

How the Camel got his Hump



The story

This is an adaptation of a famous Rudyard Kipling story which explains how the camel got his hump. The story is set in Arabia, when the world was new and camels did not have humps.

The first day of the new world was Monday, and the animals had to work hard to help their friend – Man. Horse carried Man on his back, Dog fetched wood for him and Ox ploughed fields for him. But Camel was lazy and he just stayed in the desert, slept in the sand and ate leaves. When the other animals talked to him, he just opened one eye said, ‘Humph.’

The animals were upset because they thought it was unfair that they worked hard but Camel did nothing. Horse decided to go and see Camel on his own and make him work. When Horse went and told Camel that he was lazy and that he just wanted to stay in the desert and sleep and eat leaves, Camel did not care. When Horse told Camel that he had to carry Man on his back, Camel just said, ‘Humph!’

Horse left Camel and went to Man to complain about Camel, but Man only thanked Horse and said he would give it some thought. But nothing happened.

On Tuesday, Dog went to see Camel and he tried to make him work. But again Camel just said ‘Humph!’ Dog went to Man just as Horse had done the day before. But Man gave the same reply to Dog. And nothing happened.

On Wednesday, it was Ox’s turn. He tried to make Camel work but got the same reply. So Ox went to see Man, who also gave the same reply.

On Thursday, Man went to Horse, Dog and Ox and told them they must work harder because Camel was lazy. So Horse had to carry Man a long way to town, Dog had to fetch lots of wood, and Ox had to plough three big fields. That evening the animals were very tired and angry, so they visited Camel and complained, but Camel just said, ‘Humph!’

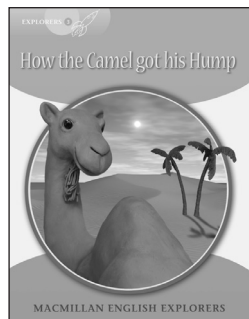
Then Dog had the idea of calling on the Djinn of the Deserts, who could do anything. Certainly he would help them. When they called his name, the Djinn appeared from a white cloud, with a swish-swoosh sound and a big bang. The animals told him their problem with Camel, and the Djinn agreed it was unfair and went to see him. The white cloud took the Djinn away with a loud Bang.

The Djinn found Camel next to a pool looking at his own reflection in the water. The Djinn sat down, closed his eyes and thought hard. After a long time, he told Camel to turn his head and look at his back. When Camel looked, he saw a hump on his back. The Djinn told Camel that he must work for Man like the other animals. He explained that there was food in the hump so Camel would not have to stop working in order to eat leaves. When Camel complained that it was not fair, the Djinn told him it was fair and that he must work now. Then the Djinn disappeared.

On Friday, Camel had to carry man on his back, pull heavy trees in a cart and plough fields. He worked very hard and had no time to eat leaves. Later that evening, Man told him he could eat some leaves and sleep. The Djinn of the Desert made Camel work at last. Today, Camel still has his hump and he still says ‘Humph!’

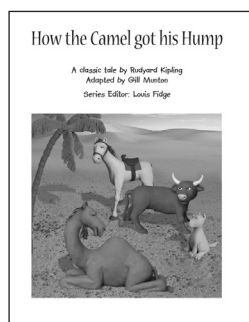
Introducing the book

The cover



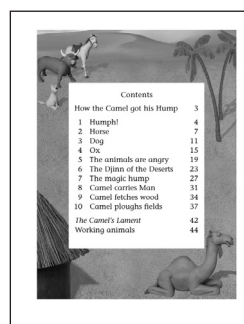
- Hold up the cover. Read the book's title to and with the class.
- Point to the camel. Ask *What sort of animal is this?* Elicit from the class anything they already know about camels. *What is on his back?* (a hump).
- Talk about the picture. Ask the class to describe the camel. Ask *Where is the camel?* (in the desert). *What else is in the picture?* (two trees, lots of sand and the sun). *What do you know about the desert?* (very hot and dry).
- Ask *What do you think the story is going to be about?*

The title page



- Ask the children to turn to the title page. Hold up your own book and point to the picture. Ask *What other animals are in the picture?* (a horse, an ox and a dog). *Are they happy?*
- Ask *What is the camel doing?* (lying down and looking at his hump).
- Ask *What do you think the story is going to be about now?*
- Explain that the story is a classic (famous) tale (story) by Rudyard Kipling. Point to his name. Explain that the story has been adapted (made simpler) by another writer. Point to her name.

