



# The Gingerbread Man

*Retold by Sue Arengo*  
*Illustrated by Garry Parsons*



## Contents

<i>The Gingerbread Man</i>	2
Exercises	20
Picture Dictionary	22
About <i>Classic Tales</i>	24



An old woman lives here. An old woman and an old man. They don't have any children.





The old woman's in the kitchen.  
She's making something. It's a  
gingerbread man.

He has a head. He has arms and legs.  
He has two eyes, a nose, and a mouth.

The old woman is happy.

'You're a little boy,' she says.

'My little boy!'

'In you go!' says the old woman.

In you go!





Open the door!

But soon the old woman hears a little voice. It's coming from the oven. 'Open the door!' says the voice. 'I want to come out!' The old woman opens the oven door. And the gingerbread man jumps out. 'Oh!' says the old woman.



‘Stop!’ says the old woman. ‘Come here!’  
But the gingerbread man doesn’t stop.  
He runs across the kitchen and out of  
the door.

‘Stop!’ shout the old man  
and the old woman.

‘Come here!’

But the gingerbread man  
doesn’t stop. He runs  
faster and he shouts:

‘Run, run! You can run.

Yes, you can! But you  
can’t catch me. I’m the  
gingerbread man!’

A colorful illustration of a gingerbread man running away from an old man and woman in a rural setting. The gingerbread man is in the foreground, running towards the left. He has a smiling face with white icing for eyes and a mouth, and white icing decorations on his arms and chest. In the background, an old man in a green jacket and brown pants is running towards the gingerbread man, holding a wooden stick. An old woman in a blue dress and a red and white checkered apron is running alongside him, also holding a wooden stick. They are on a dirt path that leads to a small wooden house with a thatched roof in the distance. There are green trees and rolling hills in the background. A small blue and yellow bird is flying in the sky to the left of the gingerbread man. The scene is set in a lush green field.

You can't catch me.

The little gingerbread man runs and runs. Soon he sees a cow.

‘Stop!’ says the cow. ‘Come here! I want to eat you.’

But the gingerbread man doesn’t stop. He runs faster. And now the cow runs after him.





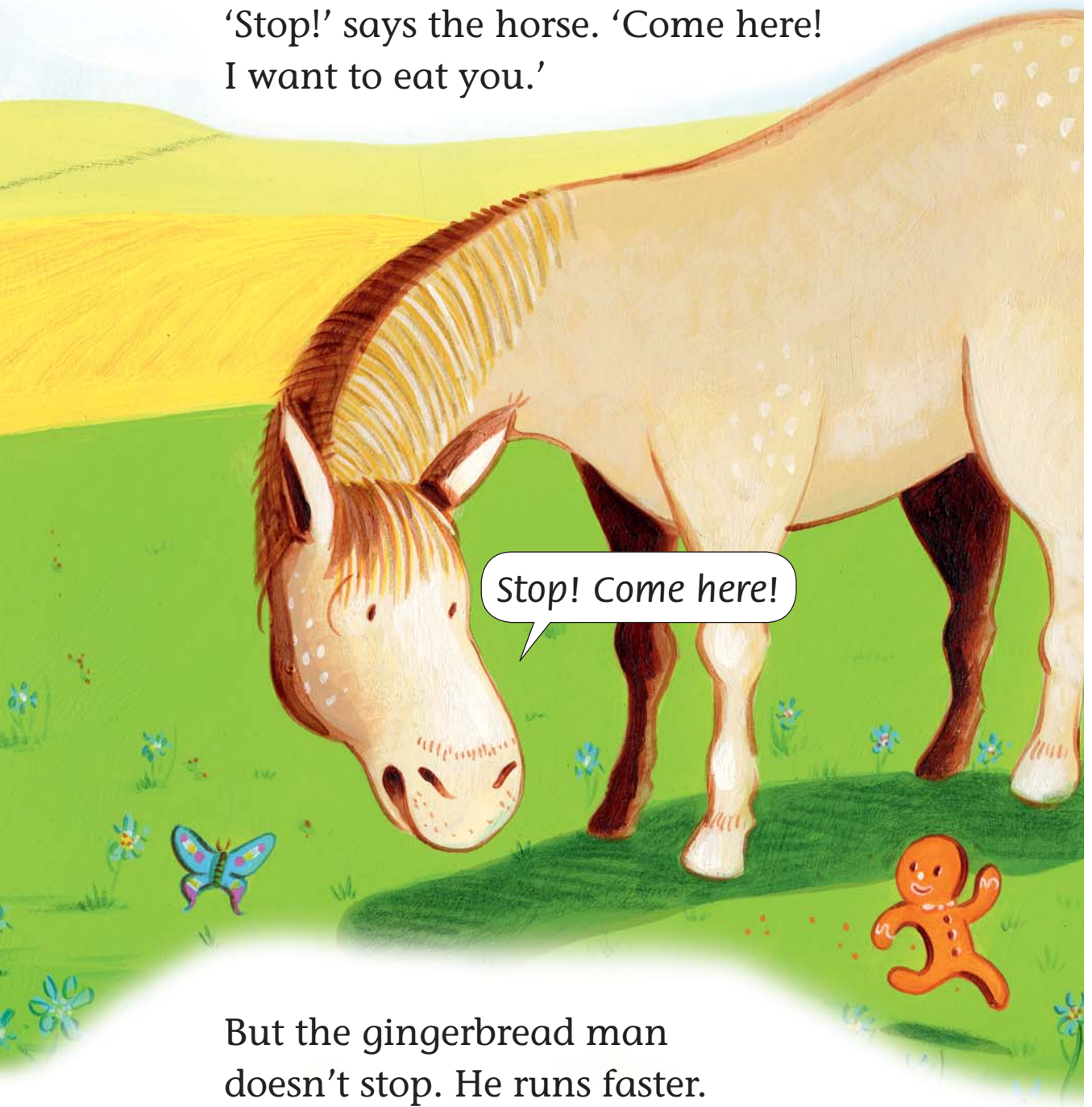
'I can run away from an old woman,' says the gingerbread man. 'I can run away from an old man. So I can run away from a cow!'



