

The Pack

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

Level: Pre-intermediate, A2. September to December 2018



Index

1. Only in America: 6 original things to eat [track 01]
2. Crime! [track 02]
3. Three famous toilets [track 03]
4. Four terrifying tales [track 04]
5. Six word games from *The Hobbit*

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 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

Remember, as part of the Learn Hot English method, we recommend three rounds of listening / viewing:

1. Listen once **without stopping** for a general understanding (listening for gist).
2. Listen again to answer comprehension questions, this time pausing if/when necessary.
3. Listen a final time, but this time reading the script at the same time.

Also, remind students that any discussion questions are simply a means to get them speaking. Students are free to invent information if necessary, or if they think the question is too “personal”. The questions are simply there to get students speaking. The actual information is secondary!

Only in America: 6 original things to eat! [track 01]

Warm-up

Write up the following words on the board, or bring in pictures of food. Ask students questions about them: Which ones do you like? Which ones don't you like? What combinations with these food items can you think of? Or, assign 5 food items to pairs or groups of students who then have to think of a recipe to make with their food.

Potatoes, chips, courgette, chocolate, strawberry, sausage, celery, turkey, chicken, banana, chicken, bread, peanut butter, jam, ham, beef, mango, apple...

Other?

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. For the first listening, play it once through without stopping.

If your students' listening level is low, stop the recording after each paragraph and check their understanding.

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.

If you do this as a reading activity, you could assign a paragraph to different students. Then, in pairs or small groups, get them to explain what their assigned food item consists of.

Follow-up activities

Retell it!

Assign a paragraph 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. This works well in pairs, with you monitoring the language.

Presentation

Students write notes for a one-minute presentation on an item of unusual food or dish. Students should include information on what it is, how to make it, etc. 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.

Crime! [track 02]

Warm-up

Students study the language on the page for a few minutes. Then, play a game (either in pairs or with the whole class). One student describes a word or expression. Other students have to guess what it is. For example:

A: It's a person the police believe may have committed a crime.

B: Suspect.

Etc.

Lesson activities

Go through the following lesson activities.

First listening

Tell your students to turn over the sheet. They're going to listen to a conversation.

Jamie is cycling to work when he's stopped by the police. Students listen once without stopping and answer this question:

What happens to Jamie in the end?

- a) The police officer lets him go.
- b) The police officer arrests him.
- c) Jamie cycles off before the police officer can arrest him.

You might want to pre-teach the following words: *cycling, pavement, offence, run over, traffic lights, breathalyser, resist arrest, handcuffs, to cuff*.

Or you could write them on the board, and ask your students to imagine what's going to happen.

Second listening

Students listen again. Then, they answer these questions. If your students' listening level is low, stop the recording every so often and check their understanding.

1. What "criminal offence" does the police officer refer to?
2. Who did James almost run over?
3. What "serious traffic offence" did James commit?
4. Why does James have to blow into the breathalyser?
5. Why does the police officer arrest James?
6. What happens to James' bike?

Third listening

When you've finished, let your 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.

Answers:

First listening: b

Second listening:

1. The police officer refers to the criminal offence of “cycling on the pavement”.
2. James almost ran over an elderly gentleman.
3. The “serious traffic offence” that James committed was to jump a red light.
4. James has to blow into the breathalyser because the police officer thinks he’s been drinking.
5. The police officer arrests James for resisting arrest.
6. James has to leave his bike in the street.

Follow-up activities

Retell it!

In pairs, students practise the dialogue. When they’re ready, students try to act it out, using as much of the language as possible.

News report

Students write a news report based on an arrest. The news report should include information that answers the following questions: *who, what, when, where, why, how*. When they’re ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. Other students listen then ask questions, or the person presenting the news could ask them questions.

