

The Pack

Produced quarterly by Learn Hot English
Help your students learn the English they need!

**Level: Pre-intermediate, A2. January-April
2018**



Index

- 1. Little jokes [track 01]**
- 2. Product labels [track 02]**
- 3. At the doctor's [track 03]**
- 4. Noises with your hands [track 04]**
- 5. The emergency [track 05]**
- 6. Why the hedgehog is the UK's new national symbol [track 06]**

Welcome to *The Pack!*

This selection of material from Learn Hot English will provide you with ready-to-go lessons and help your students learn English!

Teaching ideas

Here are a few quick ideas on how to use the material in this pack (lessons 1 to 6) in class. The practical lessons will get your students using lots of useful language and all the essential skills: speaking, listening, reading and writing. A lot of these activities come with listening material. You can download the audio files from www.learnhotenglish.com/bookfiles and then load it onto your smartphone, tablet computer, etc. Please e-mail us with any other ideas you may have, or any comments in general: andy@learnhotenglish.com

Remind your students that with the Learn Hot English method, there are three rounds of listening:

1. Listen once for a general understanding (listening for gist).
2. Listen again to answer comprehension questions.
3. Listen a final time, but this time reading the script at the same time.

1. Little jokes [track 01]

Warm-up

Discuss these questions about humour. Either print them off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

What are your favourite comedy series or films? Which comedians do you like? Why do you like them? Who is the funniest person you know? What makes them funny? Are you good at telling jokes? Why? Why not? What are your top tips for telling jokes? Who do you know who makes you laugh? How do they make you laugh? What sort of things make you laugh? Have you ever seen any funny videos on YouTube? What were they? Do you like prank videos? Why? Why not? Have you ever laughed at someone else's misfortune? When? Why? Have you ever laughed at someone falling over? Who? When? Why was it so funny? Do you ever laugh at yourself? When was the last time you did this? Why were you laughing? They say that “laughter is the best medicine” – what do you think about this? What do you think of clowns: are they scary or funny? Is stand-up comedy popular in your culture? Who is your favourite stand-up comedian? Why do you like him/her? How can someone become “funnier” in life? Do you ever read any comic strips or comic books? Which ones? Why do you like them? Do you enjoy dark humor? Why do you think people sometimes want to joke about topics like death? Have you played a practical joke on another person? What did you do? Has anyone ever played a practical joke on you? What happened? How do you feel about toilet humour? Have you ever told a joke and no one laughed? What happened?

Page activities

Write these words on the board: *ant, pen, elephant, crocodile, goat, spoon, antique, pencil*

Then, describe one of the words. Students have to identify it. For example:

Teacher: It's a large animal with a long trunk (nose).

Student: Elephant!

This could be played as a game.

Next, ask students if they know any jokes with these words.

After that, students look at the page and see if they can do the matching activity (matching the joke beginnings and endings).

Then, play the recording so they can check their answers.

Follow-up

Students use the words on the board to write a funny story or joke. When they're ready, ask for volunteers to read out their stories or jokes, using notes (not reading word-for-word).

2. Product labels [track 02]

Warm-up

Have a discussion about shopping. Either print them off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

What do you like or dislike about shopping? How often do you go shopping? Do you ever do any online shopping? What do you buy online? What would you never buy online? Why? Have you ever had to return something you bought online? What was it? How easy or difficult was it to return it? What do you shop for on a weekly basis? When was the last time you went shopping for clothes? Where did you go? Where do you do most of your food shopping? Why do you go there? What are some of your favourite food products? Why do you like them? What brands do you usually buy? Do you always go to the same shop? Why? Why not? When's the best time to go shopping? Have you ever bought something then regretted it afterwards? What was it? Do you prefer going shopping alone or with friends? Why? What are some of the best or worst shopping experiences you've ever had? Why were they so good or bad? Can shopping ever become addictive? In what way? How could it be cured? Do you ever use shop coupons? Which ones? How much do you think you save with coupons? Do you ever look at the labels on products? Why? Why not? What do you look for? Have you ever eaten something that was past its sell-by date? What was it? What happened? Do you prefer shopping in malls, markets or streets? Why? Do you ever take a shopping list? Why? Why not?