They all run after him. And the gingerbread man shouts: 'Run, Run! You can run. Yes, you can! But you can't catch me. I'm the gingerbread man!'

The little gingerbread man runs and runs.  
Soon he sees a horse.

‘Stop!’ says the horse. ‘Come here!  
I want to eat you.’



But the gingerbread man  
doesn't stop. He runs faster.  
And now the horse runs after him.

'I can run away from an old woman,' says the gingerbread man. 'I can run away from an old man and a cow. So I can run away from a horse. Yes, I can! You can't catch me. I'm the gingerbread man!'



You can't catch me.  
I'm the gingerbread man!



The gingerbread man runs and runs.

‘They can’t catch me!’ he says.

‘Nobody can catch me.’

Just then he sees a fox.

‘Stop!’ says the fox. ‘Come here!’

But the gingerbread man doesn’t stop.

He runs faster. And now the fox runs after him.



‘I can run away from an old woman,’ says the gingerbread man. ‘I can run away from an old man. I can run away from a cow and a horse. So I can run away from a fox!’

They all run after him and he shouts: ‘Run, run! You can run. Yes, you can! But you can’t catch me. I’m the gingerbread man!’

A gingerbread man is running towards the right in a forest. The forest has tall, thin trees with blue bark and a yellowish ground. There are several mushrooms with red spots on the ground. A speech bubble is coming from the gingerbread man, containing the text 'You can run. Yes, you can!'.

You can run. Yes, you can!



I want to talk to you.

‘Stop!’ says the fox. ‘I don’t want to eat you. I want to talk to you. I want to be friends with you!’

But the gingerbread man doesn’t stop. He runs faster. And now the fox runs faster too.



The gingerbread man runs and runs.  
Soon he sees a river.

‘Oh no!’ he cries. ‘A river! I can’t swim!’

‘Listen,’ says the fox. ‘I can help you.  
I can swim across and you can sit on  
my tail.’





So the gingerbread man sits on the fox's tail. And the fox begins to swim.

