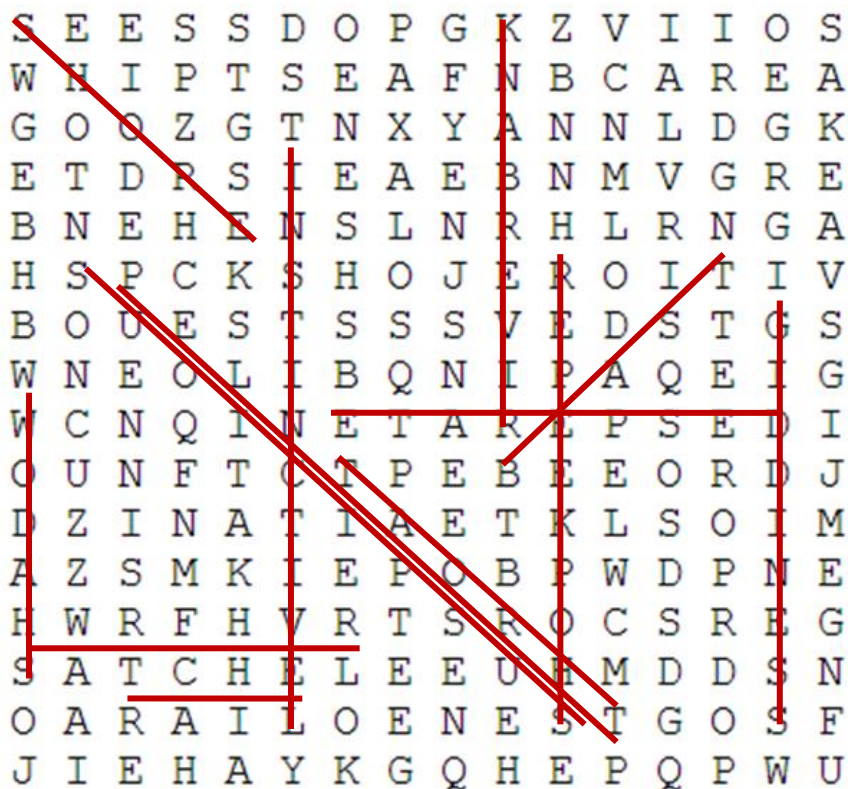
Possible answers:

Tuna: He likes being alone. He has no friends. He doesn't get on well with his brother. He likes secrets. He doesn't talk to his family a lot

The beast: It is very big. It likes eating a lot. It is very greedy. He can talk

A Beast / Vocabulary Activities / Activity 1

satchel	a small bag
collect	to gather together
breath	a single act of taking in and letting out air
peer at	to look closely
beast	any animal other than a human
hurriedly	moving or acting rapidly
keep secrets	not tell anyone, keep it to yourself
lift	to move (something) upward; raise
throat	the front part of the neck
riverbank	the sloped ground at the edge of a river
liar	one who tells lies instead of the truth
disappear	to be no longer visible.
feed	to provide food for or give food to someone or something
encourage	to give hope or courage to someone to do something

A Beast / Vocabulary Activities / Activity 2


A Beast / Vocabulary Activities / Activity 3

Across

- 1 sink
- 2 feed
- 7 shore
- 9 desperate
- 10 prefer
- 11 collect
- 12 beast

Down

- 3 disappear
- 4 gurgle
- 5 thief
- 6 satchel
- 8 suspicious

A Beast / Vocabulary Activities / Activity 4

1. Tuna first met the **beast** on a Sunday afternoon.
2. His concerned parents would often **encourage** him to play with his brothers.
3. Tuna instinctively reached into his **satchel**.
4. Tuna **hurriedly** gave the beast the rest of his lunch.
5. With that, the beast began to **sink** back into the river.
6. He would have to take them to the riverside.
7. He saw its dark **shadow** from the **shore**.
8. It seemed almost **desperate**.
9. Every Sunday he would go to the river and he would **feed** the beast.
10. He began to **thieve** from children at school.
11. Local **shopkeepers** had started keeping an eye on him or even barring him from their stores
12. Even his family were getting **suspicious**.
13. Tuna felt a single **bead of sweat** form above his eye.

A Beast / Vocabulary Activities / Activity 4

beast	riverbank	breath
disappear	throat	liar
shadow	shore	gurgle
shopkeeper	steal	giddiness
desperate	sink	thief
feed	suspicious	collect
prefer	encourage	lift

How to Play the Board Game

Before you start the activity, photocopy the board game on an A3 size paper and cut out the fun cards for each group (on the second page). Each group should have a dice with numbers on it.

Ask students to work in groups of three or four. Give the board game hand-out to each group. Ask them to find a marker for each member of the group. (It can be a coin, a rubber etc.)

Students put their marker on Start. The first student throws the dice and he/she moves his/her marker according to the number of the dice and answers the question on that square. If that student is not able to answer the question, then he/she has to take one of the fun cards and do whatever the dice instructs. The game goes on until one of the students finishes the game.

Answers:

What is the name of the main character of the story? **Tuna**

When did Tuna meet the beast? **On Sunday**

Where did Tuna meet the beast? **At the Bosphorus**

What does the beast look like? **It was big, it had a grey bony head**

Describe Tuna with 3 adjectives. **Lonely, isolated, unfriendly**

Why did Tuna want to keep the beast as a secret? **He liked secrets**

What did Tuna do when he first saw the beast? **He reached into his bag**

What animals did Tuna think the beast was at first? **Wolf / crocodile**

What was Tuna's first thought when he first met the beast? **He thought about running**

What did the beast say to Tuna? **More!**

What did Tuna give the beast? **His lunch/ a sandwich**

Where did Tuna find the food to feed the beast? **In his satchel/ in his bag**

Why did Tuna steal from their friends? **He needed to find more food for the beast**

Why wasn't Tuna popular with his schoolmates? **His friends knew that he was stealing**

Why were the shopkeepers keeping an eye on him? **He was stealing from them.**

Why was Tuna's family suspicious about Tuna? **He always went fishing on Sundays and came back without any fish.**

Why did Tuna invite his brothers to go fishing? **He was going to feed them to the beast**