Lesson activities

Write the following words on the board:

Cake, car, furniture wipes (for cleaning furniture), TV, toilet brush, fish bait (for catching fish), bus stop, kettle, fizzy drink, cat biscuits

Ask students: What would you expect to find on the labels, signs or instruction manuals related to these products. For example: *For a car, you might find information in the manual on how to open the bonnet, take care of it, clean it, add oil, etc.*

Then, let students listen without looking at the text. They should write down what's on the labels. You might want to play the recording twice. Go over their answers.

Next, let them listen again, but this time let them read the script at the same time.

Finally, assign a label to each student (different ones if possible). Students have a minute or two to try to remember what their label says. When they're ready, ask for volunteers to describe their labels from memory, using as many of the words as possible.

Follow-up

Students write their own funny labels for products of their choice. When they're ready, ask for volunteers to read out their funny product labels. Other students vote on the best, funniest or most ridiculous ones.

3. At the doctor's [track 03]

Warm-up

Give your students a few minutes to read over the meanings of the words on the page. Then, tell them to turn over their sheets. Define one of the words and see who can identify it. This could be played as a game. For example:

Teacher: An illness in your stomach caused by bacteria.

Student: A tummy bug.

Etc.

Or, cut up the pictures and sentences at the top of the page. In pairs, students try to match the sentences to the pictures.

Lesson activities

Go through the activities for the lesson. Remind students not to look at the text as they do the exercises.

Pre-listening

Tell your students that they're going to listen to a dialogue between a doctor and a patient. Students guess what problems the patient might have and write three of these down.

First listening

Students listen once (without reading the script). Who guessed what problems the patient had?

Second listening

Students listen again. Then, they answer these questions:

1. When was the patient vomiting a lot?
2. Where has he got a terrible pain?
3. What does he think he's got?
4. What's his temperature?
5. How long does he need to stay in bed?
6. How often does he need to take a pill?

Answers

1. over the weekend; 2. in his stomach; 3. a tummy bug; 4. 38.5; 5. for the next 48 hours; 6. every six hours

Now let students read the dialogue. Ask if they have any questions about the words. Finally, let them read the script as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

Finally, in pairs, students practise the dialogue. They try to do it from memory. When they're ready, ask for volunteers to act out their version of the dialogue, using as many of the words as possible (or even doing it completely by heart). Other students listen and vote on the most accurate versions.

Follow-up

In pairs, students write a dialogue between a doctor and a patient. Tell them to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes or from memory, not reading it out word-for-word). Other students listen and vote on the best ones.

Or, students write an e-mail to a friend describing a visit to the doctor's, or explaining why they've been feeling ill lately. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Other students vote on the best ones.

4. Noises with your hands [track 04]

Warm-up

On the board, write up a list of the sounds you can make with your hands from this lesson: *knock, rap, thump, punch, tap, snap (fingers), clap, flick, strum (guitar), beat (drum), slap, poke*

When you've been over the sounds, make one of them. Students have to identify it. This could be played as a game. For example:

Teacher: [snapping his/her fingers]

Student: Snapping your fingers!

Lesson activities

Go through the activities on the PDF lesson page.

Follow-up

In pairs or individually, students write a story, or the script for a dialogue, using as many of the verbs or sounds from this lesson as they can. Give them about 10 minutes to do this. When they're ready, ask for volunteers to read or act out their stories or dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones. This task could be set as homework.

5. The emergency [track 05]

Warm-up

Write this list of emergencies on the board, or print them off. Students rank the emergencies in order of seriousness, writing “S” (if they think it’s serious) or “NS” (not serious).

- A cat is stuck up a tree
- There’s a drought
- There has been an earthquake.
- There’s a flood
- Someone has shampoo in their eyes
- There’s a snowstorm
- Temperatures have dropped to -20°C.
- A friend has heat stroke.
- Someone’s dog is missing
- There’s a heat wave
- There’s been a crash on the motorway
- Someone has lost a dog
- A hurricane is approaching
- There’s no electricity at home
- There’s a thunderstorm
- A tsunami is approaching
- Someone has lost their keys
- A volcano is about to erupt.
- There’s a bear in your back garden.