The contents page



- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Point out that before Chapter 1 (on page 3) they will get some important information before the story begins.
- Read the chapter titles to and with the class. Briefly explain any unfamiliar words. Explain that *Humph!* is a noise someone makes when they are not interested in what another person tells them. Make the noise and ask the children to repeat it after you. Explain that *ph* sounds like *f*. Explain that Djinn is a name. Ask the children what page each chapter starts on.

- Point out that at the end of the book there is a poem (on pages 42–43) and some facts about working animals (beginning on page 44).
- Read the chapter titles again and ask questions about them to stimulate the children's interest, for example:
 - Chapter 1: Show the title page again. Ask *Who do you think says Humph!*
 - Chapter 5: Ask *Why do you think the animals are angry?*
 - Chapter 7: Ask *Why do you think the hump is magic?*
- Tell the children to do the related activity on page 1 of their Workbook.

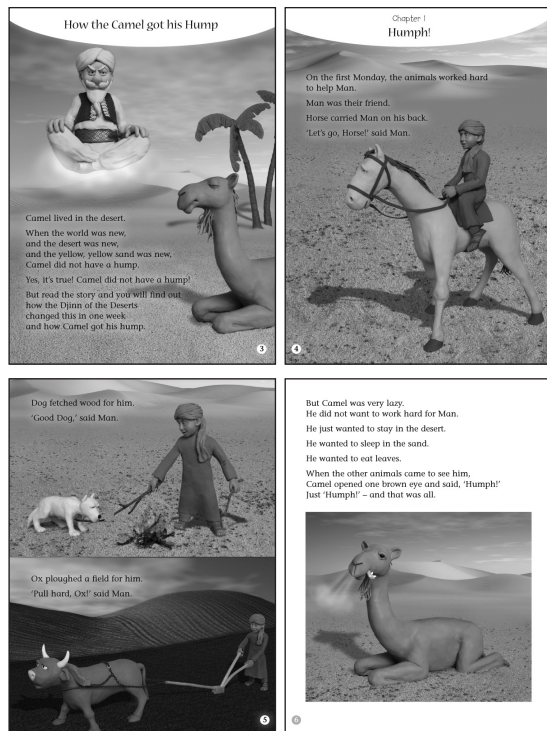


You can play the audio download of the story at any time you choose.

See www.macmillanenglish.com/younglearners

Chapter 1 Humph!

Pages 3 to 6



<i>sand</i>	point out the <i>an</i> and <i>and</i> 'hiding' inside
<i>true</i>	the 'ue' sounds like the 'o' in <i>do</i>
<i>world</i>	other words with the same 'or' sound include <i>work, worry, word</i>

Passive vocabulary

hard leaves

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 2 of their Workbook to practise the new vocabulary.
- Read the title on page 3. Tell the children to look at the picture. Ask *Who do you think the old man is? What can he do? What do you think he is going to do in the story?*
- Read the title of Chapter 1. Tell the children to look at the picture on page 4. Ask *Who is on the horse's back? (a man). What can the horse do for the man? (carry him to places). Where does the man live? (in the desert). Is life there easy?*
- Tell the children to look at the picture at the top of page 5. Ask *What is the dog doing? What is the man doing? How does the dog feel? What time of day is it? How do you know?*
- Tell the children to look at the picture at the bottom of page 5. Ask *What is the ox doing? What is the man doing? How does the ox feel? What time of day is it? How do you know?*
- Tell the children to look at the picture on page 6. Ask *What is the camel doing? What is in his mouth? (a leaf). What is different about the camel in this picture? (no hump). How does he feel?*

Active vocabulary

<i>carry</i>	in the past tense the 'y' changes to 'i' before adding 'ed'
<i>change</i>	the 'g' here, and also in the word <i>magic</i> (see Chapter 7), is a soft 'g', pronounced like 'j'
<i>desert</i>	the 's' in this word sounds like 'z'
<i>Djinn</i>	Arabic word for genie. In this story, it is the genie's name
<i>hump</i>	the 'mp' is a common letter pattern, for example <i>bump, dump, jump</i>
<i>live</i>	the 'i' here has a short sound, unlike the adjective <i>live</i>
<i>Monday</i>	the 'o' is pronounced like a short 'u' (rhymes with <i>sun</i>)
<i>new</i>	some other 'ew' words include <i>dew, few, grew, stew, crew, threw</i> and <i>drew</i>

