

# Teacher's Notes



## The Little Prince & the Rose

The Little Prince © Le Petit Prince™ LPPM © 2015 – LPPTV – Little Princess – On Entertainment  
– Orange Studio – M6 Films – Lucky Red

*Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your The Little Prince and the Rose Popcorn ELT Reader.*

### Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level.

*The Little Prince and the Rose* has a total story wordcount of 765 words.

### **The Little Prince and the Rose – synopsis**

The Little Prince lives on a little planet somewhere in the universe. One day a rose arrives on his planet. The rose is beautiful but very hard to please. The Little Prince tries to look after the rose but she never seems to be happy. So the Little Prince decides to go away. Now the rose is sorry, but it's too late.

The Little Prince visits other planets. On the first planet there is a silly king. He thinks he is powerful but he has no people to rule over. On the second planet there is a rich businessman. He thinks he owns the stars and spends all his time counting them. He never looks at them, though.

The Little Prince arrives on Earth. He meets a fox and asks to be his friend. If you want to be friends, explains the fox, you must work at it. So the fox and the Little Prince get to know each other over several days, and then they become special to each other.

Now the Little Prince understands that the rose on his planet is special to him. Even though she is difficult, he loves her and she loves him. He goes back to his planet.

### **The Little Prince – the film**

**Released:** 2015

**Genre:** animated fantasy

**Suitable for:** children with parental guidance

**Actors:** Riley Osborne (voice of the Little Prince), James Franco (voice of the fox), Marion Cotillard (voice of the rose)

**Note:** The story told in this graded reader is the central section of this film. It is an adaptation of the original story of *The Little Prince* by Antoine de Saint-Exupéry. The 2015 film creates a much longer story around the fairy tale that Saint-Exupéry wrote.

*For ideas on watching extracts from the DVD in class, see pages 5, 6 and 11 of these notes.*



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *The Little Prince and the Rose*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- 1 Before looking at the book, ask students *Do you know the book or the film The Little Prince?* If anyone knows and likes the book or the film, talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Ask: *What can you see?* (A little boy; a rose, a planet, stars.) Help with vocabulary as necessary. Ask: *Where is this boy, do you think? Is he on our planet?* (No.) Ask: *What colour are the little boy's trousers?* (Green.) *What colour is his hair?* (Yellow.) *What colour is the rose?* (Red.) *What colour is his planet?* (Grey.)
- 3 Look at the 'Meet ...' page with your class and ask questions about the characters in the pictures, e.g. *Is the businessman happy?* (No!) *Does the fox live on the Little Prince's planet?* (No. He lives on Earth.) *Does the king live on a big planet?* (No, his planet is very small.)
- 4 Pre-teach *rose*, *businessman* and *king*.
- 5 Read the page out loud to the class or play the CD.
- 6 Students close their books. Play a game of Who Am I? For example, say (in a cross voice) *I have no time!* Students say *You're the businessman.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer. Say each character's name and students call out *good* or *bad*.



# New Words



This page is recorded on the CD.



The words on this page are available as flashcards (see pages 12–17 of these notes).

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.

## New Words

What do these new words mean? Ask your teacher or use your dictionary.

<p style="text-align: center; color: blue;"><b>grown-up</b></p> <p>Grown-ups don't like playing.</p>	<p style="text-align: center; color: blue;"><b>person</b></p> <p>A tall <b>person</b> and a short person</p>	<p style="text-align: center; color: blue;"><b>special!</b></p> <p>He's got a <b>special</b> drink.</p>	<p style="text-align: center; color: blue;"><b>star</b></p> <p>The <b>stars</b> are beautiful.</p>						
<p style="text-align: center; color: blue;"><b>count</b></p> <p>Please <b>count</b> them.</p>	<p style="text-align: center; color: blue;"><b>heart</b></p> <p>His <b>heart</b> is breaking.</p>	<p style="text-align: center; color: blue;"><b>planet</b></p> <p>Earth is a <b>planet</b>. We live on Earth.</p>	<p style="text-align: center; color: blue;"><b>'I'm sorry!'</b></p> <p><b>'I'm sorry!'</b></p>						
<p style="text-align: center; color: blue;"><b>flower</b></p> <p>He is giving her <b>flowers</b>.</p>	<p style="text-align: center; color: blue;"><b>only</b></p> <p>There is <b>only</b> one white cat.</p>	<p style="text-align: center; color: blue;"><b>silly</b></p> <p>You <b>silly</b> boy!</p>	<p style="text-align: center; color: red;"><b>Verbs</b></p> <table style="width: 100%; border: 1px dashed black;"> <tr> <td style="text-align: center;">Present</td> <td style="text-align: center;">Past</td> </tr> <tr> <td style="text-align: center;">fly</td> <td style="text-align: center;">flew</td> </tr> <tr> <td style="text-align: center;">think</td> <td style="text-align: center;">thought</td> </tr> </table>	Present	Past	fly	flew	think	thought
Present	Past								
fly	flew								
think	thought								