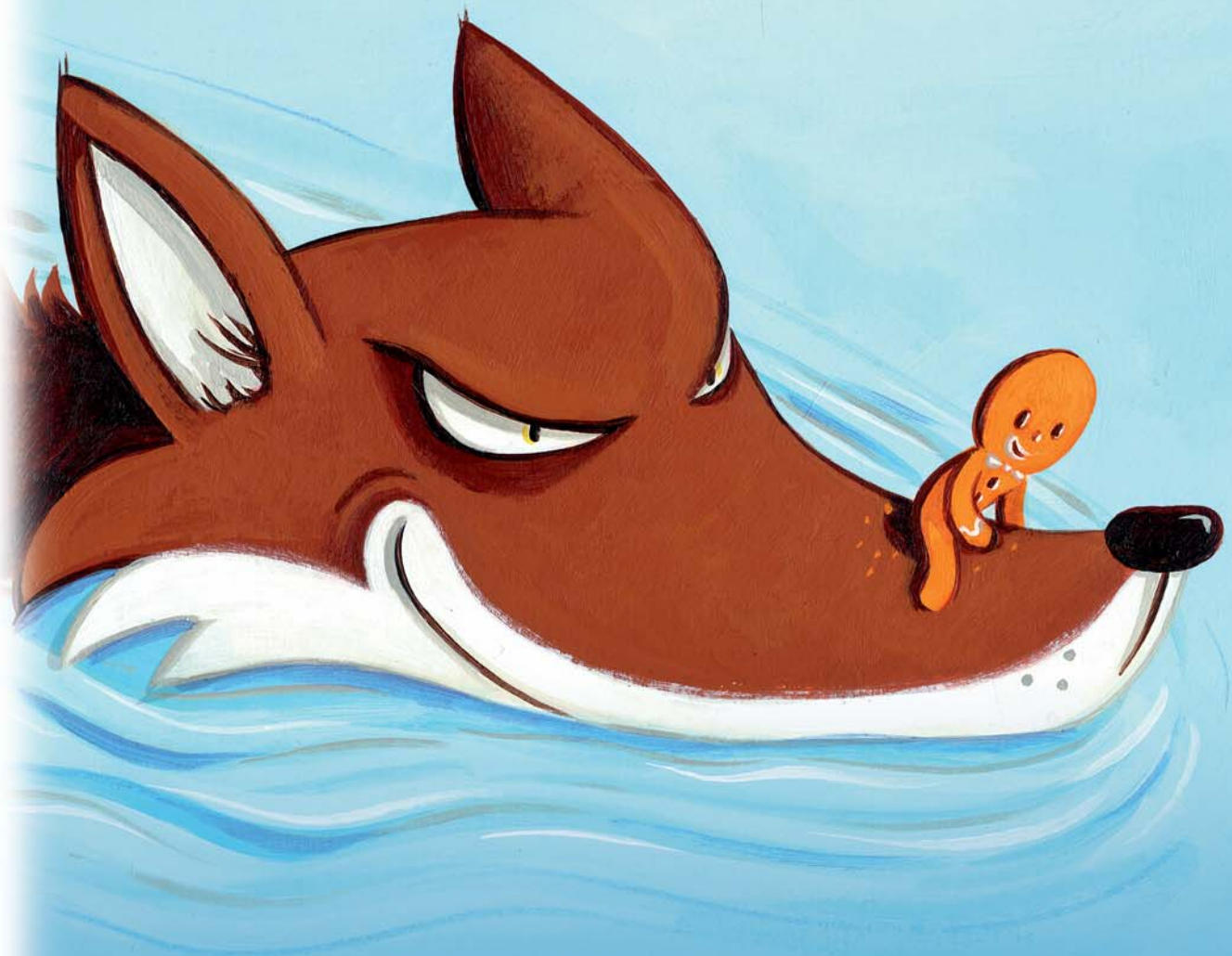
But soon the fox says, 'Listen! You are too big for my tail. Sit on my back.'

So the gingerbread man sits on the fox's back.





But soon the fox says, 'Listen! You're too big for my back. Sit on my nose.'  
So the gingerbread man sits on the fox's nose.



The fox swims across the river and jumps out.

The fox throws the gingerbread man up.  
Up! Up! Up!



Then he opens his mouth and ...  
catches him!



‘Help!’ he says. ‘My legs! My legs!’

‘Help!’ he says. ‘My arms! My arms!’