During reading

- Read page 3 and the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read page 3 and the chapter again and encourage the class to read it with you.
 - Read page 3 and the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) page 3 and the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

- 1 *Where did the camel live?*
- 2 *Was the world new or old at this time?*
- 3 *What colour was the sand when it was new?*
- 4 *Camel did not have a _____.*
- 5 *Who changed camel's back?*
- 6 *How long did it take for the change to happen?*
- 7 *What day was the first day of the new world?*
- 8 *Who did the animals work for?*

- 9 *Which animal carried Man on his back?*
- 10 *Which animal fetched wood for man?*
- 11 *What did Ox do for Man?*
- 12 *Which animal did not want to work for Man?*
- 13 *Why did Camel not want to work?*
- 14 *Where did Camel want to stay?*
- 15 *Where did Camel want to sleep?*
- 16 *What did Camel want to eat?*
- 17 *Did Camel open both of his eyes when the other animals came to see him?*
- 18 *What did Camel say when the other animals came to see him?*
- 19 *Did he say anything more to the other animals?*

- Ask the children to find examples of exclamations in the chapter. Draw attention to the punctuation. Read each one aloud, and draw attention to how your tone of voice changes.
- Point out how the animal's names and *Man* begin with capital letters.
- Ask the children to find and read aloud examples of words containing 'ee'; 'ea'; 'oo'; 'ow'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

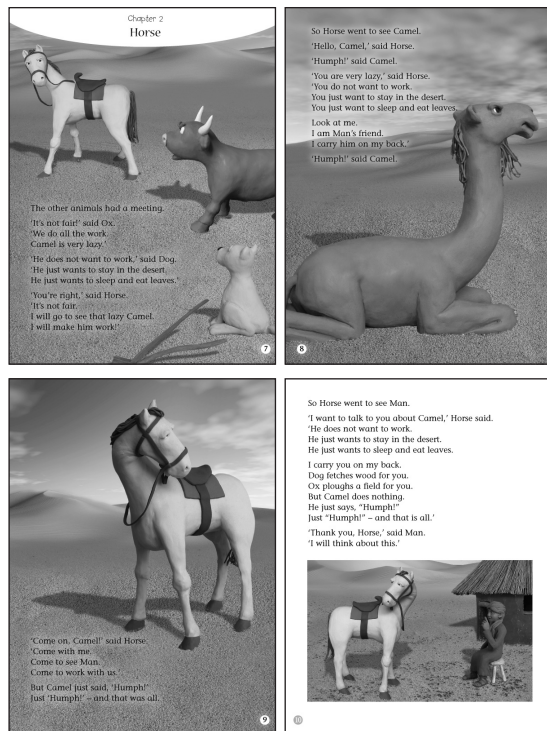
- 1 *How do you know that the Djinn of the Deserts uses magic?*
- 2 *Do you think camels look strange without humps?*
- 3 *How do you know that the animals wanted to work hard to help Man?*
- 4 *On Monday, which animal helped Man first? Second? Last?*
- 5 *Did Man talk to the animals?*
- 6 *Did Man like the animals?*
- 7 *Was Camel a friend of Man and the other animals?*
- 8 *What were the most important things in Camel's life?*
- 9 *Why do you think the other animals came to see Camel?*
- 10 *Why did Camel open only one eye when the other animals came to him?*
- 11 *Why do you think Camel said, 'Humph!' to the other animals?*
- 12 *Why do you think Camel is always sitting?*
- 13 *How do you think the other animals feel about Camel?*
- 14 *How do you think Camel's life is going to change?*

- Ask *Why were Horse, Dog and Ox Man's first friends when the world was new? What do you know about these animals?*
- Elicit from the class anything they know about the desert. Do they know which animals live in the desert and why? Do they think horses, dogs and oxen live in the desert today?
- Ask the children to think about how they would feel if they worked hard all day while another child sat and did nothing. What do they think Horse, Dog and Ox said to each other about Camel?
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next? What will Horse, Dog and Ox do about lazy Camel?*

- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *Monday*).
- Ask the children what word is hiding inside 'humph' (hump). Discuss why camels have got humps on their backs. You may have to explain that they store food in the hump.
- Remind the children that the story will explain how camels got their humps. Ask *Can you guess how?*

Chapter 2 Horse

Pages 7 to 10



Active vocabulary

<i>back</i>	words that end in 'ck' have a hard 'k' sound
<i>fair</i>	rhymes with <i>hair</i> , <i>chair</i> , <i>pair</i>
<i>friend</i>	remember the 'i' which is silent
<i>just</i>	rhymes with <i>must</i> and means only
<i>lazy</i>	the 'a' is a long vowel sound
<i>meeting</i>	the two 'e's are having a meeting
<i>nothing</i>	a compound word made from two smaller words and joined together: <i>no + thing</i>

Passive vocabulary

stay

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *What do you think the chapter is going to be about? What do you think horse is going to do?*
- Tell the children to look at the picture on page 7. Ask *What are the animals doing? Where do you think horse is going? How does he look? What do you think Ox is saying to Horse?*
- Tell the children to look at the picture on pages 8 and 9. Ask *Who is Horse with? Why does Horse have something on his back? You might want to introduce the word saddle. Ask What is Camel doing? Has Camel got a hump on his back? What do you think Horse is saying to Camel?*
- Tell the children to look at the picture on page 10. Ask *Where is Horse now? What are Horse and Man near? Ask the class to describe Man. Ask What do you think Man is saying to Horse? What do you think Horse is looking at? How does Horse feel?*

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.
- Read the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.

- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 *Who had a meeting?*
- 2 *Who said, 'It's not fair! We do all the work.'?*
- 3 *What didn't Camel want to do?*
- 4 *What did Dog say that Camel just wanted to do?*
- 5 *Did Horse think Ox and Dog were right about Camel?*
- 6 *What did Horse say he would do?*
- 7 *When Horse said 'Hello, Camel', what did Camel say?*
- 8 *What did Horse tell Camel?*
- 9 *Why did Horse say, 'Look at me.'?*
- 10 *What did Horse want Camel to do?*
- 11 *What did Camel say?*
- 12 *Where did Horse go next?*

- 13 *What did Horse talk to Man about?*
- 14 *What did Horse tell Man about Camel?*
- 15 *What did Horse tell Man about Dog and Ox?*
- 16 *How did Horse feel?*
- 17 *What did Man say to Horse?*

- Ask the children to find examples of animals speaking in the text. Draw attention to the speech marks and discuss how they are used. Ask *Which words go inside the speech marks?*
- Point out the word *just* on page 7. Read the two sentences and demonstrate how you emphasise the word. Ask children to find sentences with the word *just* in them on pages 8, 9 and 10 and read them aloud. Discuss how this modifies the meaning of the verbs it precedes.
- Ask children to find and read aloud sentences with the word *will* in them. Point out the verb form that follows *will*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

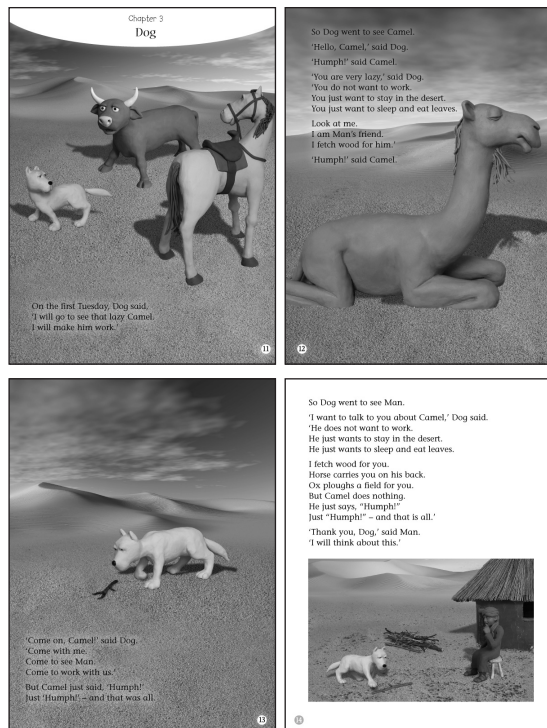
- 1 *How do you think Ox and Dog felt when they had a meeting with Horse?*
- 2 *What was Horse's plan?*
- 3 *Did the Camel want to be friends with the other animals and Man?*

