

English Language Content for Level A1 in Akelius Digital Learning Platform



This booklet has been developed by the Curricula and Teacher Qualification Department in the **Quality Assurance Agency of Pre-University Education** of Albania in cooperation with **UNICEF Albania** and funded by **Akelius Foundation**.

The aim of this booklet is to provide further support and guidance to teachers of English in Albania in the grades III-V in the use of the **Akelius Digital Learning Platform** as a very important tool for the implementation of blended learning in their teaching process.

Teachers of English will find a complete and detailed description of the language content of Level A1, including the learning outcomes for each of the chapters.

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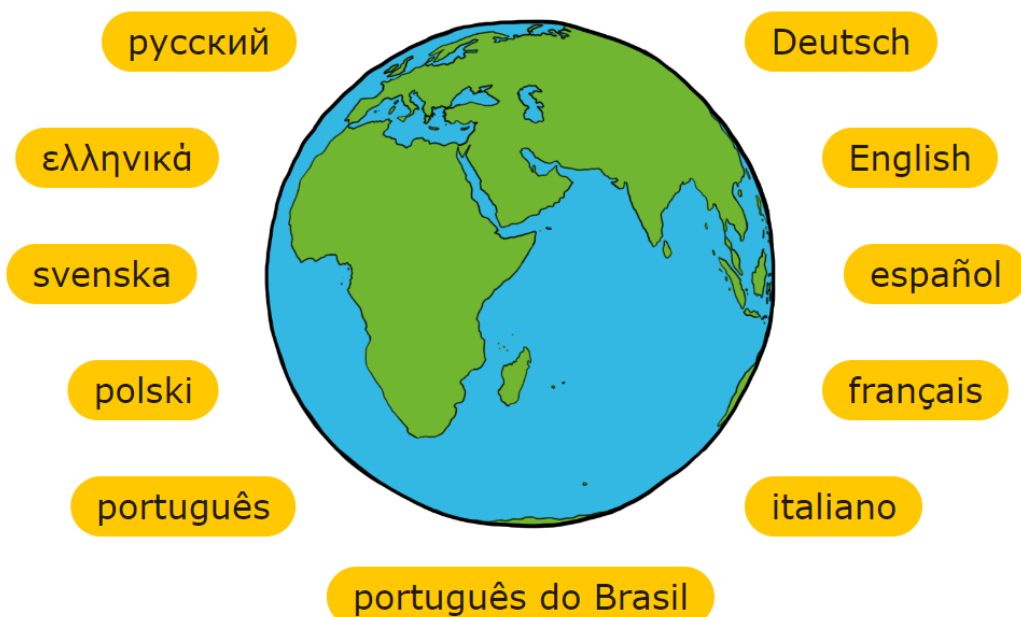
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Introduction

The Akelius digital language learning platform has been co-developed by the Akelius Foundation and UNICEF in collaboration with UNICEF's implementing partners. The platform is still in the process of development. However, it offers rich interactive multimedia that is accessed through authentic video, audio, texts, visuals/graphics, songs and games providing meaningful content relevant to learners' needs and interests, either pre-selected by the teacher (for lower level learners) or discovered by learners when surfing digitally (higher levels). This rich, interactive input is one of the major elements which helps learners' motivation, and teachers to devise a lesson that can respond to different learning styles and learning levels not leaving out the face-to-face learning. The Akelius platform is an alternative and interactive tool that enriches lessons in a blended learning environment, and empowers students, including those with learning difficulties.

Akelius

language



Key principles of the Akelius platform

Communication

The Akelius platform prioritizes on practical language understanding and communication. It aims for learners to understand spoken and written language - the aim is to get users familiarized with conversational skills as a first step towards language acquisition. The learner learns lexical items through interactions with the online platform and discovers how to form these into phrases and sentences while interacting with written text in a variety of formats—audio, visual and video, through games, songs, text and conversations.

Learning at one's own pace

Within the Akelius digital platform, the learner can choose their own way through the platform components according to their own needs and interests, at their own pace, knowing well that they can go back to refresh their knowledge if need be before moving forward. When the learner is able to go through the components of the digital platform, whether it is a video, or auditory or plain text, as many times as possible without feeling inadequate or taking his/her time to reflect on a text without feeling slow) makes for deeper learning. The teacher may also assign chapters or lessons based on learners needs, especially for beginner levels while advanced learners could navigate on their own or as needed.

State of the Art Digital Pedagogy

The platform is kept simple. There is no confusing terminology or grammar instruction. The Akelius A0 (Pre A1) and A1 level language follows the 'lexical approach'. Lexis (words) and grammar are closely related, so the platform uses vocabulary and small phrases to teach morphology and syntaxes at the same time.

Learners learn to produce language by learning words in groups commonly found together and they also get a deeper understanding of grammatical structures through repeated interactions with these phrases. They will understand individual words as well as word order. learners will also get a stock of immediately usable phrases. Then, they can start to use those phrases to predict meaning and process new language content.

Thematic, Vocabulary-Focused Content

Vocabulary is grouped thematically into around thirty individual chapters. The platform introduces language content gradually, in a logical and systematic way. There is a pre-defined thematic progression. Learners should be able to understand and use basic phrases and expressions connected with each topic by the end of each chapter. They gain this understanding by following interactions linked to each theme or situation.

Immediate feedback and support

An assessment/test is present within every lesson for learners and the teacher to monitor progress. Moreover, through the 'test' function of each lesson, learners can see their own scores, and choose to repeat the same 'test' until they reach satisfactory scores. This motivates and empowers the learners. When using the Akelius digital platform, the technology gives immediate feedback, allowing the learner to reflect and self-assess directly. When the learner is working through the chapter or performing the "test", he/she will get direct feedback of correct or wrong answers and can directly adjust answers. In addition, the teacher can support, guide and give direct feedback to the learners.

Thousands of Small Steps

Each chapter has some seven lessons. Lessons introduce a few new words at a time. Teachers using the platform should adopt a similar method to the one used in the teaching of the alphabet, keeping the number of unfamiliar items to a minimum. You progress from the most basic vocabulary to more

complex structures and expressions. The user discovers new material gradually, moving from basic words and phrases to more dialog-heavy interactions. Each lesson lasts no longer than ten minutes and is focused on a particular communicative goal.

The Alphabet

For the beginners, the beginning part of the platform introduces letters of the alphabet and their most common sounds. The approach used to present the alphabet may be unfamiliar to teachers, so it is summarized below:

Upper case letters are not included in the first chapter. The user will learn to recognize and become accustomed to upper case letters by seeing and hearing them in context in later chapters - the alphabet is presented in groups of three or four letters at a time, with each group containing a minimum of unfamiliar letters - when an unfamiliar letter is introduced, we explain it as quickly as possible.

Freedom to Choose Chapters

Later chapters in each theme build on what learners have learned in earlier chapters. However, while the progression of the course content is linear, there is nothing to stop learners from following a different order. If they feel confident enough, they can move ahead. Equally, there are no barriers to prevent learners from repeating content as they progress.

Choose Different Learning Methods

Children learn in different ways. The freedom to choose a learning method is also a key part of the Akelius concept.

Chapters will contain a mixture of activities. There are games involving chance, time pressure, trial-and-error, memory and skill. There are also math activities, songs, puzzles, guessing- and bingo-type games. There is also a story that will accompany the course. Learners can follow a set of characters and a narrative that unfolds as they progress.

User Engagement, Interactivity and Fun

A key principle is that learning should be fun. It should be active, inspiring and encouraging a sense of discovery. Language content has therefore been presented in a way that is as varied, accessible and engaging as possible.

The course includes a range of multi-sensory inputs and outputs, involving sound, music and speech as well as a visual element. Moreover, the platform includes multiple interaction methodologies such as: clicking, dragging, selecting, typing, prioritizing, interacting with photos and pictures, sequencing objects, such as months, weekdays, words, combining things, matching, filling crosswords and building images.

Blended Learning Environment

The Akelius platform is intended to be used in a blended learning environment. Teachers will be able to supplement the digital course with direct instruction and analog supporting material such as study cards, memory cards, exercise booklets and printed books. The course structure and thematic approach makes it easy for teaching professionals to link their own lessons to the course.