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *planet* and *silly* from the 'Meet ...' page.
- 2 Read out each word and ask the students to repeat it. Then read out the example sentence. Alternatively, play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class. Note, the stress in *grown-up* is on *grown*.
- 3 The conversational language on this page is *I'm sorry!* We use this when we have done something wrong and we feel bad about it. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *fly* and *think* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *The plane flew to China.*


- 5 'What does the title mean?' Tell students that the title of the book is *The Little Prince and the Rose*. Explain that a prince is the son of a king or queen. The Little Prince in this story is a boy, and seems to have no family. He lives alone on his little planet.
- 6 Do some vocabulary activities to practise the new words (see suggestions below).

## Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.



# Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size of your class, the age and language level of your students, and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

## Teacher-led reading

This can work well with younger students. Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.


## Autonomous reading

It is important that students learn to read autonomously. Decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time. Younger students can take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story.

## Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are familiar with the story.

## Before reading a section of the story you could:


- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next chapter and ask them to guess in L1 what is happening.
- Copy several pictures from the next chapter. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.
-  Play students a short section of the Little Prince section of the film, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene where the Little Prince meets the fox in the garden. Then ask: *What does the Little Prince see in the garden?* (Red roses.) *What animal does he meet?* (A fox.) *Is he scared of the fox?* (No.) *What does he ask the fox?* ("Can you play with me?") *What does the fox say?* *What comes next in the story?*

**Tip** Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.






## After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is he a child or a grown-up? Is he an animal or a person? Is he silly or friendly?*
- Give students one of the chapter quizzes on page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *Chapter 1. Where does the Little Prince live? (On a very small planet.) What does the rose want? (Breakfast.) Where does the Little Prince sit when he is sad? (On a chair.)* They ask and answer their questions in groups or as a class.
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story that they have just read. For example, play the scene when the rose opens for the first time. After watching, ask students to tell you what they remember. Make a list on the board, then show the extract again to see how well they did.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. adjectives to describe people.
-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD or read a section of the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *planet*, *king*, *grown-up* and *silly* for Chapter 2 of *The Little Prince and the Rose*.

- Ask students to create a map of where the Little Prince goes in the story. They draw space, showing the Little Prince's planet, the king's planet, the businessman's planet and Earth. They could mark the Little Prince's route takes on his journey through space and home again.
- Ask students to write captions for the pictures in the story.
- Ask students to write a short review of the reader. Write on the board:  
*I think the story of The Little Prince is ...*  
*My favourite character is ... because ...*  
Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.



### Using film extracts in class

- Use short extracts (two to three minutes maximum).
- Give students something to do or think about as they watch.
- Ask them questions about the extract they have just seen.
- Allow them time to talk about what they have just seen.



# Chapter Quizzes (Answer key, page 10)

## Chapter 1

Write the adjectives.

- 1 The Little Prince lives on a .....**small**..... planet.
- 2 The Little Prince thinks the rose is .....
- 3 But the rose is never .....
- 4 'The planet is ..... and ....., ' says the rose.
- 5 The Little Prince is ..... and he flies away.

## Chapter 2

Who says this? Who do they say it to?

2 People on Earth  
can't hear you.

..... says this to .....

1 Listen to me!

.....**The king**..... says this to **the Little Prince**.

3 Stop talking to me!

..... says this to .....

4 Are you happy  
because you are rich?

..... says this to .....

## Chapters 3-4

Correct the mistakes.

- 1 There are <sup>100</sup>~~1,000~~ red roses in the garden.
- 2 There are no boys on Earth.
- 3 The fox doesn't want to be the Little Prince's friend.
- 4 After six days, they are friends.
- 5 The Little Prince sees the red rose with his eyes.
- 6 The Little Prince stays on Earth.



# Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

**Real World**

# FLYING

In this story, the Little Prince can fly around the universe! Let's read about flying.



**In a hot air balloon**

The Montgolfier brothers made the first hot air balloon. They were French. The first passengers were not people... They were animals.



The balloon flew for eight minutes. The balloon and the animals came back to Earth without problems. That was on a hot day in September 1783!

