

# Teacher's Notes



## HOW TO TRAIN YOUR **DRAGON** THE HIDDEN WORLD

How To Train Your Dragon: The Hidden World © 2019 DreamWorks Animation LLC.  
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*Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your How To Train Your Dragon: The Hidden World Popcorn ELT Reader.*

### Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

*How To Train Your Dragon: The Hidden World* has a total story wordcount of 1109 words.

### **How To Train Your Dragon: The Hidden World – synopsis**

Hiccup and his friends save some dragons from trappers and bring them to Berk, the island where Hiccup is chief. Just one white dragon (the Light Fury) is left with the trappers. Toothless, the dragons' Alpha, sees her and falls in love. The angry trappers, led by Grimmel, plan to get their dragons back by catching Toothless.

After a frightening visit from Grimmel, Hiccup decides Berk isn't safe any more. The Berkians and their dragons go in search of the Hidden World, a dragon paradise. When they stop to rest on an island, Toothless flies off to be with the Light Fury. The Berkians learn that Grimmel will soon attack. Hiccup and his girlfriend, Astrid, go to look for Toothless. They find him living with the Light Fury in the Hidden World. They all fly back to the Berkians.

Grimmel manages to trap Toothless and the Light Fury, and all the Berkians' dragons follow them. Hiccup makes wings for himself and his friends, and they save the dragons. In an exciting air battle, the Light Fury saves Toothless and Hiccup but Grimmel falls. Toothless then leads the dragons to live in the Hidden World, while the Berkians stay on the new island and build a new life without their dragons.

### **How To Train Your Dragon: The Hidden World – the film**

**Released:** 2019

**Genre:** animated adventure

**Suitable for:** children with parental guidance

**Actors:** Jay Baruchel (voice of Hiccup), America Ferrera (voice of Astrid), F Murray Abraham (voice of Grimmel)

**Other films:** *How To Train Your Dragon* (2010), *How To Train Your Dragon 2* (2014)

### **Why not try the other How to Train Your Dragon Popcorn ELT Readers?**

- *How To Train Your Dragon* (level 1)
- *Hiccup and friends* (level 1)
- *How To Train Your Dragon 2* (level 2)

*For ideas on watching extracts from the DVD in class, see pages 3, 5, 6 and 12 of these notes.*



# Popcorn ELT Readers

# Teacher's Notes

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# Meet ... everyone from *How to Train Your Dragon: The Hidden World*

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

This page is recorded on the CD.

**Meet ... everyone from** **DRAGON** THE HIDDEN WORLD

**Hiccup** is the young chief of Berk. Hiccup fell off a dragon when he was a boy and he has a prosthetic foot.

**Astrid** is Hiccup's girlfriend. Her dragon is **Stormfly**.

**Toothless** is a Night Fury. He's the Alpha – the chief of all the dragons. Hiccup made a new tail fin for him. Toothless can't fly without Hiccup's help.

**Snotlout** is one of Hiccup's friends.

**Valka** is Hiccup's mother.

**Grimmel** is a famous dragon trapper. He is clever and dangerous. He wants to trap every Night Fury.

**The trappers** take dragons and put them in cages.

**The Hidden World** is the home of all dragons. Where is it? No one from Berk knows.

**Before you read ...** What do you think? Can Hiccup find the Hidden World?

**1** Before looking at the book, ask students *Do you know the film How To Train Your Dragon: The Hidden World?* If anyone knows and likes the film, talk briefly in L1 about why they like it.

**2** Look together at the front cover of the book. Point to the dragons and say *This story is about dragons. How many dragons are there? (two) Do you think that they are dangerous?* (Students explain their answer.)

**OR**



Tell students in L1 they're going to see part of a film about dragons. Tell them to think about the answers to these questions as they watch: *How many dragons are there? Where are they going? How many houses are there?* Show the scene where the dragons fly back from the trappers' ship and Hiccup takes on the role of guide (DVD scene 2). Afterwards, discuss the answers to your questions. Then ask *Would you like to go to this place?* Students tell you what they think.

**3** Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What's the name of Hiccup's dragon? Who is Hiccup's girlfriend?*

**4** Pre-teach *cage, chief, island, tail, trap* and *without*. (These words also appear on the 'New Words' page.) Then discuss with students in L1 the meaning of *prosthetic foot, tail fin* and *Alpha*.