Dialogue

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

Three famous toilets! [track 03]

Warm-up

Have a discussion about the bathroom in general. Either print off the questions for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and 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:

Discussion: The bathroom

- What toiletries do you keep in your bathroom?
- Which ones do you use the most?
- What can we do to save water in the bathroom?
- Who spends the longest in the bathroom in your house?
- What are the advantages and disadvantages of taking showers rather than having a bath?
- How many times a day do you brush your teeth? Do you do everything your dentist recommends? What else should or could you do?
- When was the last time you had to call a plumber? What was the problem?
- How have your bathroom habits changed over the years?
- If you could design your own bathroom, what would it be like?
- Who cleans the bathroom in your house?
- What is your opinion of unisex public toilets?

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.

If your students’ listening level is low, stop the recording after each paragraph and check their understanding.

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.

Follow-up activities

Retell it!

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.

Story time

Students write up an anecdote (real or invented) involving bathrooms or toilets. When they're ready, ask for volunteers to read out their stories (using notes, not reading it word-for-word). Other students vote on the best or most interesting ones.

Presentation

Students create a one-minute presentation for a new design of toilet or bathroom. They should give information on its features and benefits and why it's unique. When they're ready, ask for volunteers to give their presentations. Other students listen then ask questions, or vote on the best ones.

Four terrifying tales! [track 04]

Warm-up

Print off or write up the names of the famous stories. Students choose one and say what it's about.

Sleeping Beauty, Cinderella, Beauty and the Beast, Snow White, Jack and the Beanstalk, Goldilocks and Three Bears, The Emperor's New Clothes, The Ugly Duckling, The Princess and the Pea, The Little Match Girl, The Tin Soldier

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.

If your students' listening level is low, stop the recording after each paragraph and check their understanding.

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.

Follow-up activities

Retell it!

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. Or, ask for volunteers to retell the, using as much of the original language as possible (or even by heart if they can).

Story time

Students choose one of the famous tales and do a modern version of it, setting the story in the 21st century, and adapting it where necessary. When they're ready, ask for volunteers to read out their stories (using notes, not reading it word-for-word). Other students vote on the best or most interesting ones.

Dialogue

In pairs, students write a dialogue between a journalist and a character from any of the stories (the wolf from Little Red Riding Hood, for example). Tell your students 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, not reading it out word-for-word). Other students listen and vote on the best ones.

Six word games from *The Hobbit*!

Warm-up

Students choose a book that they've read. Then, they get into pairs or small groups and take turns asking each other any of the following questions about the book.

- What did you like best about this book?
- What did you like least about this book?
- What other books did this remind you of?
- Which characters in the book did you like best?
- Which characters did you like least?
- If you were making a movie of this book, who would you cast?
- What quote from the book did you like?
- What other books by this author have you read? How did they compare to this book?
- Would you read another book by this author? Why or why not?
- If you had the chance to ask the author of this book one question, what would it be?
- Which character in the book would you most like to meet? Why?
- Which places in the book would you most like to visit?
- What do you think of the book's title? How does it relate to the book's contents? What other title might you choose?

Lesson activities

Go through the following lesson activities for the sheet.

Pre-reading

Students study the Hobbit words in the column on the left-hand column for a couple of minutes. Then, tell them to turn over the sheet. Take turns describing one of the words. Students have to guess what it is. For example:

A: It's a small magical creature who plays tricks on people.

B: An elf!

Etc.

Reading I

Tell your students to either write down three things they know about the book or film *The Hobbit*, or to think of three questions to ask about it (if they haven't seen or read it). Discuss these. Then, tell your students to read over the main text once. Were the things they thought of mentioned? Did they find the answers to any of their questions.

Riddles

In pairs or small groups, students go over the riddles and try to solve them. You might want to read them out as the answers are on the same sheet. Or, you could print them off from below.

Answers: Riddle I: Darkness, Riddle II: a mountain, Riddle III: an egg, Riddle IV: the wind, Riddle V: a fish, Riddle VI: teeth

Riddle I

“It cannot be seen, cannot be felt,
Cannot be heard, cannot be smelt,
It lies behind stars and under hills,
And empty holes it fills,
It comes first and follows after,
Ends life, kills laughter.”

Riddle II

What has roots as nobody sees,
Is taller than trees
Up, up it goes,
And yet never grows?