Explanation of symbols

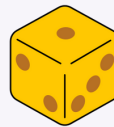
The symbols below, which are found in the chapters of each language level in Akelius Platform, represent the following:



chapter



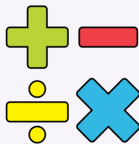
lecture



game



guessing



math



exercise



music



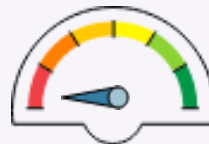
story



architecture



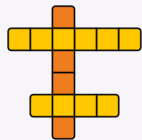
grammar



test



variations



crossword



flashcards



reading



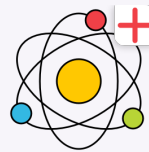
writing



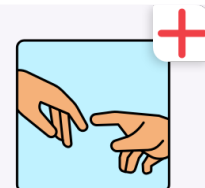
listening



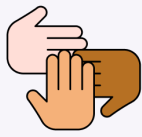
song



science



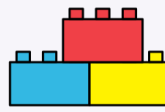
art



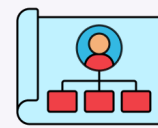
culture



recipe



building



choices



history



geography

English language content for Level A1

Each language level in Akelius Platform consists of 10 chapters, which are organized according to themes such as; food, school, communication, family, groceries, colors and shapes, clothes, body, hobbies, transportation, numbers, time, professions, and days of the week. By clicking on a theme, learners can maneuver or navigate through to access different lessons, vocabulary, games, songs and tests. The lessons within each theme can be done in varying order. Every lesson begins with new vocabulary words with corresponding pictures and sounds of the words.

The following tables give a full and detailed overview of the learning outcomes and content of each part of the chapter for level A1. This level has 500 new words. Level A1 (Breakthrough) – is considered the lowest level of generative language use – the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation specific phrases. (CEFR 2001 Section 3.6)

Chapter 11



Chapter 11

Topic: Alphabet

Parts of the chapter

The young learner:



- learns the letters of the alphabet;
- practices pronunciation of the letters of the alphabet in previously learnt vocabulary;
- distinguishes between letters of the alphabet;
- matches the uppercase and lowercase of the letters of the alphabet;
- practices previously taught vocabulary;



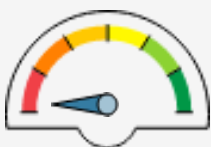
- identifies the letters of alphabet while listening;
- distinguishes between letters of the alphabet while listening;
- practices pronunciation of different letters;



- recognizes the letters while watching them;
- identifies the letters of alphabet while listening;
- practices pronunciation of different letters;



- listens to and sings the "ABC" song;
- practices the spelling of the letters of the alphabet;



- inserts the right letter in a gap filling exercise;
- identifies the right letter while listening;
- distinguishes between letters of the alphabet while listening;

Interactive methods

The purpose

Bingo

Listening to and identifying the letters of the alphabet by choosing the right letter while listening.

Drag and drop

Learning the alphabet letters by matching the uppercase letters to lowercase letters, by selecting the letter heard.

Windows

Learning and practicing the pronunciation of the letters of the alphabet the way they are spoken.

Pick the right picture

Practicing and learning the letters of the alphabet.

Pick the right letter

Learning the letters of the alphabet.

Main vocabulary

The alphabet a, b, c, ... apple, banana, cat, doctor, egg, fork, girl, house, in, jam, king, light, milk, necklace, olive, pencil, queen, red, soup, tea, umbrella, violin, water, box, yellow, zebra, shadow, child, three

Language structures

This is Anna.
Bananas are yellow.
Cats run fast.
Doctors work in hospitals.
Five children live here.
Green/pink is a color.
Houses are building.
Milk is white.
Olives are green and black.
Queens live in big buildings.
Umbrellas are bigger than cats.
Zebras are black and white.
She has an apple.
Children go to school.
Thirty plus ten is forty.
What do you see?
The apple is on the table.

Chapter 12



Chapter 12

Topic: Numbers

Parts of the chapter

The young learner:



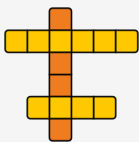
- learns the numbers from zero to a hundred
- listens and understands numbers from zero to a hundred
- practices saying numbers from zero to a hundred
- differentiates between letters of the alphabet and numbers
- matches the numbers with the right picture in different situations
- spells and writes the numbers correctly



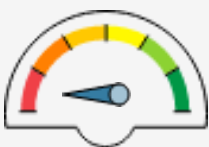
- practices the pronunciation of different numbers
- identifies the numbers when listening in a bingo game



- listens to and sings the "Ten little fingers" song;
- counts from one to ten;
- counts from ten to one;



- fills in the gap with the missing letters to write the correct number supported by pictures;
- does simple sums and writes the results correctly;
- writes the new words correctly;



- differentiate between numbers when listening;
- matches the numbers with the corresponding figure
- does matching exercise to practice numbers;
- does simple sums to practice listening to and saying numbers;

Interactive methods

The purpose

Bingo

Learning the pronunciation of different numbers.

Drag and drop

Learning the numbers correctly when listening to the speaker.

Practicing counting the numbers.

Learning the spelling of the numbers correctly.

Practicing simple sums.

Windows

Learning and practicing the numbers.

Pick the right picture

Learning and practicing the numbers.

Pick the right letter

Learning how to write the numbers from zero to a hundred.

Main vocabulary

numbers from zero to a hundred, apple, banana, cup, dot, plate, fingers, hand.

Language structures

Five cups.

I see one hundred cups.

Eighty plus ten is ninety.

Ten little fingers on your hand.

What is two plus two?

What is five minus two?

What is ten plus twenty?

Chapter 13



Chapter 13

Topic: About me

Parts of the chapter

The young learner:



- uses basic greeting words and expressions correctly;
- introduces him/herself, friends and members of the family using simple sentences;
- asks and answers questions about personal information (age, health, languages);
- participates in very short conversation where they introduce; themselves, friends and family members, and talk about their likes and favourite activities;
- uses the simple present tense in simple sentences when introducing friends and family members and asking about personal information;
- uses the plural of nouns correctly;
- learns the names of some languages;
- uses "like to" and "like doing" when expressing preferences;



- practices the new vocabulary;
- understands the new words when listening to them;
- practices pronunciation;
- matches the words to their pictures;



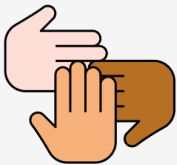
- practices listening and understanding of new language structures;
- selects the right picture while listening to its description;
- practices reading new words and expressions;



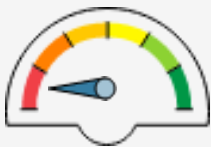
- listens to and sings the “Hello” song;
- reviews asking and answering the questions “What’s your name?” “How are you?” “Who are you?”;
- improves listening skills;



- learns and practices the personal pronouns “I... he...”;
- learns and practices the object pronouns “me... you...”;
- learns to conjugate the verbs Present Continuous Tense in very simple situations and associated by pictures;
- differentiates between Simple Present Tense and Present Continuous Tense in very simple situations and associated by pictures;
- differentiates between personal and object pronouns;
- uses the prepositions “with... to...” in simple phrasal verbs such as live with, listen to, play with, etc.;
- practices “like doing” in very short sentences;



- is introduced to how some languages are called;
- practices nationality adjectives;
- is introduced to multilingualism;
- gets to know where some countries are in the world;
- matches the country with the language spoken there;
- learns to value and appreciate the language and cultural diversity;



- matches the picture with the word that he/she listens
- does matching exercise to reinforce expressions used to ask and answer about personal information;
- checks understanding by getting immediate feedback;

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Password game

Learning the spelling of the new words in a playful way by finding the letters of word that fit into the gaps.

Guessing

Learning and practicing the new words and language patterns through matching and gap filling by trial and error and getting immediate feedback.

Learning and practicing prepositions in very simple phrasal verbs.

Drag and drop

Learning activities performed at home and school.

Practicing word order of questions and greeting expressions.

Practicing the spelling of new vocabulary.

Pick the right picture

Learning and reinforcing the new words of the lesson.

Practicing "Like to do" and "like doing".

Practicing Simple Present and Present Continuous.

Main vocabulary

fine, goodbye, hi, alone, family, language, only, speak, dance, football, friend, game, sport, paintbrush, computer, good, movie, TV, watch, book, do, magazine, newspaper, picture, read, address, call, email, phone, phone number, grandmother.

Main vocabulary

-Hi, how are you?

-I am fine, thank you.

-Nice to meet you.

-Nice to meet you.

-It is time to go home. Good-bye!

-This is my father, Noah.

-I speak English.