26

**By plane**

The Wright brothers made the first plane. They were American. It was in 1903, and they flew forty metres. Today, we can fly very fast in big planes. We can go at 900 kilometres an hour. Some people don't like flying. What about you?



**In a space rocket**

In July 1969, three men went to the moon in a space rocket. Two of the men walked on the moon. They came home three days later.


★  
Would you like to fly in a space rocket?  
★



**Did you know?**  
Pilots fly planes. All pilots learn English. They speak English when they are flying.

**What do these words mean? Find out.**  
passenger plane hot air balloon space rocket

27

- 1 With books closed, ask *How does the Little Prince leave his planet? (He flies.)* Elicit in L1 ways that humans can fly. Write them on the board.
- 2  Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD. Discuss answers to the question *'Some people don't like flying. What about you?'* What other things are students scared of?
- 3 Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- 4 Give each student a copy of the 'Project' worksheet (see page 9 of these notes): 'My Plane Journey'. They find information about the length and distance of their journey, either

at home or in the school library, using books or the Internet. They can write about a journey they have made or if they have never been in a plane, they can imagine it. They then complete the sentences about their journey, and draw or stick in a picture of the world showing the journey in the space provided.

- 5 Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.
- 6 In pairs, students discuss the question in the red circle on page 27: *Would you like to fly in a space rocket?* Then ask a few students to share their answers with the class.





# Real World: Project

Cross-curricular  
content area:  
Geography

## My Plane Journey

I went on a plane.

We flew from ..... to .....

The distance was ..... kilometres.

The journey was ..... hours.

The journey was exciting  very long  interesting .

I love  / hate  flying!



# Answer Key

## After you read (page 28)

1 a iv b vii c vi d i e ii f iii g v

2 1) rose 2) sad 3) planets 4) silly 5) businessman 6) Earth 7) fox 8) goes/flies



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (Answer: page 23)

## Multiple intelligence activities (pages 29–32)

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

### Puzzle time! (pages 29–30)

1

#### Linguistic intelligence

- a iv sun                      d ii Earth  
b i stars                      e iii universe  
c v planet

2

#### Intra-personal intelligence

Students' own answers.

3

#### Visual intelligence

- a the red rose  
b the king  
c the Little prince  
d the businessman  
e the fox

4

#### Intra-personal intelligence

- a I say funny things to him. I help him.  
b Students' own answers.

## Chapter Quizzes Answer Key (Teacher's notes, page 7)

### Chapter 1

- 1 small  
2 beautiful  
3 happy  
4 cold, windy  
5 sad

### Chapter 2

- 1 the king, the Little Prince  
2 the Little Prince, the king  
3 the businessman, the Little Prince  
4 the Little Prince, the businessman


### Chapter 3–4

- 1 ~~4,000~~ 100  
2 ~~no~~ many  
3 ~~doesn't want~~ wants  
4 ~~six~~ four  
5 eyes heart  
6 ~~stays on~~ leaves






## Imagine ...

**Linguistic**  **and**  
**Kinaesthetic**  **intelligence**

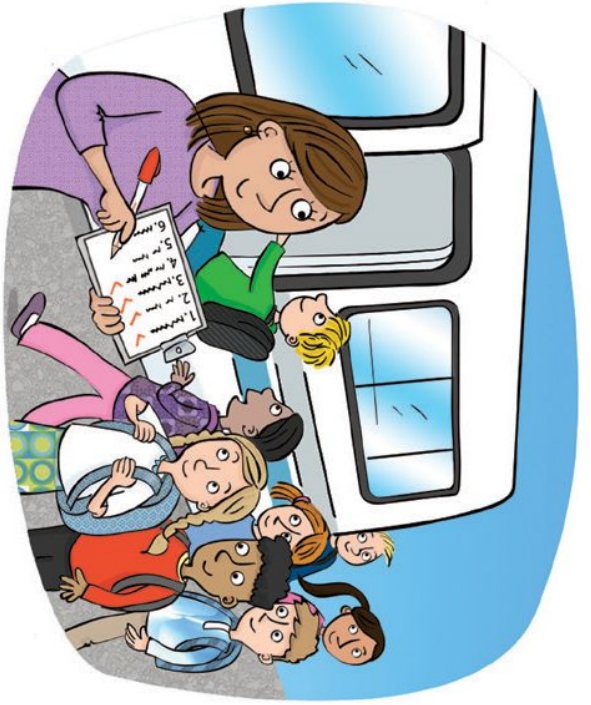
- 1 Say *Open your books at page 31*. Put students in small groups. Give each group one of the pictures. Ask each group to talk about what is happening in their picture. Ask each group to tell the rest of the class what is happening in their picture.
- 2  If you have time, play the section of the DVD that goes with each picture.
- 3 Each group now writes some dialogue to go with their picture. They are going to act out the scene. They choose their actors. The rest of the group can play other parts, e.g. the wind and the cold (Picture 1), the birds that take the Little Prince away (Picture 2), the stars (Picture 3), other Earth boys (Picture 4). They can also do sound effects.
- 4 Clear a large space in the centre of the classroom. Each group acts out their scene for the class.
- 5 The class votes for the group that put on the best performance.