Riddle III

A box without hinges, key or lid,
Yet golden treasure inside is hid.

Riddle IV

Voiceless it cries, wingless flutters,
Toothless bites, mouthless mutters.

Riddle V

Alive without breath, as cold as death;
Never thirsty, ever drinking, all in mail never clinking.

Riddle VI

Thirty white horses on a red hill, first they champ,
Then they stamp, then they stand still.

Follow-up activities**Retell it!**

Assign a riddle (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students explain the riddle, using as much of the language as possible.

Invent it

Students invent their own riddle, or think of another one to ask other students in English. When they're ready, ask for volunteers to describe their riddles for others to solve!

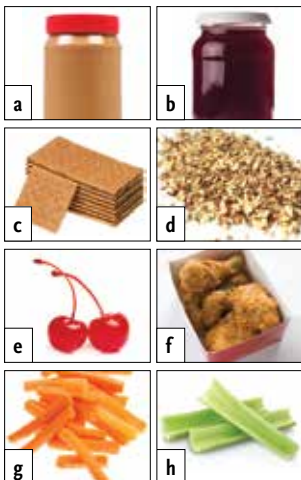


Answers on page 44

1 Pre-reading

Match the items of food (1 to 8) to the pictures (a-h).

1. Chicken wings
2. Celery sticks
3. Carrot sticks
4. Peanut butter
5. Jelly ("jam" in British English)
6. Graham Crackers
7. Crushed nuts
8. Maraschino cherries



2 Reading I

Read or listen to the article once. Which item of food would you like to eat most? Why?

3 Reading II

Read the article again. Then, write the name of an item of food next to each statement.

1. It's a type of hot dog.
2. It's a type of sandwich.
3. It's got chocolate sauce on top.
4. They're covered in a hot sauce.
5. It's often served with vegetables and potatoes.
6. The name is an abbreviation of two words.

4 Language focus The Present Simple Passive

Look at the extract from the article on this page, "...A PB&J sandwich is made with..." The writer has used the Present Simple Passive (is made) to describe a process, and to explain how something is made.

ONLY IN AMERICA: 6 ORIGINAL THINGS TO EAT!

Here are 6 unusual but delicious things to eat from the USA!



1 S'mores

"If you eat a s'more, you'll want more!" That's the idea behind the name of this popular snack, which is short for "some more". A s'more is like a mini sandwich with a marshmallow and chocolate in the middle, and two Graham Crackers on the outside. Americans love s'mores so much that they even have a National S'mores Day, which is on 10th August.



2 PB&J

A PB&J sandwich is made with peanut butter (PB) and jelly (J). For your very own PB&J sandwich, simply take a slice of bread or piece of toast and **spread** on some butter. Then, add your favourite type of peanut butter (**crunchy** or **smooth**) and **top it off** with some delicious strawberry jelly. Yummy!



3 Buffalo wings

Buffalo wings (also known as "hot wings") are named after the city of Buffalo in

the state of New York, where they were invented. They're basically chicken wings that are deep fried then covered in a hot sauce. Buffalo wings are often served with a side dish of celery and carrot **sticks** that you can **dip into** a blue cheese or **ranch dressing**.



4 Turducken

This unusual concoction consists of a turkey with a duck inside and a chicken inside the duck. The name comes from these three birds: *Tur* (turkey), *duck* (duck), *en* (chicken). It's typically **deep-fried** and served with vegetables and potatoes.



5 Corndogs

A corndog is a hot dog that's covered in **cornmeal batter** then fried in hot oil. It's served on a wooden stick. This popular item of street food was invented almost 100 years ago. Americans celebrate National Corndog Day on the first Saturday of every March.



6 Banana split

A young **pharmacist** invented this famous dessert in Pennsylvania

in 1904. To enjoy your very own banana split, simply cut a banana in half and add three **scoops** of ice cream (one each of vanilla, chocolate and strawberry) between the two banana halves. A traditional split has pineapple topping over the strawberry ice cream, chocolate syrup over the vanilla ice cream, and strawberry **topping** over the chocolate ice cream, as well as whipped cream, crushed nuts and maraschino cherries.