Lesson activities

Listening I

Students listen to the dialogue once (without reading the script) and say what the emergency involved.

Listening II

Students listen again and then answer these questions:

1. What is stuck up the tree?
2. Why is the woman’s husband up the tree too?
3. How long has he been there?
4. What’s her address?
5. What has the husband promised to do?

Now let students read the dialogue. Ask if they have any questions about the words. Finally, let them read the script as you play the recording again. This is good for developing students’ listening skills as they see the connection between the written and spoken language.

In pairs, students practise the dialogue, trying to do it from memory. When they're ready, ask for volunteers to act out their version of the phone call. Other students listen and vote on the best ones.

Follow-up

In pairs, students write a dialogue of an interview between a reporter and someone involved in this emergency. Tell them to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their interviews.

6. Why the hedgehog is the UK's new national symbol! [track 06]

Warm-up

Have a discussion about animals in general. Either print them off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

What are some of your favourite animals? What wild animals are there in your country? What animals have become extinct in your country? Are there any dangerous animals in your country? What are some of the cutest animals in the world? What are the pros and cons of keeping pets? Have you ever had a pet? What was it? What was your experience of looking after and having a pet? Should animals be kept as pets? Why? Why not? What do you think about using animals in sport? What do you think of the way animals are treated on farms? How could the situation be improved? What should be done to protect animals? What is the most useful animal in the world? Which animal would best represent your character? What do you think of animal experimentation? In what circumstances is it acceptable to experiment on animals? What do you think about zoos? What are some of the differences between animals and humans? If animals could speak, what do you think they would say to humans? Which animals are you most fascinated by? Which animals are you frightened of? Why? What is the most effective way of saving endangered species? What can individuals do to help protect endangered species? What about governments and organisations?

Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises.

After finishing that, and if you've done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing their listening skills as they can see the connection between the written and spoken language.

Finally, assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

Follow-up

In pairs, students write a dialogue of an interview between a reporter and someone involved in this article. Tell your students to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Students write notes for a presentation on a proposal for a new national species for their country. They should include information on why this animal or insect should be the

new national species, and what it represents. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

As a follow-up to the previous activity, students write an e-mail to the government proposing a new animal or insect as the national species. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Other students vote on the best ones.

Little Jokes

Match each joke beginning (1 to 8) with its ending (A-H). Then, listen to check your answers.



1. What do you call a 100-year-old ant? ☐
2. What is the biggest ant in the world? ☐
3. Doctor, doctor, the baby has **swallowed** my pen. What should I do? ☐
4. Doctor, doctor, I keep getting a pain in the eye when I drink coffee. ☐
5. Why do elephants never forget? ☐
6. What do you **get** if you **cross** a crocodile with a flower? ☐
7. What do you call an elephant in a phone box? ☐
8. Doctor, doctor, I think I'm a goat. ☐



MY MOBILE PHONE IS BROKEN. I NEED TO FIND A PHONE BOX.



ENDINGS

- A:** Have you tried taking the spoon out first?
- B:** Doctor: How long have you felt like this?
Patient: Since I was a **kid**.
- C:** Because nobody ever tells them anything.
- D:** An antique.
- E:** I don't know, but I'm not going to smell it.
- F:** Use a pencil till I get there.
- G:** **Stuck**.
- H:** An elephant.

GLOSSARY

to swallow *vb*
to take food or liquid from your mouth to your stomach

to get *vb*
to receive; to produce

to cross *vb*
to mix; to combine

a kid *n*
a baby goat; also a young child

stuck *adj*
trapped; unable to get out

GRAFFITI

Here are some more examples of British toilet graffiti.

"TOILET CAMERA IS FOR RESEARCH ONLY"

WHEN I WAS BORN, I WAS SO SURPRISED I COULDN'T SPEAK FOR A YEAR AND A HALF.

GOD MUST LOVE STUPID PEOPLE. HE MADE SO MANY.

ROSES ARE RED, VIOLETS ARE BLUE, MOST POEMS RHYME, BUT THIS ONE DOESN'T.

NEVER PUT OFF TO TOMORROW WHAT YOU CAN AVOID ALTOGETHER.