## Chant

**Musical intelligence** 

-  This page is recorded on the CD.
- 1  Say, *Open your books at page 32*. Read the chant or play the CD and ask them to read and listen carefully.
  - 2  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
  - 3 Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.
  - 4 Write key words from the chant on pieces of paper and fold them up. Give one to each student. If there are more students than words, several students can have the same words. Read the chant aloud, but pause each time you come to a key word. The student with that word stands up and says the word.  
Key words: *prince, rose, bad, goodbye, sad, king, businessman, stars, Earth, heart, fox, friend, road, happy*.

# Flashcards



**count**

'Please **count** them.'



**flower**

He is giving her  
**flowers.**

# Flashcards



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**grown-up**

**'Grown-ups don't  
like playing.'**



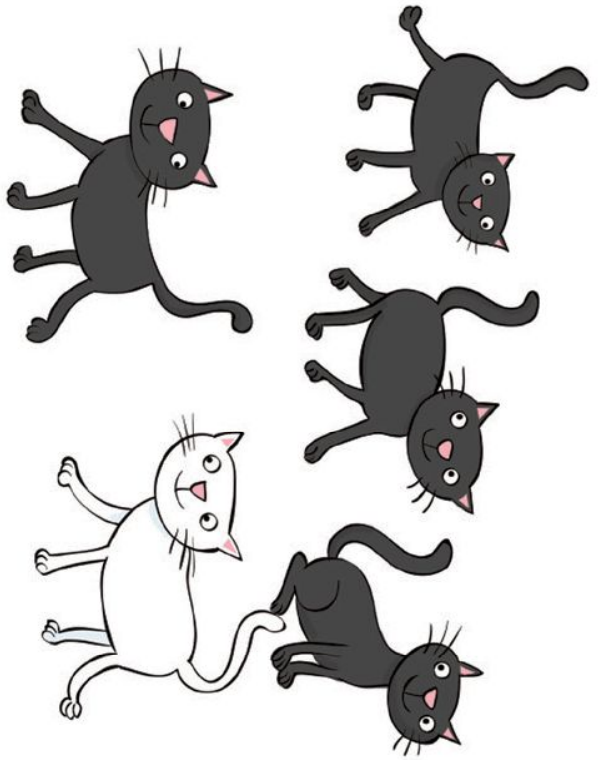
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**heart**

**His heart is breaking.**



# Flashcards



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**only**

There is **only** one  
white cat.



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**person**

A tall **person** and a  
short **person**.

# Flashcards



**planet**

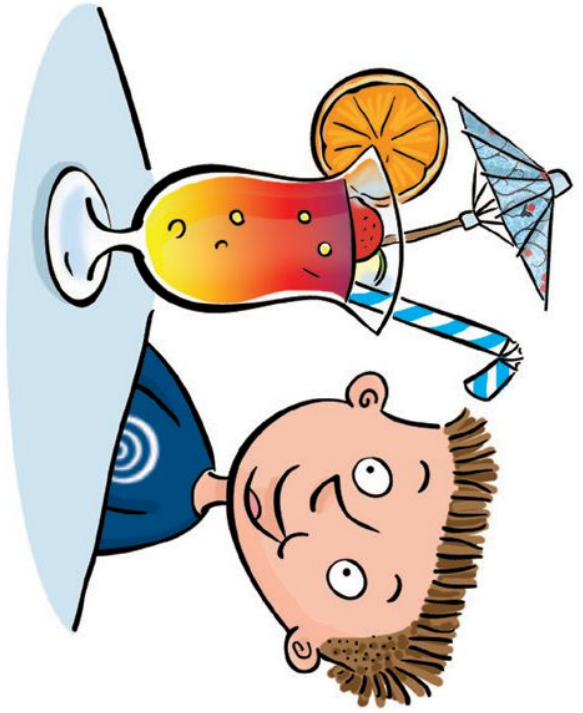
Earth is a **planet**.  
We live on Earth.



**silly**

'You **silly** boy!'

# Flashcards



**special**  
He's got a **special**  
drink.



**star**  
The **stars** are  
beautiful.

# Flashcards