This food may not be for everyone, but it'll always have a special place in the hearts of Americans. ☆

VIDEO

YouTube

Find out how to make s'mores. Search YouTube for "How to Make S'mores".

GLOSSARY

- to spread** *vb*
if you "spread" butter on bread, you put it all over the bread
- crunchy** *adj*
"crunchy" peanut butter has little pieces of broken peanuts in it
- smooth** *adj*
"smooth" peanut butter has no little bits of broken peanuts in it
- to top off** *exp*
if you "top off" a sandwich with jam (for example), you put the jam on top
- a stick** *n*
a carrot "stick" is a thin piece of carrot
- to dip into** *exp*
if you "dip" food A into a sauce, you put food A into the sauce
- a dressing** *n*
a salad sauce made of a mixture of oil, vinegar and herbs
- ranch dressing** *n*
a thick white salad dressing made with sour cream
- to deep-fry** *vb*
if you "deep-fry" food, you fry it in a lot of hot oil
- cornmeal** *n*
a powder made from maize/corn. It is used in cooking
- batter** *n*
a mixture of flour, eggs and milk that you put over meat (for example) before frying it
- a pharmacist** *n* *US*
someone who prepares and sells medicine
- a scoop** *n*
an amount of ice cream that you take with a "scoop" (a type of large spoon)
- a topping** *n*
food (such as chocolate or cheese) that you put on top of other food

Objective To learn some useful words and expressions for talking about crimes.

Think about it

Have you ever been stopped by the police? Why? What did they ask you? How strict are the traffic police in your country? What punishments are there for jumping a red light? What about cycling on the pavement?

TRACK 5: ENGLISHMAN & US MAN

ENGLISH IN ACTION...

CRIME!

Learn 15 words & expressions for talking about crime!

Useful words



Police officer



Police station



Police car



Handcuffs



Truncheon



Prison



Walkie talkie



Breathalyser



Mug shot



CCTV

More words

- **Suspect** – someone who the police believe may have committed a crime.
- **Witness** – someone who has seen a crime.
- **Fine** – a sum of money someone must pay if they do something illegal.
- **Break the law** – if someone “breaks the law”, they do something illegal.
- **Arrest** – if the police “arrest” you, they take you to the police station because they think you’ve committed a crime.
- **Jump a red light** – if you “jump a red light”, you drive through a traffic light when it’s red and you’re supposed to stop.
- **Drunk driving** – driving while you’re drunk. Also, “drink driving” or “DUI” – Driving Under the Influence (of alcohol).
- **Breathalyse someone** – to ask someone to breathe into a breathalyser to see how much alcohol they’ve consumed.
- **Resist arrest** – if you “resist arrest”, you try to stop the police from arresting you.
- **Criminal offence** – something that is a crime: robbery, murder, etc.
- **Traffic offence** – something illegal that a driver does: jumping a red light, etc.
- **Evidence** – information which is used by the police to prove that someone has committed a crime.

Dialogue: Dangerous cycling



Jamie is cycling to work when he's stopped by the police. [Complete the conversation with the correct words.]

Dialogue: P=Police C=Cyclist

P: Oi! You! Stop right there!

C: What?

P: You heard me! Stop and get off the (1) _____.

C: What did I do?

P: Are you aware that cycling on the (2) _____ is a criminal offence? You almost ran over that elderly gentleman.

C: What?

P: And I saw you jump a red light – that's a serious traffic offence.

C: The (3) _____ were green.

P: Plus, I have reason to believe that you've been drinking. I need you to breathe into this breathalyser.

C: No, I won't.

P: Then I'll have to ask you to

accompany me to the (4) _____.

C: Under what (5) _____?

P: Just blow into this, please.

C: No.

P: Right, then I'm arresting you for resisting arrest.

C: Resisting arrest? This is a joke.

P: Turn around and place your hands behind your (6) _____.