**5** Read the page out loud to the class or play the CD.

**6** Students close their books. Play a game of Who Am I? For example, say *I'm a famous dragon trapper*. Students say *You're Grimmel*. Continue with information about the other characters. With stronger classes, ask students to take over your role.

**7** Read the 'Before you read' question with your class. Ask any students who haven't seen the film to predict the answer.



# New Words



This page is recorded on the CD.




The words on this page are available as flashcards (see pages 13–18 of these notes).

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

## New Words


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

**chief**




Everyone listened to the **chief**.

**take off**




Come on!  
I'm **taking off** my shoes!

**wings**




They all have **wings**.

**arrow**



She's got three **arrows**.

**island**




They lived on a small **island**.

**trap**




I'm going to **trap** you!  
It's a **trap**.

**without**




Oh no! I came to school **without** my bag!

**waterfall**




It's a beautiful **waterfall**.

**'Watch out!'**




Watch out!

**cage**



It's in a **cage**.

**tail**



This cat has a long **tail**.

Verbs

Present	Past
fall	fell
fly	flew
take	took

What does the title *The Hidden World* mean? Ask your teacher.

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *cage, chief, island, tail, trap* and *without* from the 'Meet ...' page.
- 2 Play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 Say the words several times and students repeat. Point out that the *s* in *island* is silent.
- 4 The conversational language on this page is *Watch out!* We use this when we want to warn people about a danger. Say it several times and ask students to repeat.
- 5 Look at the 'Verbs' box. The irregular pasts of *fall, fly* and *take* occur in the story, in addition to the past forms on the syllabus. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *I fell off my chair.*
- 6 Look at the green box at the bottom of page 5. Tell students that the title of the book is *How To Train Your Dragon: The Hidden World*. Explain the meaning in L1. Ask: *Where do you think the Hidden World is?* Elicit ideas in L1 but don't reveal the answer at this stage.
- 7 Do some vocabulary activities to practise the new words (see suggestions below).


## Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.





# Using the story with your class

 The story is recorded on the CD.

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

## Teacher-led reading

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

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


## Autonomous reading

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

## Group or pair reading

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


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

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them to guess in L1 what is happening.
- Copy several pictures from the next part of the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.
-  Play students a short section of the film, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene where Toothless meets the Light Fury on Berk for the first time (scene 4 on the DVD). Then ask, e.g. *Does Toothless like the white dragon? Does she like Toothless? Why does she fly away? Is Toothless going to see the white dragon again?*


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



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

- Point to a character in a picture and ask questions, e.g. *Who is this? What does he do?*
- Give students one of the chapter quizzes on pages 7 and 8 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *Hiccup finds this when he and Toothless look for the Light Fury. What is it? (an arrow) He goes to Hiccup's house at night. Who is he? (Grimmel).*
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story students have just read. For example, play the scene in which Astrid and Hiccup fly Stormfly into the Hidden World (DVD scene 14). After watching, ask students to tell you how much they remember. Make a list on the board, then show the extract again to see how well they did.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. places/words for people/dangerous things.
-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.

- Ask students to create a map of where the characters go in the story. They could draw in details such as Hiccup in his house on Berk, or Grimmel's trap on Berk.
- Ask students to write captions for the pictures in the story..
- Ask students to write a short review of the reader. Write on the board:  
*I thought the story of How To Train Your Dragon: The Hidden World was ...*  
*I liked I didn't like reading about ...*  
*My favourite character was ... because ...*  
Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.



### Using film extracts in class

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



# Chapter Quizzes (Answer key, page 11)

## Chapter 1

Circle the words.

- 1 On the trappers' island, the dragons were in cages / houses.
- 2 No one / Everyone saw the white dragon.
- 3 The new dragons were happy / sad on Berk.
- 4 Astrid thought that Berk was noisy / dangerous.
- 5 The trappers wanted Hiccup / Toothless.

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## Chapter 2

Answer the questions.

- 1 What did Hiccup and Astrid see? ..... the Light Fury.....
- 2 What did Hiccup find the next day? .....
- 3 What closed in front of Toothless? .....
- 4 Who came to Hiccup's home at night? .....
- 5 Where did Hiccup want to go with the Berkians? .....

---

## Chapter 3

Write the names.

- 1 Valka went to look for ..... Grimmel.....
- 2 ..... made a new tail fin for Toothless.
- 3 ..... and ..... did a dance of love.
- 4 The Berkians were frightened without .....
- 5 Astrid and Hiccup flew to the Hidden World on .....