-Maria speaks French and Spanish.

-Spanish is a language.

-English and German are languages.

-I speak two languages.

-Does your mother speak French?

-No, she only speaks Swedish.

-I do not speak Spanish.

-How many languages do you speak?

-This is my family.

-My brother, father and mother are in my family.

-I live with my family.

-I live alone.

Main vocabulary

- I am alone in my room.
- Do you walk to school alone? -Yes, I do.
- No, I walk with my brother.
- We play football after school.
- We play sports at school.
- We like to dance at home.
- A football game is one hour and thirty minutes.
- He watches football on TV.
- There is a TV in this room.
- I am watching TV.
- I read the newspaper on the bus.
- What do you want to do after school?
- I want to play football.
- What is your phone number?
- Can I call you? -Yes, my phone number is ...
- My teacher helps me use this computer.
- This is where I live.
- He walks with her.
- What are you doing? I am painting.
- Are you listening to me?



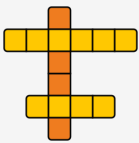
Variations



Variations

Parts of the chapter

The young learner:



Five crosswords to practice new words, letter spelling, pronunciation of words. Students are supported by pictures when filling in the crosswords.



Ten flashcards to reinforce new vocabulary and structures learnt in chapter 11, 12, and 13. (A family- This is my family; a TV- I am watching TV; an e-mail address- I have her e-mail address; a phone number – Here is my phone number; a newspaper- She reads the newspaper; friends – We are friends; a computer- I play a game on my computer; book- This is a good book; a picture – I am drawing a picture; football – We play football after school)



20 simple situations accompanied with pictures to check reading comprehension about topics dealt with in chapters 11, 12, 13.



20 simple writing situations accompanied with pictures to practice language structures, word order and choice of words in simple sentences using the vocabulary dealt with in chapters 11, 12, and 13.



20 simple listening situations accompanied with pictures to check listening comprehension of vocabulary and language structures dealt with in chapters 1, 2 and 3.

Chapter 14



Chapter 14

Topic: People around me

Parts of the chapter

The young learner:



- describes what they and some of the people close to them do;
- describes physical appearance of people using basic vocabulary;
- learns the plural of some irregular nouns (man, woman);
- uses the words “the same” and “different” correctly;
- practices asking questions using “do, does, is, are, can”;
- practices adjectives and colors to describe people;
- uses the preposition of place “next to” correctly in very simple sentences;
- practices very short dialogues expressing gratitude



- practices the new vocabulary (professions, colors, clothes);
- practices pronunciation of new words;
- matches the words with pictures;



- matches the words with pictures practicing colors and adjectives to describe people;
- guesses the right word for the pictures describing professions;
- understands simple details while listening or reading;



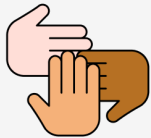
- listens to and sings the “People around me” song;
- practices adjectives and the superlative of short adjectives;
- practices saying the new words correctly;



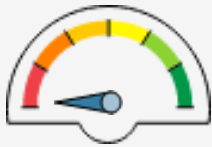
- uses “this/ that” and “these/those” correctly in simple sentences;
- uses the comparative and superlative degree of short adjectives;
- differentiates between singular and plural form of nouns and pronouns (this is-these are);



- does simple subtraction with numbers over ten;
- does simple column subtraction;
- does simple column subtraction crossing ten;



- is introduced to football vocabulary;
- learns information about the football game in different countries;
- listens and reads for specific details;



- matches the picture with the word that he/she listens;
- does matching exercise to reinforce the new vocabulary;
- matches simple structures with pictures to practice the new vocabulary;
- checks understanding by getting immediate feedback;

Interactive methods

The purpose

Memory game

Learning and practicing adjectives to describe people in a playful way by matching the same pictures or the picture with the right word.

Practicing professions, colors and clothes.

Drag and drop

Learning the spelling of the plural form of irregular nouns. (men, women).

Learning the correct structure of some very simple sentences.

Practicing the spelling of new words.

Practicing the patterns “this/that is- these/those are).

Pick the right picture

Learning the plural form of the irregular nouns.
Practicing the linking words (or, and).
Learning adjectives to describe the outer appearance of people.
Differentiating between colors.

Pick the right letter

Learning the (handwritten) letters of the alphabet.
Learning the spelling of new words.

Main vocabulary

man, or, people, person, woman, blond, different, eye, hair, same, dress, pants, shirt, skirt, wear, driver, neighbor, student, teach, teacher, friendly, give, say, smile, thank you, you're welcome, magazine, helmet, kick, team, throw, soccer

Language structures

- Those are men.
- Do you see a man or a woman?
- Three women are drinking coffee.
- Do you like to read or watch TV?
- Men, women and children are people.
- Miriam has brown eyes.
- These girls have long hair.
- My hair is black.
- Her hair is blond.
- Our hair is black. We have the same hair color.
- We speak different languages.
- Is Lisa's hair brown?
- Are your eyes blue or green?
- The girls have different hair colors.
- Who is the boy in the green shirt?
- I like to wear my blue shirt and my blue skirt.
- My neighbor lives next to me.
- A teacher works at a school.
- I am a teacher. I teach music at a school.
- I drive a bus. I am a bus driver.
- I am a student. I go to school.
- What do you do? – I am a driver.
- I say goodbye to my mother before I go to school.
- My mother gives me a slice of pizza.
- I give my father a glass of water.

Language structures

- I want to give you this book.
 - My grandmother gives me a cup of tea. I say thank you.
 - Can I have a glass of water? – Yes. – Thank you. – You're welcome.
 - I like Miriam. She is friendly.
 - The train is faster than the car and the tram. The train is the fastest.
 - Twelve minus four is the same as twelve minus two minus two.
- Football is an old sport from England. Soccer is a different name for football.

Chapter 15



Chapter 15

Topic: Family and friends

Parts of the chapter

The young learner:



- practices the pronunciation of the new words and expressions;
- practices the new vocabulary;
- learns and practices the Simple Present and Present Continuous Tense;
- differentiates between "alone" and "together";
- uses "talk about" in simple sentences;
- carries on short conversations asking about likes;
- differentiates between 'a shop" and 'a market", "a path" and "a street";
- reviews words about family members and relatives.



- understands numbers when listening in bingo game;
- understands the new words when listening to them;
- matches the new words with their pictures;



- practices saying four digit numbers by playing the math windows game;
- practices listening and pronunciation;



- listens to and sings "Friends" song;
- listens to and sings "Activities" song;
- practices adjectives to describe friends;
- practices how to introduce friends;
- practices "like doing" in different situations



- practices saying hundred and thousand number;
- differentiates between hundreds and thousands;
- practices questions with "how many?";
- constructs numbers using blocks;
- does simple multiples by using pictures of different blocks



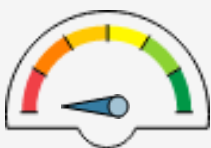
- practices listening to and pronouncing correctly hundred and thousand numbers;
- differentiates between different numbers when listening to them;



- is introduced to some world architecture building;
- learns architecture related words;
- describes building using the new vocabulary dealing with architecture



- describes gardens using very simple words and sentences;
- reviews colors;



- matches the picture with the word that he/she listens;
- does matching exercise to reinforce the vocabulary;
- picks the right picture for the word that he/she listens;
- listens for specific details;
- checks understanding by getting immediate feedback;

Interactive methods

The purpose

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Drag and drop

Learning the new vocabulary and practicing the preposition "about".

Learning the written form of new words.

Understanding the word order of the sentence by dragging the word to the right position.

Practicing listening for details.

Practicing three and four digit numbers.

Pick the right picture

Learning the new words and set of expressions of the lesson.

Learning and practicing the words "alone" "together" about "with".

Practicing the present tenses of the verbs.

Pick the right letter

Learning the spelling of new words.

Bingo

Practicing listening and pronunciation of three digit numbers.

Password

Reviewing the new words of the chapter.

Practicing the spelling of new words of the chapter.

Main vocabulary

about, fun, laugh, talk, together, cook, food, go shopping, market, shop, bike, garden, park, path, ride, cafe, concert, meet, restaurant, visit, aunt, chips, ice cream, many, share, uncle, alley, arch, dome, world

Language structures

-I talk to my teacher.

-He talks on the phone.

-I play music with my friends. We play music together.

-We like listening to music together.

-He is running alone.

-I talk about cars with my father.

-She is reading a book about zebras.