C: Why?

P: So I can handcuff you!

C: I can't believe this.

P: You have the right to remain silent, but anything you do say will be taken down and may be used in evidence against you. You (7) _____ – you think you own the roads.

C: This is unbelievable.

P: Get into the (8) _____.

C: What about my bike?

P: You can pick it up later.

C: But someone might steal it.

P: Bad luck! Now get in!

Think about it How would you describe your bathroom? What's the most unusual bathroom you've ever seen? What was unusual about it? Are there any famous toilets in your country? Why are they famous? Have you ever been to the toilet in another country? How were the toilets different?



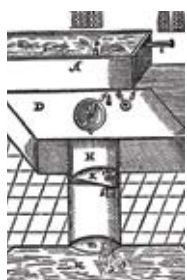
THREE FAMOUS TOILETS!

Just recently, John Lennon's toilet was sold for £9,500. It was used by the Beatle between 1969 and 1972. Here are three more famous toilets.



1 The solid-gold toilet

The solid-gold toilet is made of **24-carat gold**. And everything else in the bathroom is made of gold too, including the tiles and the sink. The toilet is on display at **Hang Fung Gold Technology's showroom** in Hong Kong, and it's worth more than \$29 million. For just \$20 HK you can have a photo taken in the bathroom, although you have to wear plastic covers over your shoes so you don't **damage** the 900-gram **gold bars** on the floor. The bathroom was created in 2001 by **jeweller** Lam Sai-wing. He was inspired by **Lenin's** idea that the best thing for gold was to use it to build public toilets. Meanwhile, the showroom seems to be working as some people who visit the shop buy their own golden bathroom **accessories**.



2 The first flushing toilet

Sir John Harrington (1561 to 1612) was a well-known poet.

However, he was also famous for inventing the first **flushing toilet**. He installed the **contraption**, which he named Ajax, in his house. Harrington was a **godson** of Queen Elizabeth I. One day, the Queen tried it and was so impressed that she ordered one for herself. The toilet had a pan with an opening at the bottom. Water from a cistern was poured into the **pan** through a system of **levers** and **weights**. However, flushing toilets only became available for ordinary people after Scotsman Alexander Cumming **patented** the design for one in 1775.



3 The Toto

The Toto is *the* toilet to have. It's really popular in Japan and can be found in over 70% of households. This exclusive toilet has a **heated seat**, a system for eliminating bad smells and a **jet of water** that cleans you as you're sitting down. It even puts the seat lid down after you've finished. Toto is one of the three largest **plumbing** manufacturers in the world with over 20,000 employees. Net sales in 2006 were \$4.2 billion.

Who ever thought that going to the toilet could be such a pleasure? ☆

WORLD TOILET DAY

World Toilet Day is celebrated on 19th November. It's hosted by the World Toilet Organization, which aims to **raise awareness** for the 2.5 billion people around the world who don't have access to a toilet or proper **sanitation**.



VIDEO

YouTube

Watch a video about the world's most expensive toilet. Search YouTube for "**Hong Kong gold toilet**".

GLOSSARY

24-carat gold *exp*
"carat" is used after a number to indicate how pure gold is. The purest gold is 24-carat gold.
Hang Fung Gold Technology *n*
a jewellery manufacturer
a showroom *n*
a shop where you can see goods such as cars or electrical appliances
to damage *vb*
if you "damage" something, you break it
a gold bar *n*
a quantity of gold that is produced by a recognised manufacturer. They are often in a rectangular shape
a jeweller *n*
a person who makes, sells, and repairs jewellery and watches
Lenin *n*
Vladimir Ilyich Lenin (1870-1924) was a Russian communist revolutionary
accessories *n*
bathroom "accessories" are things we use in the bathroom (but not the most important things): mirrors, bath mats, soap dispensers, etc.
a flushing toilet *exp*
a toilet with a button to press or chain to pull. When you press the button, water goes into the toilet and cleans it
a contraption *n*
a machine that looks strange or that does something unusual
a godson *n*
your "godson" is a boy you promise to bring up as a Christian
a pan *n*
part of a toilet where the water is
a lever *n*
a handle (something you hold with your hands) that is attached to a piece of machinery. When you push or pull it, it operates the machine
a weight *n*
metal objects used to operate a machine. They're often heavy
to patent *vb*
a "patent" is an official right to be the only person or company allowed to make or sell a new product. If you "patent" a product, you get a patent for it
heated *adj*
if something is "heated", it is warm or hot
a jet of water *exp*
an amount of water that flows in a particular direction
plumbing *n*
the "plumbing" in a building consists of the water pipes, baths, toilets, etc. in it
to raise awareness *exp*
if you "raise awareness" of something, you tell people about it
sanitation *n*
the process of keeping places clean and healthy, especially by providing clean water