GLOSSARY

research *n*
investigation (often scientific)

a violet *n*
a small white or purple flower

to put off *phr vb*
to delay; to do later than planned

to avoid *vb*
if you "avoid" something, you try not to do or see that thing

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FUNNY PRODUCT LABELS

Our mini-series on funny signs from English-speaking countries. Here's another part in our series on funny **product labels**. Some companies seem to think we're **raving loonies**.



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GLOSSARY

a product label *n*

a piece of paper on a product with information about that product

a raving loony *n*

a completely crazy person

the packaging *n*

the plastic or paper covering a product

to remove *vb*

to take off

a wrapper *n*

a piece of paper covering a product

furniture wipes *n*

moist (slightly wet) pieces of paper used for cleaning tables, chairs, etc

a maggot *n*

tiny creatures that look like baby worms

tasty *adj*

that has a nice taste when you eat it

a toilet brush *n*

a large brush used for cleaning the toilet bowl

to pour *vb*

if you "pour" biscuits into a container, you allow them to fall from the packet into the container

a fizzy drink *n*

a drink that contains small bubbles of carbon dioxide

whoops! *exp*

an expression used when people make a mistake or do something by accident

a kettle *n*

a metal container for boiling water – often so you can make tea

an appliance *n*

an electrical machine for doing a job in the home

a bowl *n*

a deep plate for liquids

to lock *vb*

to close with a key



TRAVEL ENGLISH

AT THE DOCTOR'S

Practical English to use in English-speaking countries. **This month:** *At the doctor's*

Useful expressions



I've sprained my ankle.



I've twisted my wrist.



I hurt my arm.



I've got a pain in my left shoulder.



I'm a bit sunburnt.



I banged my head.



I'm having trouble breathing.



I've got a cut on my finger.



I've got a bruise on my leg.



My eye has swollen up.



I got stung by a bee.



I've got a rash on my arm.

More words

- **Temperature** – a normal body temperature is about 37°C.
- **Thermometer** – an instrument for measuring temperature.
- **Fever** – if you've got a "fever", your body temperature is high.
- **Pills** – small pieces of medicine that you swallow without chewing.
- **Medicine** – a substance that you drink or swallow to cure an illness.
- **Vomit / throw up** – when you "vomit", liquid/food comes out of your mouth.
- **Tummy bug** – an illness in your stomach caused by bacteria.
- **Headache** – a pain in your head.
- **Sore** – if your body is "sore", it hurts. Also, "ache": "My body is aching."
- **Fluids** – liquids such as water / orange juice, etc.
- **Prescription** – a piece of paper the doctor writes with information about the medicine you need.
- **Chemist's / pharmacy (US English)** – a shop where you can buy medicine.
- **Clinic** – a building where people go to see the doctor / receive medical advice, etc.
- **Diarrhoea** – if someone has "diarrhoea", liquid comes out of them when they go to the toilet.
- **Constipated** – if someone's "constipated", they can't go to the toilet.
- **Cold** – if someone has a "cold", they sneeze a lot (air/liquid comes out of their nose).
- **Cough** – an illness in which your chest or throat hurts.
- **Queasy / sick / nauseous** – if you're feeling "queasy", you feel as if you're going to vomit.
- **Dizzy** – if you feel "dizzy", you feel as if you're about to fall.
- **Flu** – an illness which is like a cold but more serious.
- **Blood pressure** – the amount of force with which your blood flows around your body.
- **Painkiller** – a medicine that stops pain.
- **Pulse** – the regular beating of blood through your body.
- **Infected** – an "infected" area of your body has germs or bacteria on it.

Dialogue: Consulting the doctor

Jack is at the doctor's. Listen once and complete the text with the correct words.

- Doctor:** So, what seems to be the problem?
- Patient:** Well, I haven't been feeling very well. I was vomiting a lot over the (1) _____. And I've got this terrible pain in my (2) _____ and a pretty bad headache. I think I've got some kind of tummy bug.
- Doctor:** Does your body feel sore?
- Patient:** Yes, it does.
- Doctor:** OK. I just need to take your (3) _____. [*She takes his temperature.*] Mmm... 38.5 – you've got a bit of a temperature. You need to drink plenty of fluids and stay in (4) _____ for the next 48 hours. You also need to take this (5) _____. [*She hands him a prescription.*] You can get it in the chemist's. Just take one pill every six hours.
- Patient:** OK. Thanks a lot. Is there a chemist's near here?
- Doctor:** Yes, there's one right next to the (6) _____.
- Patient:** Great. Thanks a lot. Bye.
- Doctor:** Bye.