Language structures

- They are watching a movie about Spain.
- I like playing tennis. Playing tennis is fun.
- I go shopping for food.
- He goes shopping with his friends.
- I cook with my family at home.
- We have lunch in the garden.
- There are two bikes in front of the building.
- My father helps me to ride my bike.
- Can we go to the park? - Yes, we can have lunch there.
- I am drinking a cup of tea in a cafe.
- I meet a doctor. I say nice to meet you.
- They are playing music at a concert.
- My friends live in France. I am visiting them.
- We visit my grandfather in the hospital.
- Do you want to go to a concert with me? - Yes, I like to listen to music.
- Elena is my father's sister. She is my aunt.
- Simon is my father's brother. He is my uncle.
- We have many books at home.
- Many people eat lunch at this restaurant.
- My brother and I have one computer. We share it.
- An alley is a small street between buildings.
- The roof has many domes. A dome is half of a circle.
- This is an arch. Many old buildings have arches

Chapter 16



Chapter 16

Topic: People around me

Parts of the chapter

The young learner:



- differentiates between “clock” and “watch”, “wake” and “get up”, “a bag” and “a backpack”;
- speaks about daily routine;
- asks and answers question about daily routine;
- uses simple present tense, possessive pronouns and adverbials of time to describe daily routine;
- uses “next to” correctly in simple sentences to describe the position of objects;
- describes what people are wearing;
- learns the names of different food and fruit;
- reviews colors to describe clothes;
- learns the plural of some irregular nouns



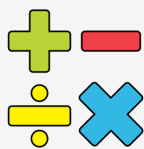
- practices words about clothes by playing the “falling clothes” game;
- practices listening and pronunciation;
- practices food vocabulary by matching the word to the picture;
- practices clothes vocabulary by matching the word to the picture;



- practices describing the daily routine by guessing the right picture that describes what he/she listens;
- listens for specific details;



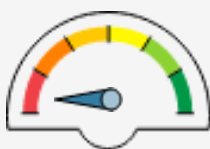
- listens to and sings “Morning routine” song;
- practices describing the daily routine;



- does column operations with hundreds and thousands;
- learns geometric shapes (triangle, circle, rectangle)
- practices asking questions using "How many ...?";



- practices column operations with hundreds and thousands;
- practices describing geometric shapes;
- practices listening and reading comprehension;



- matches the picture with the word that he/she listens;
- identifies the object that he/she listens by clicking on that object;
- does matching exercise to reinforce the vocabulary;
- picks the right picture after listening for specific information;
- checks understanding by getting immediate feedback;

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture.

Falling clothes

Practicing the new vocabulary about clothes in a playful way by clicking on the word that he/she listens.

Drag and drop

Practicing word order in sentences describing daily routine.
Learning the written form of new words.
Practicing listening comprehension when speaking about daily routine.
Learning compound nouns and expressions.
Learning verbs describing daily actions.
Practicing column operations with hundreds and thousands.

Pick the right picture

Learning the new words and expressions of the lesson.
Practicing listening to and speaking about daily routine.

Pick the right letter

Learning the (handwritten) letters of the alphabet.
Learning the spelling of the new words (clothes).

Main vocabulary

alarm, get up, good morning, morning, ring, wake up, face, tooth, toothbrush, toothpaste, wash, clothes, get dressed, put on, shorts, then, butter, fruit, juice, orange, sausage, hat, jacket, pair, shoe, sock, bag, buy, leave, stay, supermarket, corner, shape, side, triangle.

Language structures

-I have an alarm clock in my room.
-My alarm clock rings at seven o'clock.
-I wake up when my alarm clock rings.
-I wake up at seven o'clock.
-It is time to get up.
-We get up and eat breakfast in the morning.
-Children go to school in the morning.
-My mother wakes me up and says good morning.
-Good morning, it is time for breakfast.
- Good morning, David. Do you want breakfast?
-He washes his hair in the morning.
-I wash my hair after I get up.
-She is brushing her teeth.
-Do we have toothpaste? Yes, it is next to the toothbrushes.
-My mother helps me put on a skirt.
-I get up and put on my clothes.
-I get dressed in the morning.
-I get up, and then I get dressed.
-I brush my teeth after I have breakfast.
-I have breakfast and then I brush my teeth.
-She likes to drink orange juice for breakfast.
-I am wearing one red sock and one blue sock.
-I use a shopping bag when I go shopping.
-He buys food from the supermarket.
-When do you leave the house? - At eight o'clock.
-I don't want to go home. I want to stay in the park.
-How many triangles do you see?
-How many sides does a rectangle have?
What is one hundred three plus four?

Variations



Variations

Parts of the chapter

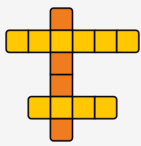
The young learner:



Young learners play "I wear" game where they practice listening comprehension and the new vocabulary (clothes) by checking the object they listen.



Young learners practice listening comprehension and new vocabulary (family members) by guessing the relationships between family members using the family tree.



Five crosswords to reinforce the vocabulary learnt in chapters 14, 15 and 16 (clothes, shopping, food etc.), practice letter spelling, and pronunciation of words.



20 flashcards to reinforce new vocabulary and structures learnt in chapter 14, 15, and 16. (a restaurant- They are eating at a restaurant. a jacket - My jacket is red. a shirt - I am wearing a shirt. shorts - I wear shorts. a skirt - I am wearing a blue skirt. socks - I put on socks and shoes. a bike - I ride my bike in the park. a garden - My aunt has a big garden. a park - The children play in the park. a dress - She wears a red dress. a supermarket - I buy food at the supermarket. an orange - I like eating oranges. juice - She likes to drink juice. a sausage - My father is cooking sausages. butter - She puts butter on her bread. fruit - We like to eat fruit. a toothbrush - I brush my teeth with a toothbrush. ice cream - I like to eat ice cream after dinner. a path - She is walking on the path. toothpaste - I use toothpaste when I brush my teeth.



20 simple situations accompanied with pictures to check reading comprehension, improve reading skills, and reinforced the vocabulary learnt in chapters 14,15,16 (food, clothes, shopping etc.).



20 sets of jumbled words to form simple sentences in order to practice language structures, idiomatic expressions and word order in a sentence when describing daily routine.



20 simple listening situations accompanied with pictures to check listening comprehension and practice listening for detailed information with the focus reinforcing new vocabulary and language structures dealt with in chapters 14, 15 and 16.



19



16



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Chapter 17



Chapter 17

Topic: At school

Parts of the chapter

The young learner:



- learns and practices vocabulary related to school;
- practices present continuous tense by describing what people are doing in a classroom;
- practices “there is- there are” when describing a classroom;
- uses “at” (at the board/at the table) and “on” (on the board/ on the book) correctly in simple sentences;
- learns and uses the verb “need” in everyday exchange situations;
- asks and answer questions with “How?”;
- differentiates between a question and an answer;
- differentiates between “right” and “wrong” in math exercises
- identifies classroom objects;
- describes simple math exercises (add, divide, subtract, multiply);
- uses adverbials of place correctly in simple sentences (inside, outside, in front of);



- remembering new words (add, subtract, multiply etc.) by spelling them in the password games;
- reinforces the vocabulary (school objects) by making simple associations in the memory game;



- guesses the right action done at school by listening and checking the right picture;
- reinforced the new vocabulary (things I do at school);



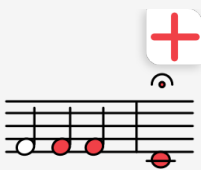
- listens to and sings “I am at school” song;
- practices saying things he/she does at school;
- uses “this is” to describe classroom objects;



- measures classroom objects using a ruler;
- differentiates between ‘millimeter and centimeter’;
- learns and practices how many milliliters are in centimeters;
- measures the sides of geometric shapes;
- finds the perimeter of a rectangle in real life situations;
- identifies and differentiates between “length” and “width” in a rectangular;
- practices some word formation (long- length; wide-width);
- groups numbers into fractions;



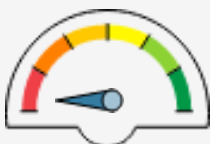
- practices math exercises to find how many centimeters are there in meters;
- measures length, width and perimeter of geometric shapes;
- does fractions grouping exercises;



- learns new words and expressions about music and concerts;
- identifies and differentiates between concert, orchestra, conductor;
- explains what certain people do in an orchestra in simple sentences;
- practices listening and reading comprehension;



- reinforces the vocabulary used to describe school objects;



- matches the picture with the word that he/she listens;
- matches the numbers with the corresponding word;
- does matching exercise to reinforce the vocabulary;

Interactive methods

The purpose

Memory game

Learning and practicing new vocabulary (classroom objects) in a playful way by matching the word to the picture.