Answers on page 44

1 Pre-reading

Write a short description of your bathroom? What has it got? How big is it? What do you like or dislike about it? What would your ideal toilet and bathroom be like?

2 Reading I

Read or listen to the article once. Which toilet is the most unusual? Why?

3 Reading II

Read the article again. Then, write the name of a toilet next to each statement.

- It was invented by a famous poet.
- It's popular in Japan.
- It's on display in Hong Kong.
- It comes with a heated seat.
- It was designed by a jeweller.
- A queen of England once tried it.

DON'T TALK TO
STRANGERS!

Objective To improve your reading and listening skills.

Think about it What were some of your favourite fairy tales? Did any stories ever frighten you as a child? What stories would you read (or did you read) to your children?

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

FOUR TERRIFYING TALES

By Danielle Ott

What did your parents read to you as a child? Traditional children's stories are designed to both **entertain** and teach, but they're also often full of violence, **cruelty** and death. Here are four!

The Thumb-Sucker

by Heinrich Hoffman

The Thumb-Sucker is a story that appears in *Struwwelpeter*, a collection of 10 illustrated tales by German author Heinrich Hoffman. It was published in 1845. The story is about a little boy called Conrad who won't stop **sucking** his **thumb**. One day, when his mother is out, Conrad **pops** his thumb **into** his mouth once again. But this time, a **sinister**-looking **tailor** runs in with a giant pair of **scissors** and cuts off Conrad's thumbs. The **moral** of the story? Don't suck your thumbs!

Little Red Riding Hood

by Charles Perrault

In the earliest written account of this famous story by Charles Perrault (1628-1703), Little Red Riding Hood is in the forest when a wolf appears. **Naively**, she tells him that she's going to visit her grandmother. The wolf says goodbye then runs off to the house. He eats the grandmother, puts on her clothes then jumps into bed to wait for Little Red Riding Hood. Eventually, Little Red

Riding Hood gets to the house, and is about to be eaten by the wolf when she's rescued by a passing **hunter**. The moral of the story? Never talk to strangers!

Hansel and Gretel

by the Brothers Grimm

Hansel and Gretel are the young children of a poor **woodcutter**. One day, his second wife takes the children into the woods and leaves them there as there isn't enough food for everyone in the family. After days of **wandering around**, the children find a cottage made of **gingerbread** and sweets. As they're **feasting** on the **goodies**, the door opens and a witch appears. She invites them in, then **locks** Hansel in an iron **cage** and forces Gretel to become her **slave**. She wants to **fatten up** the boy so she can eat him, but Gretel pushes the witch into an open **oven**, where she dies. The moral of the story? Never accept sweets from strangers!

The Little Mermaid

by Hans Christian Andersen

A young **mermaid** falls in love with a prince and wants to marry him. Desperate to change, she visits a sea witch, who gives the mermaid legs in return for her voice. The mermaid also learns that she'll die if the prince marries anyone else. Unfortunately, the prince is in love with another woman and decides to wed her. But just before

the mermaid is about to die, her sisters bring her a knife. They tell her that if she kills the prince, she can become a mermaid again. But the little mermaid **can't bring herself** to do it. Eventually, she **turns into** a spirit and goes into the kingdom of God. The moral of the story? Be careful what you **wish** for!