- 4 Do you think Camel was happy in the desert?
- 5 Was there much food in the desert for Camel to eat?
- 6 Why did Camel sleep a lot?
- 7 Why didn't Camel want to talk to Horse?
- 8 How did Horse feel when he went to see Man?
- 9 Do you think Man wanted Camel to work for him?
- 10 What did Horse want Man to say?
- 11 Do you think Horse was happy when he left Man?
- 12 What do you think Horse is going to tell Ox and Dog?

- Discuss the idea of fairness. Relate this to the story. Draw attention to the verbs for the jobs that each animal does. Ask *What does Camel do?*
- Talk about the kinds of jobs Camel could do for Man. Talk about the way Man uses the animals and whether it is fair.
- Discuss the sentence *I will make him work*. Explain what it means to make somebody do something. Ask *What do your parents make you do?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

Chapter 3 Dog

Pages 11 to 14



Passive reading
that was all

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about? What do you think Dog is going to do?*
- Tell the children to look at the picture on page 11. Ask *Where do you think Dog is going? How does he look? How do you think Ox is feeling?*
- Tell the children to look at the picture on pages 12 and 13. Ask *Who is Dog with? What did Dog bring with him? (wood).* Ask the children to locate the picture in Chapter 1 where they saw wood (at the top of page 5). Ask *What does Dog do for Man? What do you think Dog is going to say to Camel?*
- Tell the children to look at the picture on page 14. Ask *Where is Dog now? What is in front of Dog?* Ask the class to compare the picture on page 14 with the picture on page 10. Ask *What do you think Dog is saying to Man? What do you think Man will say?*

Active vocabulary

<i>fetch</i>	'tch' is a common consonant cluster ending, as in <i>itch, ditch, witch</i>
<i>first</i>	'ir', 'er' and 'ur' spellings can sound very similar; other 'ir' words include <i>bird, girl, skirt, shirt, thirsty, third</i>
<i>sleep</i>	double 'ee' words have a long 'e' sound
<i>stay</i>	rhymes with <i>day, lay, play, stay, way</i>
<i>Tuesday</i>	days of the week always begin with a capital letter
<i>want</i>	the words <i>an</i> and <i>ant</i> are hiding inside
<i>wood</i>	the words <i>wood</i> and <i>would</i> are homophones (they are pronounced the same but have different meanings)

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
- Discuss how the pictures can help the reader guess the meaning of the text.
- Ask the children to find some full stops in the text. Discuss their purpose. Remind children that they are like red traffic lights – they tell you to stop! Read a few sentences again to demonstrate. Discuss what other punctuation marks may be used to end a sentence (question or exclamation marks).
- Discuss the meaning of the verb *come* in ‘Come on, Camel!’ and ‘Come with me.’ and ‘Come to see Man.’ Explain that ‘come on’ is used to encourage someone to make an effort to do something; ‘come with me’ is inviting someone to join you; ‘come + verb’ is used to encourage someone to join you in doing something.
- Ask the children what word they see inside the word *humph* (hump). Elicit ideas about why this may be important to the story.
- Ask the children to find and read any words that end in *-y* (*Tuesday, lazy, stay*). Point out that when *y* is preceded by an *a*, it sounds like long *a*. But when it is preceded by a *z*, it sounds like *e*. Ask children to think of words that rhyme with *day*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 What day was it?
- 2 What did Dog say to Horse and Ox?
- 3 What did Camel say when Dog said ‘Hello’ to him?
- 4 What did Dog say to Camel?
- 5 Did Dog use the same words that Horse used?
- 6 What did Dog tell Camel about Man?
- 7 What did Camel say?
- 8 Why did Dog want Camel to see Man?
- 9 Why did Camel just say, ‘Humph!’?
- 10 Why did Dog go to see Man without Camel?
- 11 What did Man hear for the second time?
- 12 What did Man say to Dog?