Practicing geometric shapes.

Password

Reinforcing math vocabulary (add, multiply etc.)

Guessing

Learning and identifying the actions done in a classroom by checking the right picture.

Drag and drop

Learning the spelling of new words (classroom objects).

Practicing the word order in simple sentences.

Identifying between classroom objects and activities.

Identifying between "wrong" and "right" answers in simple math exercises.

Practicing math vocabulary (length, width, etc.).

Pick the right picture

Learning and identifying different objects in a classroom.

Practicing listening comprehension.

Practicing math vocabulary (geometric shapes).

Main vocabulary

board, chalk, classroom, desk, write, how, learn, need, notebook, pen, answer, ask, know, question, think, eraser, line, right, ruler, wrong, add, class, divide, math, multiply, subtract, break, homework, inside, outside, yard, measure, length, shapes, width, perimeter, fraction, centimeter, meter, millimeter, side, half, quarter, conductor, orchestra, violin.

Language structures

-The students are sitting in the classroom.

-I am sitting at my desk.

-There are many desks in the classroom.

-The teacher's name is on the board.

The teacher is standing at/writing on the board

-There is a board in our classroom.

Language structures

- I write with chalk. I use chalk to write on the board.
- The teacher is writing numbers on the board.
- I write an email to my teacher.
- We are sitting at our desks in the classroom.
- I use a pen to write in my notebook.
- I am hungry. I need to eat food.
- Do you have toothpaste? I need to brush my teeth. - No, I need to buy it.
- I need to get up when my alarm clock rings.
- Can you teach me how to write?
- She is teaching me how to read.
- How do you go to school? - I take the bus.
- I cannot write. - I need to learn how to write.
- How do you say hello in your language?
- They want to learn how to dance.
- I have a question. I ask my teacher a question.
- Can you speak French? - Yes, I know how to speak French.
- What is ten plus four? - Twelve. - That is the wrong answer, Luc.
- What is seven times five? - I don't know. I need to think about it.
- This is right. This is the right answer.
- This is the wrong answer. - Do you have an eraser? - Yes, I do.
- I use my ruler to help me draw a line.
- Do you know how to add/subtract/multiply numbers? - Yes, I do.
- The students are in front of the school. They are outside the school.
- The students have a break between classes.
- Can we take a break? - Yes, you can go outside to play.
- We need to learn after school. - We have homework.
- I measure how long the table is.
- How many milliliters are three centimeters?
- How many of the six apples are green? What do you do in your violin class? - I learn how to play the violin and how to read music. - Can you show me your violin? - Yes
- The conductor stands in front of the orchestra. The orchestra watches the conductor to know when they need to play faster and when they need to play slower.

Chapter 18



Chapter 18

Topic: At work

Parts of the chapter

The young learner:



- identifies different professions;
- learns the names of some professions (doctor, nurse, teacher, vet, farmer etc.);
- describes what people do in their jobs using simple sentences;
- asks and answers questions about professions;
- learns how to use the verb “to be” in expressions such as “want to be”;
- practices asking and answering questions in simple present and present continuous tense;
- practices the plural of nouns;
- reviews the names of animals;



- practices the new vocabulary (profession);
- practices listening comprehension and pronunciation;
- practices saying numbers by playing a bingo game;



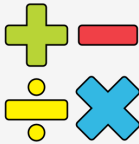
- guesses the profession when listening to the description of it;
- reinforces the job related vocabulary;



- listens to and sings the “Jobs one” songs;
- listens to and sings the “Jobs one” songs;
- practices saying what people do in their jobs;
- practices expressing his/her wish using the pattern “I want to be ...”;
- reviews the job related vocabulary;



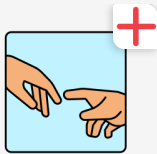
- conjugates the verb “to be” in affirmative and negative form in simple present tense;
- uses the short forms of verbs (“to be” “can”) in sentences;
- uses “there’s” in simple sentences;



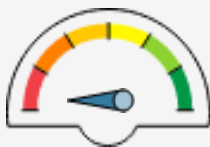
- uses “how many” to ask about the quantity of geometric shapes in a picture;
- solves real life situations by finding the area of rectangle objects;
- finds the weight of different objects by using a scale;
- uses numbers when saying the weight of different objects;
- practices saying how many grams are in kilograms;



- identifies and finds the area of different shapes;
- practices listening for details;
- finds the perimeter of different shapes;



- describes paintings using simple vocabulary;
- is introduced to Vincent van Gogh’s sunflowers painting;
- learns simple facts about Vincent van Gogh style;



- chooses the right picture for the word that he/she listens;
- chooses the right missing letter in a word;
- answers questions by identifying the right object in a picture (job related vocabulary);

Interactive methods

The purpose

Memory game

Learning and practicing the new vocabulary in a playful way by matching the written word to the picture (professions).
Practicing listening comprehension.

Bingo

Practicing listening comprehension by choosing the right profession when listening.
Practicing saying the quantity in grams and kilograms.

Drag and drop

Practicing the word order in simple sentences.
Reinforcing the new vocabulary (job related words and expressions).
Practicing the spelling of letters and new words.
Practicing listening for details.
Practicing the short forms of auxiliary verbs.
Practicing numbers when expressing the weight of objects in grams and kilograms.

Pick the right picture

Reinforcing the short forms of auxiliary verbs (isn't, aren't, doesn't)
Practicing listening comprehension.
Finding the area and perimeter of different shapes.

Main vocabulary

be, job, journalist, nurse, painter, bring, chef, kitchen, make, server, fire, firefighter, police officer, station, truck, uniform, animal, clinic, dog, office, programmer, vet, build, construction worker, fix, mechanic, workshop, cow, crop, farm, farmer, field, grow, area, gram, kilogram, scale, weigh, oil, oil paint, style, sunflower

Language structures

-I go to work. I have a job. I am a teacher.
-My mother is a doctor. She likes her job.
-The nurse is working with the doctor.
-I am a nurse. I help people.
-A journalist writes for newspapers.
-Journalists need to ask many questions.
-I want to be a doctor.
-Do you like painting? - Yes, I want to be a painter.
-I am a student. I do not have a job.
-A chef works in a kitchen. A chef makes food for people to eat.
-I make coffee at home.
-A server brings food from the kitchen to the table.
-What can I bring for you?
-Police officers help people.
-The firefighters are putting water on the fire.
-Police officers help people at the police station.

Language structures

- The firefighter drives a fire truck.
- Police officers wear uniforms. The police officer puts on his uniform at the station.
- These dogs are big and friendly.
- A vet works at a clinic for animals.
- Where do you work, Elena? - I work at a clinic for animals. I am a vet.
- She is talking on the phone in her office.
- A programmer knows a computer language.
- They are building a school.
- I help my father fix our car.
- I want to be taller.
- I want to grow.
- The farmer is standing in the field.
- My mother is watching a movie. My mother's watching a movie.
- What does your sister do? - She's a chef.
- Her teacher's writing on the board.
- Can you run fast? - No, I can't.
- The area of a rectangle is length times width.
- How can we find the area of this slice of cheese?
- How can I weigh apples? - I weigh apples with a scale.
- How much do the fruits weigh? - The fruits weigh 810 grams.