And they talk about violence on TV! 📺

GLOSSARY

- to entertain** *vb*
if something "entertains" you, it interests you or makes you laugh
- cruelty** *n*
behaviour that causes pain to people or animals
- to suck** *vb*
if someone "sucks" their thumb, they put it in their mouth and pull at it with the muscles in their cheeks and tongue
- a thumb** *n*
the thickest finger on your hand
- to pop into** *phr vb*
if you "pop something into" your mouth, you put it in there quickly
- sinister** *adj*
something that is "sinister" is evil and bad
- a tailor** *n*
a person whose job is to make or repair clothes
- scissors** *n*
a small cutting tool with two sharp blades. They're often used to cut paper
- a moral** *n*
the "moral" of a story is a lesson from it
- naively** *adv*
if you describe someone as "naive", you think they're innocent or they lack experience. "Naively" is the adverb
- a hunter** *n*
a person who looks for and kills animals
- a woodcutter** *n*
a person whose job is to cut down trees
- to wander around** *phr vb*
to walk in an area with no particular objective
- gingerbread** *n*
a sweet biscuit that is flavoured with ginger. It is often made in the shape of a man
- to feast** *vb*
if you "feast" on a particular type of food, you eat a lot of it because you like it
- goodies** *n*
things that people like to eat: sweets, chocolates, etc.
- to lock** *vb*
to close a door with a key so no one can get in or out
- a cage** *n*
a structure with metal bars for keeping birds or animals
- a slave** *n*
someone who is the property of another person and who has to work for that person
- to fatten up** *phr vb*
if you "fatten up" an animal, you give it food so it gets fat
- an oven** *n*
an appliance in the kitchen for cooking. It's like a box with a door at the front
- a mermaid** *n*
a mythical creature that's half fish and half woman
- can't bring herself to** *exp*
if you "can't bring yourself to" do something, you can't do it physically or mentally
- to turn into** *phr vb*
to become
- to wish** *vb*
the things you "wish" for are the things you want or would like to be true

Answers on page 44

1 Pre-reading

Look at the titles of the popular stories. What are they about? Can you remember?

2 Reading I

Read the article once to compare your ideas from the Pre-reading activity.

3 Reading II

Read the article again. Then, write the name of a story next to each statement.

1. A witch wants to eat a little boy.
2. A girl is almost eaten by a wolf.
3. A woman dies and turns into a spirit.
4. A little boy is attacked by a tailor.
5. A woman falls in love with a man who loves another woman.
6. A witch is cooked in an oven.

SIX WORD GAMES FROM *THE HOBBIT*!

by Georgie Kiely

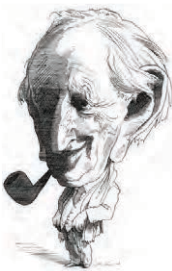
Pre-reading

Here are some useful words for the article. Which ones had you heard of before? Where from?

- **Hobbit** (a fictional race of humans who live in the lands of Middle-earth)
- **Elf** (a small magical creature who plays tricks on people)
- **Dwarf** (a very small person – a little person)
- **Troll** (a type of monster that lives under a bridge)
- **Goblin** (a small, ugly creature that enjoys causing trouble)
- **Dragon** (an animal like a big lizard with wings and claws)
- **Giant** (an imaginary person who is very big and strong)

JRR TOLKIEN

JRR Tolkien (1892–1973) was a professor of Anglo-Saxon at the University of Oxford. During his childhood Tolkien lived in the village of Sarehole in the Worcestershire countryside (near Birmingham). He based Hobbiton on this village. Tolkien served as a Second Lieutenant in the First World War. His experiences of battle inspired him to write several poems, such as *The Lonely Isle*. *The Hobbit* remains popular to this day and is recognised as a classic in the world of children's literature. *The Hobbit* is the prequel to Tolkien's other famous work, *The Lord of the Rings*.