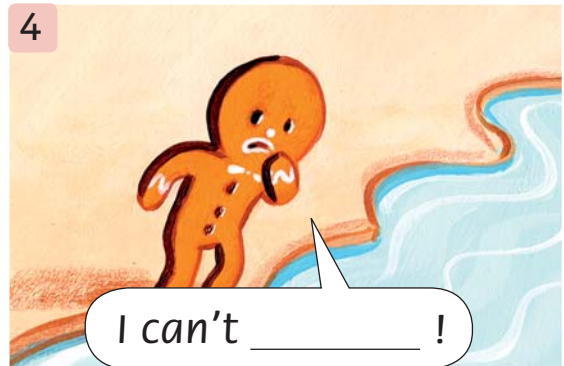
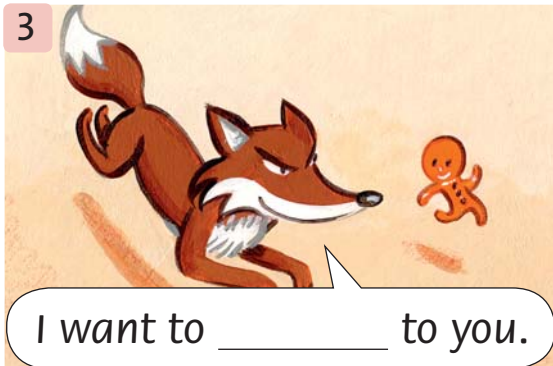
Then the fox eats the gingerbread man’s head. Now the gingerbread man doesn’t say anything.

And that is the end. Yes, that is the end of the gingerbread man.



# Exercises

## 1 What do they say? Write the words.



## 2 Put the words in the correct order.

1 The kitchen woman's in old the.

The old woman's in the kitchen.

2 and little runs The gingerbread runs man.

\_\_\_\_\_

3 to with I be you want friends.

\_\_\_\_\_

4 river fox out across and The swims jumps the.

\_\_\_\_\_

### 3 Make sentences about the story.

- 1 The gingerbread man has two eyes, ...
- 2 The old woman opens the oven door ...
- 3 He runs away from ...
- 4 He sees a river ...
- 5 The fox says, ...
- 6 So the gingerbread man ...

a cow and a horse.  
'I can help you.'  
a nose, and a mouth.  
sits on the fox's tail.  
but he can't swim.  
and he jumps out.

### 4 Write the end of the story again, correcting the mistake in each sentence.

The horse swims across the river and jumps out. He throws the gingerbread man down. Then he catches him in his arms. He eats the old man's legs and arms. Then he eats the gingerbread man's mouth. That isn't the end of the gingerbread man.



*The fox swims across the river and jumps out.*

---

---

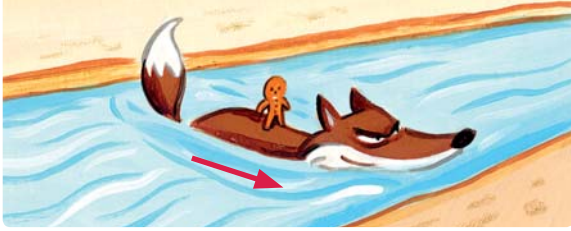
---

---

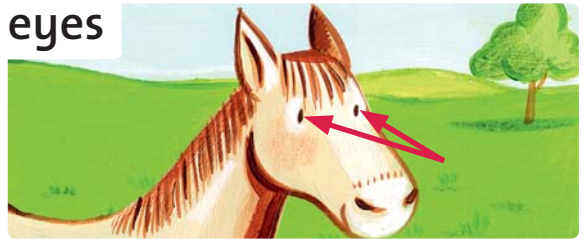
---

# Picture Dictionary

across *across the river*



eyes



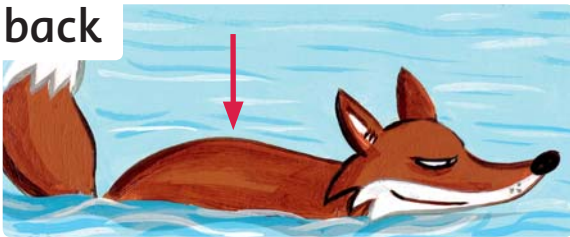
arms



fox



back



head



catch



hear



cow



horse



jump



river



kitchen



run away



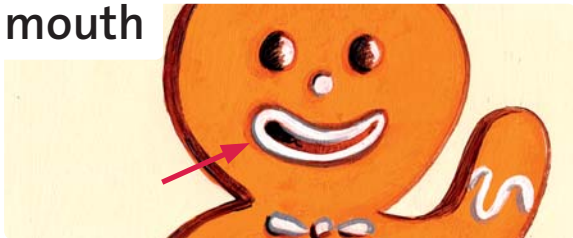
legs



shout



mouth



tail



nose



throw



oven



voice



# Classic Tales

Classic stories retold for learners of English – bringing the magic of traditional storytelling to the language classroom