Chapter 19



Chapter 19

Topic: Food Shopping

Parts of the chapter

The young learner:



- learns the names of different fruits and vegetables;
- differentiates between fruits and vegetables;
- creates and takes part in short dialogues about real life situations asking about food (At the supermarket);
- uses the simple present and present continuous tense correctly in describing and speaking about real life situations;
- differentiates between different kinds of meat and food;
- asks and answers questions about the location of food in the supermarket;
- asks and answer questions about the price of food, clothes etc., using “how much”;
- uses “some, any, more, none” to ask and answer questions about food;
- uses “more than” to compare the quantity of different food;
- uses numbers to talk about the price of clothes and food;
- identifies the price of food and clothes on the price labels;
- asks and answers questions about the price of objects and foods;



- practices saying and writing the names of fruits, vegetables, foods;
- understands the new words when listening to them and matches them to the right picture;
- practices pronunciation and spelling;



- guesses where fruits, vegetables, foods are in a picture when listening to the name of each one and clicking on it on the picture;
- practices listening for details;
- asks and answers questions about the location of objects using "Where is ...? Where are...?";



- listens to and sings "Supermarket?" song;
- reinforces the food related vocabulary;
- describes what people do when go shopping;



- uses "some, any, none" correctly in affirmative, negative and interrogative sentences;
- uses "How much ..." "How many ..." to ask about the quantity of food;
- is introduced to countable and uncountable nouns;



- uses numbers to talk count money (coins, cents etc.);
- differentiates between coins, cents etc.,
- practices numbers by counting in steps of two/ five;
- practices "how much" and "how many";



- practices numbers and math exercises by counting and adding coins and cents;
- practices asking questions with "How much ...?";



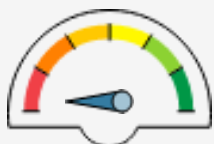
- is introduced to different countries in the world;
- knows where some countries are situated in Europe;
- compares ice-creams of different countries;
- is introduced to culture of different countries in Europe and Asia;
- is introduced to multilingualism by saying the word ice-cream in different languages;



- is introduced to the story of Sagrada Família in Spain;
- describes Sagrada Família story in simple sentences;
- is introduced to the cultural dimension of languages;



- reinforces the food related vocabulary by putting vegetables and fruits that he/she likes in a basket;



- chooses the picture for the word that he/she listens;
- clicks the right food in a picture while listening;
- identifies the right food that he/she listens;
- practices listening for details;

Interactive methods

The purpose

Memory game

Learning and practicing the names of fruits, vegetables, foods in a playful way by matching the written word to the picture or matching two identical pictures.

Word Search

Learning and practicing the vocabulary dealing with money (cash, price etc.) in a playful way by searching for the words in a puzzle.

Drag and drop

Learning and practicing the names of fruit and vegetable.
Differentiating between fruits, vegetables, food and kinds of meat.
Practicing the spelling and pronunciation of letters of the alphabet and new vocabulary (fruits, vegetables, food).
Practicing the correct word order in sentences.
Learning the difference between countable and uncountable nouns by using “much” and “many”.
Practicing counting numbers in steps of two/five.

Pick the right picture

Learning the names of fruits, vegetables, foods in different pictures and situations.
Practicing the simple present and present continuous tense in describing different pictures.
Practicing listening for details.

Pick the right letter

Learning the (handwritten) letters of the alphabet.
Learning the spelling of alphabet letters and the new vocabulary.

Main vocabulary

cucumber, lettuce, onion, salad, vegetable, avocado, cherry, fresh, grape, lemon, beef, chicken, meat, pasta, rice, excuse me, find, please, sell, show, any, enough, more, none, some, cash, cost, money, pay, price, cent, coin, euro, ice-cream, architect, construction.

Language structures

-She likes to eat tomatoes and cucumbers.
-I buy lettuce from the supermarket.
-I make a salad with cucumbers and tomatoes.
-What do you want to buy for lunch? - I want to buy a salad.
-She is buying vegetables from the supermarket.
-I eat bread with avocado for breakfast.
-I make a fruit salad with grapes, bananas and apples.
-Do you need anything from the supermarket? - Yes, lettuce and potatoes.
-The lemon, grapes and cherries are fresh.
-We are eating meat for dinner.
-He cuts the beef into slices.
-I want to buy fresh meat from the market.
-What do you want to eat? - I want beef and potatoes.
-I need to buy pasta and rice from the supermarket.
-The supermarket sells food.
-The shop sells clothes, shoes and hats.
-I can't see the vegetables. I can't find the vegetables.
-What are you looking for? - I am looking for the avocados. I can't find them. - They are next to the cucumbers.
-She shows me where the vegetables are.
-Can you please show me where the coffee is?
-Excuse me, how much are these shoes?
-Excuse me, do you know where the vegetables are?
-Do we have any bread at home? - Yes, we have some.
-She wants more food. She is hungry.
-I like reading books more than watching TV.

Language structures

-I need four tomatoes to make a salad. I have enough tomatoes.

-Do we need to buy any juice? - No, we have enough at home. We don't need to buy more.

-The price of three apples is €2.

-What is the price of an apple? How much does an apple cost?

-I am paying for two apples with cash.

-We don't have any cucumbers at home. We have none.

-Do we have any rice in the cupboard?

-How many slices of pizza do you eat?

-I count in steps of five. What number is after 15?

-I want to eat some ice cream. I know a cafe where people can buy ice cream from many countries. Do you want to go to that cafe with me?

It is 1882. Construction workers are building a big building in Barcelona, Spain. The name of the building is Sagrada Família.

Variations



Variations

Parts of the chapter

The young learner:



Five crosswords to reinforce the vocabulary learnt in chapters 17, 18 and 19 (professions, fruits, vegetables, school objects), practice letter spelling, and pronunciation of words.



Two sets of pictures and young learners listen to and follow the instructions to color different objects in the pictures.



A set of ten flashcards to reinforce new vocabulary and structures learnt in chapter 17, 18, and 19 about food, fruits and vegetables. (a cucumber - I put cucumber in my salad. salad - I like to eat salad. an onion - I like to cook onions. lettuce - I have lettuce in my salad. a lemon - Lemons are yellow. vegetables - Onions and cucumbers are vegetables. pasta - My sister likes pasta. rice - I eat rice with chicken. meat - We eat meat for dinner. an avocado - I like avocado and eggs.)

A set of ten flashcards to reinforce new vocabulary and structures learnt in chapter 17, 18, and 19 about school objects and professions. (a pen - I write with a pen. a notebook - I write in my notebook. an eraser - I use an eraser at school. a ruler - I draw a line with my ruler. a desk - I sit in front of my desk. a police officer - Police officers help people. a firefighter - Firefighters stop fires. a cow - Cows live on farms. a field - The field is big and green. a board - The teacher writes on the board.



Twenty simple situations accompanied with pictures to check reading comprehension, improve reading skills, and reinforce vocabulary (fruits, vegetables, professions).

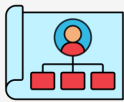


Seventeen sets of jumbled words to form simple sentences in order to practice language structures and word order in a sentence.

Three sets of jumbled sentences to form a dialogue in real life situations at a shop.



20 simple listening situations accompanied with pictures to check listening comprehension of vocabulary and language structures dealt with in chapters 17, 18 and 19.



Young learners make choices about the things they want to do and their dream professions.



Chapter 20



Chapter 20

Topic: Good nightg

Parts of the chapter

The young learner:



- uses simple present tense to talk about actions he/she does;
- learns how to use the expressions “pick up”, “on my way home”, “put away” in real life situations;
- differentiates between “paying with cash” and “paying by card”;
- practices asking questions “Where is ...?”;
- uses the adjectives “hot” and “cold” in positive and comparative degree to describe food and meals;
- describes how to set a table in very simple sentences;
- practices saying the time;
- uses “let`s ...” to make suggestions;
- differentiates between simple present and present continuous tense;
- uses “there is...” to describe rooms in a house;
- uses “turn on/off” correctly in simple sentences;



- practices and reinforces the new vocabulary (objects at home);
- practices pronunciation of new words and expressions;



- listens to and sings the “Evening routine” song;
- reviews the previously learnt vocabulary;
- describes daily routine using simple sentences in simple present tense;
- practices saying the time;



- uses the verb “put”, “stand”, “take”, “sit”, “get”, “pick”, “turn”, “wake” in simple idiomatic expressions to describe daily routines and actions;



- practices questions with “How much ...?” to ask about the price;
- does simple sums by using coins and banknotes;
- reads prices in labels of different objects;
- understands the prices in a restaurant menu;
- solves simple math problems in real life situations (money);



- practices “How much ...?” in situations asking about the cost of different objects;
- practices saying prices using decimals;
- does simple sums in solving problems with money;



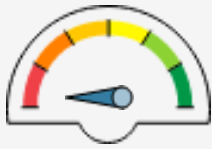
- is introduced to healthy living habits;
- talks about good bed time routine;
- explains what a bedtime routine is;
- uses comparative degree of adjectives to compare good bedtime routine;
- describes his/her bedtime routine using simple sentences in Simple Present tense;



- practices short conversation exchanges “At a restaurant”;
- learns how to order food at a restaurant;
- describes different meals using the previously learnt vocabulary
- lists the ingredients of some simple recipes;
- describes how to cook a simple recipe;
- uses the degrees of adjectives to compare and contrast food;
- uses simple present tense to describe what a chef does every day while cooking;



- reinforces the food related vocabulary by putting food in the fridge;



- selects the picture, object, activity that he/she listens;
- does matching exercise to reinforce the vocabulary (objects in the house);
- identifies objects or what people are doing in pictures;

Interactive methods

The purpose

Memory game

Learning and practicing the names of objects in the house in a playful way by matching the written word to the picture or matching two identical pictures.