The *Hobbit* tells the story of Bilbo Baggins, a young hobbit. He joins a group of dwarves led by Thorin Oakenshield. The dwarves are fighting a dragon called Smaug, who has **taken over** their home: the Lonely Mountain. Bilbo is offered a **share** of the treasure that the dragon is guarding.

Bilbo has never been outside Hobbiton, the town where he lives, and the mission is a **journey of discovery** for him. Along the way, he's captured by goblins, trolls and elves, and he's rescued by some friendly **eagles**. He even talks to the clever but **vain** dragon, Smaug, and learns an important lesson. "Never laugh at **live** dragons!"

The Hobbit was written by JRR Tolkien and was

based on a story he told his children. He began to write it one day while marking school exam papers, beginning with the phrase, "In a hole in the ground there lived a hobbit." Some of the themes explored include **leadership**, **heroism**, luck, **personal growth**, the abuse of power, and our relationship with nature. The book was first published in 1937.

One famous part from the book is the **riddle** scene. After escaping from the goblins, Bilbo gets lost in a **cave** where he meets Gollum, "a small **slimy** creature" who offers to show Bilbo the way out if he can answer some riddles. Try to solve the following six riddles from the book. You'll find the answers at the bottom of the page. ✨

Riddle I

"It cannot be seen,
cannot be felt,
Cannot be heard,
cannot be smelt,
It lies behind stars
and under hills,
And empty holes it fills,
It comes first and
follows after,
Ends life, kills laughter."

Riddle II

What has **roots** as
nobody sees,
Is taller than trees
Up, up it goes,
And yet never grows?



Riddle III

A box without **hinges**,
key or **lid**,
Yet golden treasure
inside is hid.

Riddle IV

Voiceless it cries,
wingless flutters,
Toothless bites,
mouthless **mutter**s.

Riddle V

Alive without breath,
as cold as death;
Never thirsty, ever drinking,
all in **mail** never **clinking**.

Riddle VI

Thirty white horses on
a red hill, first they **champ**,
Then they **stamp**,
then they stand still.

Riddle I: Darkness
Riddle II: a mountain
Riddle III: an egg
Riddle IV: a fish
Riddle V: teeth
Riddle VI: heath

THE FILM VERSION

The film version of the book has been split into three parts: *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *There and Back Again* (2014). The first film stars Ian McKellen (as Gandalf the Grey) and Martin Freeman (as Bilbo Baggins). It's directed by Peter Jackson, who co-wrote the script with Mexican director Guillermo Del Toro.

GLOSSARY

to take over *phr vb*
if an army or group "take over" an area, they take it by force and start to control it
a share *n*
a "share" of something is a part of it
a journey of discovery *n*
a journey/trip in which you discover something about yourself
an eagle *n*
a large bird that eats small animals
vain *adj*
someone who is "vain" is in love with themselves
live *adj*
alive (not dead)
leadership *n*
the ability to lead (direct) and manage people
heroism *n*
"heroism" refers to actions that are brave or courageous
personal growth *n*
a story of "personal growth" is about how someone develops mentally and physically
a riddle *n*
a poem/puzzle/joke that is difficult to understand
a cave *n*
a hole in the side of a mountain. Bears often live in caves
slimy *adj*
"slimy" objects are thick, wet and unpleasant
roots *n*
the "roots" of a plant are the parts of it that grow under the ground
a hinge *n*
a piece of metal, wood or plastic that is used to join a door (for example) to its frame
a lid *n*
the top part of a box that you can open and close
voiceless *adj*
without a voice
wingless *adj*
without wings (the part of a bird's body that moves up and down when it flies)
to flutter *vb*
if something "flutters", it moves up and down or from side to side with a lot of light, quick movements
to mutter *vb*
if you "mutter", you speak very quietly
mail *n*
chain "mail" is a kind of armour (protective clothing) made from small metal rings
to clink *vb*
if two objects "clink", they make a short, light sound when they touch each other
to champ *vb* *old fashioned*
to bite and eat food noisily
to stamp *vb*
if a horse "stamps" its food, it hits its foot on the ground