DR FINGERS' DESCRIPTIVE NOISE



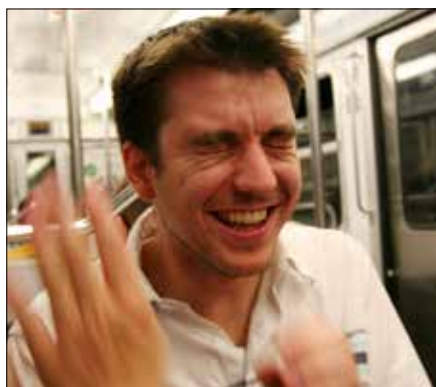
"NOISE NUISANCE"

Here's another part in our special "noise" class. This month: noises made with your hands. **Answers also on page 24**

Part I

Listen to each sentence and the accompanying noise. Repeat each sentence.

1. He knocked on the door.
2. She **rapped** on the door.
3. He **thumped** me.
4. She **punched** the bag.
5. Stop **tapping your fingers**!
6. She **snapped** her fingers.
7. They clapped loudly.
8. He **flicked** the dust at me.
9. She **strummed** the guitar.
10. He was **beating** the drum.
11. She **slapped** me.
12. He **poked** me in the chest.



Part II

Now, look at the following sentences. In each one there is a missing "noise word". Listen to the sound on the CD, then write in the correct word or words that describe the sound. Choose from the words below.

knocked	punched
slapped	tapping
flicked	rapped
thumped	clapped
strumming	snapped
poked	beating

1. The guitarist was _____ his guitar.
2. She _____ me in the chest.
3. The audience liked the show and _____ loudly.
4. She was _____ the drum while he was singing.
5. He _____ his fingers and the waiter came running.
6. She _____ me very hard on the back.
7. She _____ the ball of paper at me.
8. I was so angry that I _____ the wall.
9. She _____ on the door.
10. Stop _____ your fingers.
11. He _____ a famous tune on the door.
12. She _____ the boxer in the face. ☺



GLOSSARY

- to rap** *vb*
to hit by using a series of quick blows
- to thump** *vb*
to hit very hard with a closed hand
- to punch** *vb*
to hit with a closed hand
- to tap your fingers** *exp*
to hit your fingers against a surface using a series of quick blows
- to snap** *vb*
to make a sharp sound by moving your middle fingers quickly across your thumb
- to flick** *vb*
to remove something with a quick movement of your finger
- to strum** *vb*
to move your fingers quickly across the guitar strings
- to beat** *vb*
to hit in order to make a sound or rhythm
- to slap** *vb*
to hit with an open hand
- to poke** *vb*
to quickly push with your finger

TYPICAL DIALOGUES THE EMERGENCY

Listen to this dialogue and learn some useful vocabulary and expressions. **This month: The emergency**

In this conversation Gladys calls the fire brigade. Listen to the conversation and answer these two questions.

1. Why does she call the fire brigade?
2. Why was her husband in the tree for so long?

Answers on page 24



Fire Brigade: Hello, the Wormington **fire brigade**. How may I help you?

Gladys: Hello, yes, I've got a problem.

Fire Brigade: Is it an emergency?

Gladys: Yes. It's my cat

Fire Brigade: Your cat?

Gladys: Yes, he's **stuck up a tree** in our garden.

Fire Brigade: OK. And you'd like us to rescue it?

Gladys: Yes, if you could. And also my husband.

Fire Brigade: Your husband?

Gladys: Yes. He's in the tree too.

Fire Brigade: Well, what's he doing in the tree?

Gladys: He was trying to **rescue** the cat, but the **ladder** fell over when he was in the tree and it broke. So now he can't get down.

Fire Brigade: And how long has he been there?

Gladys: About three hours.

Fire Brigade: Is he in any danger of falling?