Drag and drop

Practicing the correct use of “pick up” in real life situations.
Practicing the correct order of words in a sentence.
Practicing the meals of a day.
Reinforcing the new vocabulary (rooms in a house).

Pick the right picture

Learning the new words and expressions “put away”, pick up” of the lesson.
Practicing simple present and present continuous tense to describe actions.
Practicing simple idiomatic expression to describe daily routines and actions.

Pick the right letter

Learning the letters of the alphabet and the spelling of new words.

Main vocabulary

box, credit card, get, pick up, way, cold, cupboard, freezer, fridge, put away, evening, fish, hot, meal, very, let's, napkin, now, ready, set, bathroom, hand, shower, sink, soap, toilet, bed, night, on, off, sleep, turn on, turn off, bedtime routine, better, brain, tired, cost, pan, pot, sauce, stir, stir-fry.

Language structures

-He brings food home from the market in a box.
-I am on my way home from school.
-She buys coffee on her way to work.
-I go shopping/buy dinner/ pick up dinner on the way home
-I stop at the light on the way home from work.
-I pick up some vegetables from the supermarket.

Language structures

- My bag is in the car. - Can you get it, please?
 - Can you pick up a pizza on the way home? - Yes, I can.
 - How do you want to pay? - I want to pay by card.
 - Do we need any potatoes? - Yes, I can get some from the market.
 - What do you want to pick up at the supermarket? - A box of pasta and some cheese.
 - I don't have my credit card. I can get some cash on my way to the supermarket.
 - Where do you put the pasta? - In the cupboard.
 - I put away the shopping.
 - There is ice cream in the freezer.
 - Do I put rice in the freezer? - No, you can put the rice in the cupboard.
 - I am making fish for dinner.
 - The fish is hot after I cook it.
 - I am very hungry. I want to eat.
 - How many slices of beef do you want? - I want four. I am very hungry.
 - It is eight o'clock. It is evening.
 - I eat a meal with my family in the evening.
 - What do you want for dinner? - I want fish and vegetables.
 - It is time to eat. Are you hungry? - Yes, I am very hungry.
 - I put the plates on the table. I set the table.
 - Dinner is ready. Please sit down to eat.
 - Dinner is ready now. - Let's eat.
 - Let's wash the plates together.
 - I am washing my hands now. - I wash my hands before I eat.
 - I go to bed at eight o'clock. I go to bed after I take a shower.
 - It is time to turn off the light.
 - How much money is this? How much does the newspaper cost?
 - One pen costs 1 Euro. How much do 4 pens cost?
 - A good bedtime routine helps you sleep better.
 - Doctors say when we're sleeping, our brains are taking a break.
- This is a stir-fry. A stir-fry has meat and vegetables. A stir-fry can have rice or pasta in it.

Story

Chapters

Main vocabulary

Main language structures

Chapter 1

The little prince



drawing, picture, forest, snake, cat, sleep, month, hat, elephant, inside, geography, pilot, plane, fly, country, world, person, people, meet, understand, star, necktie, think, happy, life.

I am six years old.
It is a picture in a book about a forest.
This is my drawing.
I am/ am not afraid of ...
He tells me that it is good to read and write.
I fly to many countries.
Where am I?
I talk about

Chapter 2

A boy in the desert

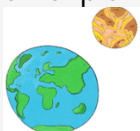


desert, world, fly, alone, around, engine, plane, break, stop, lost, week, night, sheep, wake up, afraid, hungry, paper, pick up, ill, laugh, prince, horn, old, too, box, another, fix, grass, will, smile, eat.

An engine makes the plane fly.
I am lost in the desert.
It takes a long time.
At night, I go to sleep.
He doesn't look afraid or hungry.
What are you doing here alone in the desert?
I understand geography.
I can read and write.
I am afraid of snakes.
The sheep looks ill. This sheep is too old.
I don't have time for this.
Will the sheep eat a lot of grass?

Chapter 3

Another planet



planet, sky, funny, shake one's head, a rope, tie up, straight on, left, right, look sad.

I have many questions.
The little prince asks a lot of questions.
Which planet do you come from?
If you don't tie up the ship, it can get lost.
Everything is small where I come from.

Chapter 4

Asteroids

asteroids, stars, astronomer, conference, strange,

They don't like people in strange clothes.
What games does he like?



people, adult, change, clothes, butterfly, money, roof, house, bird, nice, think about, friend, forget, care, buy, too, right, wrong, important.

How old is he?
 How much money does his father have?
 The asteroid is as big as a house.
 I met the little prince six years ago.
 It is good to have friends.
 These colors are too dark.

Chapter 5

Baobab trees



a baobab tree, a bush, a church, seed, ground, grow, wise, come out, burst, everywhere, easily, remove, a baobab shoot, a rose bush, travel bag, lazy, few, aware, danger, be careful.

Do sheep eat bushes? – Yes, they do.
 A baobab is small before it grows and gets tall.
 Few people are aware of the danger of baobabs.
 The little prince tells me more about his planet.
 Baobabs are trees that are tall, like churches.
 A seed sleeps in the ground until it wakes up.

Chapter 6

Sunsets



sunset, go down, watch, evening, wait, yet, surprised, answer, look at, have to.

The little prince likes to sit and watch the sun go down in the evening.
 It is not evening yet.
 He looks surprised.
 I like it when the Sun goes down.
 I have to wait.
 Were you very sad that day?

Chapter 7

The special flower



special, flower, thorn, bolt, nut, stuck, until, angry, weak, a hammer, hit, interrupt, thoughts, stupid, believe, something, dirty, face, mushroom, somewhere, cry, hug, anymore, fence, inside, safe.

Why do flowers have thorns?
 I'm trying to remove a bolt that is stuck in my engine.
 I understand that there is a big problem with my engine.
 If I can't get the bolt out, then I will hit it with the hammer.
 I am doing something important here.
 The little prince is crying now.
 I don't know what to say. It's strange when someone cries.

Chapter 8

Baobab trees



beautiful, bud, disappear, appear, it takes ..., hair, breakfast, a tiger, claws, talk about, wind, protect, cold, warm, cough, keep warm, lie, smell.

The bud turns into a flower.

I am awake.

The little prince brings water for the flower.

I don't like the wind.

Do you have anything that can protect me?

The planet where I come from is warm.

Flowers grow from seeds.

I was too young to understand.

Chapter 9

The little prince leaves his planet



leave, clean, trip, sweep, a volcano, active, heat, burn, erupt, calmly, fire, chimney, go back, cover, finally, amaze, fault, try, air, larvae, certainly, show, far away, should, proud.

The little prince wants to leave his planet.

Eruptions in a volcano are like the fire in a chimney.

She doesn't answer.

The flower amazes the little prince. The little prince is amazed.

I will try to be happy.

The air at night is good for me.

Butterflies are certainly very beautiful.

Chapter 10

The king's planet



king, first, rule, throne, subject, shout, cover with, yawn, in front of, allow, command, again, must, order, move, make room, sit down, look around, point to, chair, happen, tonight, justice, minister, judge, side, lean forward, already, mouse, prison, cheese, steal, wait for, ambassador.

A king rules over other people. He has nice clothes and sits on a throne.

Come closer so that I can see you better.

The little prince stands there and yawns.

I am tired. I travelled far and I didn't sleep.

Can I sit down? – asks the little prince. He moves some of his clothes to make room for the little prince.

When does it happen?

Justice ministers judge people.

There could be someone on the other side of the planet.

He doesn't want to make the king sad.

Chapter 11

A vain man



vain, admirer, hat, funny, greet, clap, lift, himself, continue, fall off, game, become tired of, have to, mean, rich, wise, anyway, leave, nothing, fly away.

You have a funny hat.

I use my hat when I greet people who admire me.

Clap your hands.

The vain man lifts his hat.

This is more fun than being with a king.

He continues to clap his hands.

After five minutes, the little prince becomes tired of the game.