# Chapter Quizzes (Answer key, page 11)

## Chapter 4

Put the sentences in the correct order.

- a The dragons in the Hidden World were angry.
  - b Grimmel's arrows went into Toothless and the Light Fury.
  - c Hiccup and Astrid saw Toothless and the Light Fury.
  - d Hiccup made some wings for his friends.
  - e Toothless took Hiccup and Astrid in his feet.
  - f Stormfly flew down into the Hidden World.
  - g The trappers took Toothless and the Light Fury away.
  - h The other dragons flew after Toothless.
- 

## Chapter 5

Correct the mistakes.

- 1 Grimmel flew away on <sup>the Light Fury</sup> ~~Toothless~~.
  - 2 One of Grimmel's arrows went into Hiccup.
  - 3 Astrid had a hand on Hiccup's prosthetic foot.
  - 4 Grimmel fell into a waterfall.
  - 5 Hiccup was OK because Toothless helped him.
  - 6 All the dragons flew away to Berk.
-





# Real World

This page is recorded on the CD.

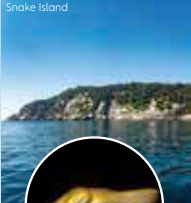
The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

## Real World


# HIDDEN WORLDS

There are problems for many animals in our world today. But the animals in these hidden worlds can live happily.

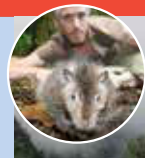
**Snake island**



**Snake island**  
This small island in Brazil is the only home of one of the world's most dangerous snake species. No people live here because there are more than 2000 snakes!




**Rat volcano**



**Rat volcano**  
At the top of this old volcano in Papua New Guinea, you can go down one kilometre to a hidden world. Some species live only here. One species is a rat. It's about 82 cm long. That's bigger than a cat!

**Toad mountain**



**Toad mountain**  
It's not easy to climb the tepui mountains in South America. Most of the species there live only on one or two mountains. This toad is one of them. It can't jump far. When it sees something dangerous, it rolls away like a ball.

**What do these words mean? Find out.**  
species volcano climb  
mountain roll

26

27

- 1 With books closed, ask *Why do the dragons go to the Hidden World at the end of the story? (Because they can live happily there. There aren't any trappers.)* Elicit in L1 some other types of places where animals can live safely away from humans.
- 2 Tell students to open their books at pages 26 and 27. In L1, ask if they can see any of the types of places they mentioned. Elicit the names of the animals in the pictures (*snake, rat, toad*).
- 3 Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- 4 Students read each section on pages 26 and 27, or read and listen to the CD. Ask *Which animal lives on a mountain / an island / the top of a volcano? (toad / snake / rat)*
- 5 In pairs, students discuss the question in the red circle on page 27. Then ask a few students to share their answers with the class.
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage students to imagine another Hidden World – a safe place for animals, where humans don't often go, e.g. a remote island or a cave. Ask students to draw the place and the animal in the correct spaces on the worksheet. They then use their imaginations to complete the texts.
- 7 Display the projects around the classroom for other students to read. Ask students to tell you which animals and places they like best and why. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.

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# Real World: Project

## MY HIDDEN WORLD

Cross-curricular  
content area:  
Science



This is .....

It's in .....

People don't often come here because .....



This is a .....

It lives in .....

It's interesting because .....



# Answer Key

## After you read (page 28)

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

2 a ✓ b ✗ (There weren't any cages on Berk.) c ✓ d ✓ e ✗ (He loved the Light Fury.)  
f ✗ (They ran away from the dragons in the Hidden World.) g ✗ (The dragons went there without the Berkians.)



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.

Can they find it? (Answer: page 12)

## Multiple intelligence activities (pages 29–32)

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

### Puzzle time! (pages 29–30)

1

#### Spatial intelligence

1 chief 2 arrows 3 without 4 take off  
5 waterfall 6 tail 7 island 8 wings

Name of dragon: *Hookfang*

2

#### Linguistic intelligence

- a cage (The others are parts of the body.)
- b home (The others are people.)
- c foot (The others are places.)
- d arrow (The others are verbs.)

3

#### Logical intelligence



4

#### Interpersonal intelligence

Students' own answers.

## Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

### Chapter 1

- 1 cages
- 2 No one
- 3 happy
- 4 dangerous
- 5 Toothless

### Chapter 2

- 1 the Light Fury
- 2 an arrow
- 3 a trap
- 4 Grimmel
- 5 the Hidden World

### Chapter 3

- 1 Grimmel
- 2 Hiccup
- 3 Toothless, the Light Fury
- 4 Toothless
- 5 Stormfly

### Chapter 4

- a 3
- b 5
- c 2
- d 8
- e 4
- f 1
- g 6
- h 7


### Chapter 5

- 1 Toothless the Light Fury
- 2 Hiccup Toothless
- 3 Astrid Grimmel
- 4 a waterfall the sea
- 5 Toothless the Light Fury
- 6 Berk the Hidden World







## Imagine ...

### Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Tell students that they are going to mime a scene from the story. Look at the picture and read the speech bubbles with the class. Students find the part of the story for that scene (page 10).
- 2  If you have time, play the trap scene from the film (DVD scene 5).
- 3 Put students in small groups of three or four students. Say *Choose a different scene from the story. You're going to mime it*. They choose a scene that is suitable to mime in their group.
- 4 Clear a large space in the centre of the classroom. Each group practises their performance. Encourage them to put lots of emotion into their facial expressions. If they have time, they can prepare more than one scene. Encourage other groups to watch carefully as they are going to answer questions on what they see.
- 5 Ask each group to perform the scene of their choice for the class. After each performance, members of the group take turns to ask questions, e.g. *Who was I? What did we do?* Students from other groups answer.
- 6 The class votes for the group who gave the best performance.

## Chant

### Musical intelligence

-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
  - 2  Divide the class into two groups. Ask group A to say lines one and four of each verse, and group B to say lines two and three. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.
  - 3  As a class, students invent some actions to go with key words in the chant, e.g. *small, trap, far, waterfall, goodbye*. Students now do the actions as they say the chant.



# Flashcards



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**arrow**

She's got three  
**arrows.**

fold



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**cage**

It's in a **cage.**

fold





# Flashcards



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**chief**

Everyone listened to  
the **chief**.



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**island**

They lived on a small  
**island**.



# Flashcards



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fold

**tail**

This cat has a long  
**tail.**

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fold

**take off**

'I'm **taking off** my  
**shoes!**'



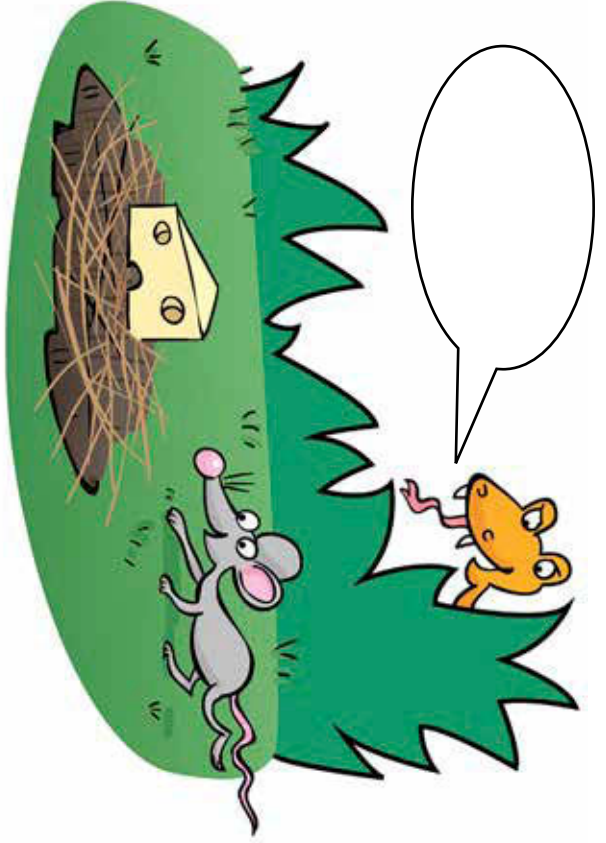
# Flashcards



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fold

fold

**waterfall**  
It's a beautiful  
**waterfall.**

**trap**  
'I'm going to **trap**  
you!'



# Flashcards



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fold

wings

They all have wings.



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fold

without

'On no! I came to school **without** my bag!'



# Flashcards

© Scholastic Ltd

fold

**'Watch out!'**