Gladys: No. But he isn't very happy.

Fire Brigade: What's your address?

Gladys: It's 17 Eliot Street, Blackburn

Fire Brigade: OK, so we have one cat and one husband in a tree at 17 Eliot St, Blackburn.

Gladys: That's right

Fire Brigade: OK. We'll send a **fire engine** round within half an hour. In the meantime, tell your husband not to move or try to climb down.

Gladys: Don't worry, he's not going anywhere. Thank you so much. *(shouting to her husband)* OK, honey. So you promise to clean the garage?

Brian: *(wearily from afar)* Yes, dear.

Gladys: And you promise to paint the kitchen?

Brian: Yes, dear.

Gladys: OK. They're sending a fire engine around in half an hour.

Brian: Very good dear.

Gladys: So, what's it like up there?

Brian: Very nice, dear.

Gladys: Do you want me to throw you a sandwich in a plastic bag?

Brian: No dear. I'll just **chew on** a few leaves.

Gladys: OK, then. I'll just go in and **put the kettle on** for those firemen. ☺



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GLOSSARY

the fire brigade *n*
an organisation which has the job of extinguishing fires

stuck up a tree *exp*
trapped in a tree

to rescue *vb*
to help someone get out of a dangerous or difficult situation

a ladder *n*
a piece of equipment for climbing up or down something

a fire engine *n*
a large vehicle filled with water that fire fighters drive in to reach a fire
to chew on something *exp*
if you "chew on" food, you use your teeth to break the food so it becomes easier to eat

to put the kettle on *exp*
to fill a metal container with water so you can heat the water and make tea

a fireman *n*
a fire fighter – a person whose job is to extinguish fires

Objective To improve your reading and listening skills.

Think about it What's your country's national species? What other national species do you know about? Why is it important to have a national species? What are some of your favourite animals?

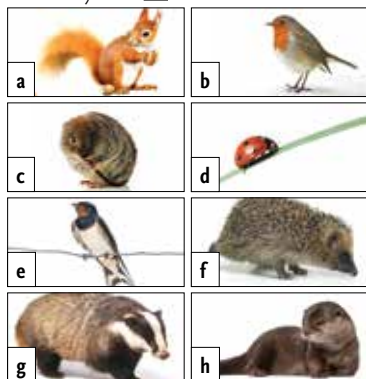
Exams This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

Answers on page 44

1 Pre-reading

Match the animals (1 to 8) to the pictures (a-h).

1. Hedgehog ☐
2. Badger ☐
3. Red squirrel ☐
4. Robin (red breast) ☐
5. Otter ☐
6. Water vole ☐
7. Swallow ☐
8. Ladybird ☐



2 Reading I

You're going to read or listen to an article about hedgehogs. Think of two questions to ask about these animals. Then, read the article. Did you find the answers to your questions?

3 Reading II

Read the article again. Then, choose the correct answers.

1. In the poll, there were **10 / 20** species to choose from.
2. The hedgehog got about **35% / 40%** of the votes.
3. The name "hedgehog" came into use around the year **1450 / 1550**.
4. There are **less than / more than** a million hedgehogs.
5. Mrs Tiggy-Winkle is a character from a book by **JK Rowling / Beatrix Potter**.

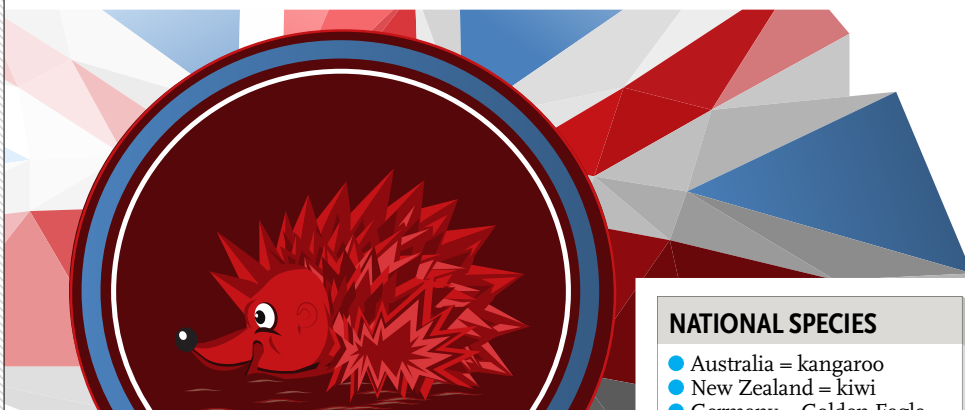
4 Language focus

Prepositions of time

Look at the extract from the article on this page, "...In early 2013, BBC Wildlife magazine..." The writer has used a preposition of time: **in**. Complete the following sentences with the correct prepositions.