What do I have to do?

What does that mean?

The little prince has nothing to do in this planet. He wants to leave.

Chapter 12

The alcoholic



alcoholic, stay, empty, full, bottle, in front of, forget, be ashamed of.

An alcoholic drinks too much alcohol. The little prince only stays for a short time on this planet and it makes him sad.

He wants to help the man.

Then he doesn't speak anymore.

Chapter 13

The businessman



a businessman, arrive, look up, a cigarette, lit, plus, light a cigarette, million, still, stupid, disturb, during, insect, buzz, make mistakes, count, enough, shine, bee, dream, own, rich, a diamond, an island, have an idea, serious, sure, scarf, put around, neck, pick a flower, a bank, lock up, mouth.

A businessman has a lot of things to do. He doesn't look up when the little prince comes.

Three plus/and two is five.

I don't have time to light it.

I don't talk about stupid things.

He always wants answers to his questions.

Insects buzz a lot, so I made four mistakes as I counted.

I don't do enough exercise.

What are you doing with 500 million stars?

What is good about being rich?

He sounds a bit like the alcoholic.

When you find an island that nobody owns, it's yours.

I put a scarf around my neck.

Chapter 14

The lamp post



a lamp, a lamp post, house, less, job, turn off, turn on, go to sleep, land on, reply, a tissue, wipe the face, morning, evening, spin, relax, conversation, last, rest, whole, luck, set.

This planet is the smallest of all.

The little prince doesn't understand why the lamp post is there.

There are no other houses and no other people on the planet.

The man's work is important.

Why do you turn off the lamp?

The planet spins around every minute.

What I like in life is to sleep.

What bad luck!

The little prince doesn't want to think about it.

Chapter 15

The geographer



geographer, times, as...as, journey, come from, thick, find, sea, river, city, mountain, desert, an office, meet, travel, traveler, tell the truth, find out, speak, about, tell lies, double, yourself, stone, proof, bring back, take out, be sure, ephemeral, go out of date, disappear, Earth.

This planet is ten times as big as the other planet.

He is tired from his long journey.

Where do you come from?

A geographer is a person who knows where to find all the seas, rivers, cities, mountains, deserts.

Is there a sea here?

Are there mountains here?

I don't travel around to find seas and rivers.

A geographer stays in his office.

If a traveler speaks about something interesting, I have to find out if he tells the truth.

Do you go there and see for yourself?

He opens his book and takes out a pen.

There is nothing more beautiful than flowers.

What does ephemeral mean?

Geography books never go out of date.

Chapter 16

Lamp post ballet

ballet, total, billion, ground, electricity, go to bed, lantern,

This is before there was electricity.

When the lamps are lit, the men can go to bed.



Africa, Europe, Chine, Russia ...,
order, fantastic, North/South
Pole.

Earth is not like other planets.
The Earth is big.
They only work two times a year.

Chapter 17

A place on Earth



lie, a little, false, space, stand,
next to, each other, long, wide,
an island, fit, believe, need to,
helpful, wrong, a ring, sit down,
above, far away, a few, a bit,
think, finger, a boat, leg, gold,
touch, can, return, riddles.

Sometimes you have to lie to have fun.
I give you a false picture of the Earth.
People take up little space on Earth.
Two billion people live on Earth.
All people can stand next to each
other.
They think they need a lot of space.
He is surprised that he doesn't see
people.
The stars are above us, but they are
far away.
It is a bit lonely in the desert.
The snake slides around the leg of the
little prince.
I can help you.

Chapter 18

The flower in
the desert



walk through, meet, plain, root,
wind, hard.

The little prince walks through the
desert.
It's hard to say where you can find
them.
They travel with the wind.
They don't have roots.

Chapter 19

People



walk up, high, top, friend, dry,
salty, pointed, quite.

The little prince walks up a high
mountain.
I can see the whole planet.
Who are you?
Be my friend. I am alone.
It's quite dry, pointed and salty

Chapter 20

The roses

rose, cliff, snow, way, a road,
always, look like, garden,
cough, care for, lie, grass,

The little prince walks a long way in the
sand, over cliffs and through snow.
She will cough a lot and look angry.

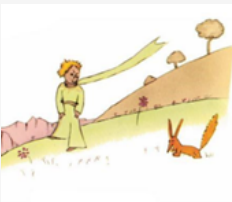


cry, hear, look around, no one, under, a fox, play, tame, look for, hunt, a chicken, world, only, happen, curious, hunter, chase, bright, the same, hide underground, sound, step, come up, a field, wheat, bread, hair, yellow, quiet, much, get to know, learn, buy, shop, should.

I will have to care for her.
He lies on the grass and cries.
There is no one there.
I am here, under the tree.
Come and play with me.
What does it mean to be tame?
What are you looking for here?
The fox is curious.
The fox chases chickens.
I will remember the sound of your steps.
Wheat doesn't interest me.
The field is yellow, just like gold.
People buy everything from shops.
How should I do that?
It takes time.

Chapter 21

A tame fox



come back, happy, then, afternoon, price, happiness, worry, ritual, village, wherever, after, keep warm, because, heart, repeat.

The next day, the little prince comes back to the fox.
It's better if you come at the same time every day.
If you come at four o'clock in the afternoon, then I am happy.
When it's four, I worry that you don't come.
Every Thursday they dance with the girls from the village.
On Thursdays, I go whenever I want.
Come back after that, and I will tell you something.
I listen when she is happy/sad.
The eyes can't see the most important things.

Chapter 22

Fast trains



train, fast, switchman, send off, right, left, pass, quickly, drive, follow, the first, press, nose, against, window, yawn, a doll.

The little prince meets a new person.
A train passes quickly.
Does that train follow the first train?
The people on the train are sleeping or yawning.

Chapter 23

The salesman



salesman, pills, week, go away, save, sell, expert, extra, happily.

If you take one pill in a week, the need to drink goes away.

Why do they sell these pills?

What should I do with the time that I save?

If I have fifty-three minutes extra, I will walk happily to a place where I can get water.

Chapter 24

The well



well, last, repair, would, find, die, sunshine, enough, thought, too, drink, let's, dark, several, dream, sick, word, silent, sit down, the moon, treasure, hide, carry, surface, mouth, half-open, early, morning.

I have been in the desert for a week. What you are telling me is very nice, but I'm trying to repair my plane.

We will die, if we don't find water.

Let's look for a well where we can drink.

We walk without speaking for several hours.

I see the stars as if in a dream.

I am a little sick because I have no water.

He is silent for a minute.

Nobody is looking for the treasure.

The moon shines on his face.

The most important things can't be seen.

Chapter 25

A hole in the sand



hole, reason, bucket, rope, pull, hear, wake up, close, grow, still, honey, breath, calmly, cover, protect, proud of, mouth cover, tomorrow, since, red, calm.

People travel on fast trains.

There is no reason in it.

They don't know what they are looking for. There is a bucket and a rope by the well. We hear sounds inside the well, when the prince pulls the rope.

I am so thirsty, please give me water.

He closes his eyes as he drinks.

You have to look with your heart.

As the sun rises, the sand looks like honey. Tomorrow it's a year since I landed on earth – not far from here.

Are you looking for the place where you landed?

Chapter 26

The journey



wall, journey, feet, tonight,
touch, poison, scared, jump
down, kill, slide, between, drop,
neck, arm, bird, pain, difficult, a
lot, hold, year, bad, bloom,
show, enjoy, present, comfort,
open, crazy, pain, imagine,
bite, catch up, hand, heavy,
shell, take a step, fall, flash.

There is an old wall of stones at the well.
It's the right day, but it's not the right
place.

I see no one but the little prince.
You see where my feet have touched
the sand.

I see a snake on the ground by the wall.
When the snake hears me, it drops into
the sand and slides off between the
stones.

I feel his heart like a bird in pain.
It's a lot more difficult.

It's a very long and difficult journey.
It has been a year.

My star is too small, so I can't show it to
you.

I want to give you a present.
For those who travel, stars show them
the way.

You will always be my friend.
Imagine if the snake bites you.
He takes my hand.

Chapter 27

The stars are
laughing



ago, night, listen to, watch,
landscape, disappear,
recognize, curls, kind.

This was six years ago.
I like to listen to the stars at night.
He watches the sheep carefully.
This is where he disappears.

Be kind to him.

If a young boy with yellow curls
comes to you and laughs, you will
know who he is.