## Level 1: 100 headwords

- The Enormous Turnip
- The Little Red Hen
- Lownu Mends the Sky
- The Magic Cooking Pot
- Mansour and the Donkey
- Peach Boy
- The Princess and the Pea
- Rumpelstiltskin
- The Shoemaker and the Elves
- Three Billy-Goats

## Level 2: 150 headwords

- Amrita and the Trees
- Big Baby Finn
- The Fisherman and his Wife
- The Gingerbread Man
- Jack and the Beanstalk
- Thumbelina
- The Town Mouse and the Country Mouse
- The Ugly Duckling

## Level 3: 200 headwords

- Aladdin
- Goldilocks and the Three Bears
- The Heron and the Hummingbird
- The Little Mermaid
- Little Red Riding Hood
- Rapunzel

## Level 4: 300 headwords

- Cinderella
- The Goose Girl
- Sleeping Beauty
- The Twelve Dancing Princesses

## Level 5: 400 headwords

- Beauty and the Beast
- The Magic Brocade
- Pinocchio
- Snow White and the Seven Dwarfs

All *Classic Tales* have an accompanying

- e-Book with Audio Pack containing the book and the e-book with audio, for use on a computer or CD player. Teachers can also project the e-book onto an interactive whiteboard to use it like a Big Book.
- Activity Book and Play providing extra language practice and the story adapted as a play for performance in class or on stage.

For more details, visit  
[www.oup.com/elt/teacher/classictales](http://www.oup.com/elt/teacher/classictales)

OXFORD  
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2012

The moral rights of the author have been asserted

First published in *Classic Tales* 1998

2015 2014 2013

10 9 8 7 6 5 4 3

### No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 423906 6

This *Classic Tale* title is available as an e-Book with Audio Pack

ISBN: 978 0 19 423909 7

Also available: *The Gingerbread Man Activity Book and Play*

ISBN: 978 0 19 423907 3

Printed in China

This book is printed on paper from certified and well-managed sources.

### ACKNOWLEDGEMENTS

*Illustrated by:* Garry Parsons



## Storytelling Activities

Use these activities with your learners, for any story, to motivate them to listen and learn, and help them become aware of the sound and feel of English, and understand language points, while enjoying the story.

### Activities before the story

- Ten key words
  1. Write about ten key words or short phrases on the board in the order in which they occur in the story. Don't worry if there are a few words the children don't know.
  2. Ask them if they can predict the story (they can use the present tense to do this).
  3. Then tell the story. The children see the key words on the board and compare their prediction with the story you tell.
  4. You can ask higher-level learners to work in groups and to write down each word in a sentence which explains it.
  
- Meaning from opposites
  1. It is often easier to teach two words that are opposite than one word by itself: *big/small*, *rich/poor*. This principle also applies to words which are not strictly opposites but represent concepts which are significantly different, for example *love/hate*. Draw or ask the children to draw contrasting pictures.

### Activities during the story

- Jump up word card
  1. Give a child a card before the story. You can either give each child a different word, or give the same word to several of them.
  2. Ask them to jump up and sit down every time they hear their word as you tell the story.
  3. Variation: ask them to jump up whenever they hear a certain kind of word, for example a number, a colour or an animal. But make sure this is more like a game than a test.
  
- Stopping and asking
  1. During the story, stop and ask the children what they think is going to happen next. At beginner level they reply in their mother tongue, and at higher levels they can reply with short phrases or sentences in English.

### **Activities after the story**

- Restoring the text
  1. Prepare a text of the story, or part of it, on a photocopy or on the board. Omit, erase or white out some of the words. The number and type of words missing determine the difficulty of the task.
  2. Give out the gapped text or write it on the board.
  3. The class fill in the gaps, either as you retell the story or on their own, or in pairs.
  
- Removing pictures
  1. Prepare a series of pictures which tell the story.
  2. Display all the pictures. Go through the story again, eliciting as much of it as possible from the children, using the pictures as a memory aid.
  3. The children close their eyes and you remove one picture.
  4. The children then open their eyes and tell you which picture is missing and which part of the story it represents.
  5. The children close their eyes again. You now remove another picture and they tell you which one is missing.
  6. Gradually remove all the pictures and see if they can retell the story from memory.
  
- Writing letters
  1. Ask the children to write letters from one character to another. This can be part of a wider topic on learning on how to write letters.