1. They got married _____ May.
2. I saw her _____ Friday.
3. We lived there _____ 2001.
4. We're leaving _____ six o'clock.

WHY THE HEDGEHOG IS THE UK'S NEW NATIONAL SYMBOL!



NATIONAL SPECIES

- Australia = kangaroo
- New Zealand = kiwi
- Germany = Golden Eagle
- USA = bald eagle
- Ethiopia = Lion
- Russia = Bear

Does your country have a national **species**? In early 2013, *BBC Wildlife* magazine held a **poll** to ask readers to select a symbol for the UK. There were 10 species to choose from, including the badger, the red squirrel, the otter and the robin. And the winner, with over 3,849 votes (about 40% of the total), was... the hedgehog!

The hedgehog is a small mammal with **quills** on its body. It weighs between 250 and 550 grams, eats mostly insects, and **curls up** into a little ball when it **feels threatened**. It's a **nocturnal** animal that can be found in parts of Europe, Asia, Africa and New Zealand (by introduction). There are no hedgehogs native to Australia or the Americas.

The name "hedgehog" **came into use** around the year 1450. It comes from the Middle English "hegge" (meaning "**hedge**"), and "hogge" (which means "**hog**"). Sadly, hedgehog numbers are **declining** – they've almost **halved** in Britain over the past 20 years to less than a million.

Some people were **disappointed** that there were so few insects on the list. But Ben Hoare, features editor of *BBC Wildlife*, welcomed the hedgehog's victory. He said, "All the other insects are very important, but I'm not sure they make a good national symbol. **Fur** and **feathers** tend to win over **creepy-crawlies**."

The hedgehog has long been popular in the UK. It's generally seen as a hard-working, friendly animal. And one of the characters from Beatrix Potter's books is a hedgehog called Mrs Tiggy-Winkle. It's also popular with **gardeners** as it eats garden **pests** such as **slugs** and **snails**. "Of course we consider them to be friendly because we see them in our gardens," said Ben Hoare. "And seeing all those hedgehogs **squashed** on the roads probably makes us even **fonder** of them."

Do you think they've made the right choice? ➡

GLOSSARY

- a species** *n*
a "species" of animal is a type of animal: a lion, a cat, a dog...
- a poll** *n*
if someone carries out a "poll", they ask people questions so they can have information about something
- quills** *n*
the long sharp points on a hedgehog's body
- to curl up** *exp*
if an animal "curls up", it makes the shape of a ball with its body
- to feel threatened** *exp*
to feel as if you're in danger
- nocturnal** *adj*
"nocturnal" animals are active at night
- to come into use** *exp*
if something "comes into use", people start using it
- a hedge** *n*
a line of bushes (small trees) along the edge of a garden
- a hog** *n*
a pig
- to decline** *vb*
to go down; to decrease
- to halve** *vb*
to reduce by half / by 50%
- disappointed** *adj*
if you feel "disappointed", you're angry/sad about the results of something
- fur** *n*
the soft hair on an animal's body
- feathers** *n*
the objects that cover a bird's body
- creepy-crawlies** *n*
insects
- a gardener** *n*
someone who works in a garden – either for fun or as part of their job
- a pest** *n*
an insect or small animal that eats plants we grow for food, for example
- a slug** *n*
a small, slow-moving creature with a long soft body and no legs
- a snail** *n*
a creature like a slug (see previous entry) but with a shell on its body
- to squash** *vb*
if something is "squashed", it's pressed with a lot of force and its body loses its shape. Hedgehogs are often squashed by cars
- fond** *adj*
if you're "fond" of something, you like it