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 What made Dog decide to go and see Camel?
- 2 Why did Dog think he would be able to make Camel work?
- 3 Do you think Camel listened to Dog?
- 4 Did Dog say anything to make Camel want to work for Man?
- 5 Why do you think Camel does not want to work with the other animals?
- 6 Why do you think Camel just says, 'Humph!' and that's all.
- 7 How did Dog feel when he went to see Man?
- 8 Which words did Dog use to say that Camel does not work?
- 9 Which words did Dog use to say that Camel's only word is 'Humph!'?
- 10 Which words show that Man is polite?
- 11 What are the only words Man says and why does he say them?

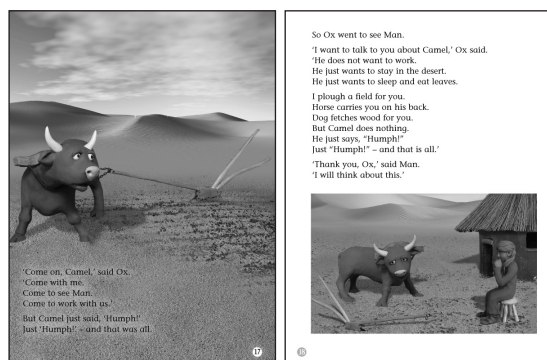
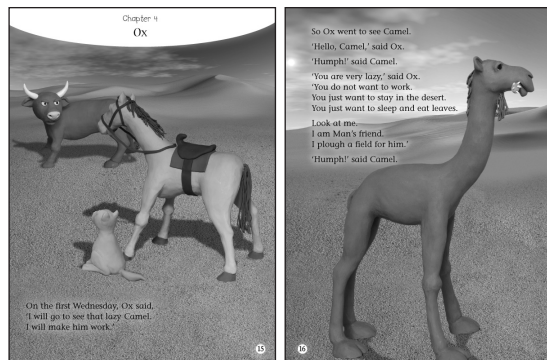
- Ask the children what gestures Dog might have used when he said, 'Come on, Camel!' (Beckon with your arm and a wave of your hand towards you.) Ask what gesture he might have used when he said, 'Come with me.' (Beckon with your finger.)
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

- Discuss who in the story is polite and who is not. Ask children to think of more polite ways for Dog to talk to Camel. Discuss whether politeness would have made a difference to Camel.
- Write the word *fetch* on the board and read it aloud. Discuss the meaning of *fetch* (to go and get something and bring it back). Ask the children if they can think of other words that end in *tch* (*catch, watch, witch, match, itch*) and write them under *fetch*.
- Write the word *first* on the board. Discuss why it was the first Tuesday (when the world was new). Ask *Who went to see Camel first? What is the title of the first chapter? On what page do we see Man for the first time?*

Chapter 4

Ox

Pages 15 to 18



Active vocabulary

eat	Point out that dogs like to eat meat
field	remind class of the rule for 'i' before 'e' except after 'c'
leaves	plural of <i>leaf</i> ; change the 'f' to 'v' and add 'es'
plough	words ending in 'ough' do not all sound alike; here it sounds like 'ow'
talk	remember silent 'l'
think	the word <i>ink</i> is hidden in <i>think</i> ; we cannot see the words that we think!
Wednesday	this looks like a three-syllable word but it has only two syllables; the 'd' is silent

Passive vocabulary

Come on!

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about? What do you think Ox is going to do?*
- Tell the children to look at the picture on page 15. Ask *Where do you think Ox is going? How does he look? How do you think Horse and Dog feel? How do you think Ox feels?*
- Tell the children to look at the picture on pages 16 and 17. Ask *What is different about Camel in this picture? What did Ox bring? (plough). Ask What does Ox do for Man? What do you think Ox is going to say to Camel? Will Camel go with Ox?*
- Tell the children to look at the picture on page 18. Ask *Where is Ox now? What is in front of him? Ask the class to compare the picture on page 18 with the picture on page 14. Ask What do you think Ox is saying to Man? What do you think Man will say?*

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.
- Read the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.

- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
- Discuss how the pictures can help the reader guess the meaning of the text.
- Tell the children to find sentences that are repeated a lot in the chapter. Discuss why Horse, Dog and Ox all say the same thing to Camel and to Man.
- Ask the children to find words and read any verbs which show movement, such as *go*, *sleep*, *eat*. Ask them to find as many of each as they can.
- Point out the verbs *carry*, *fetch* and *plough*. Ask *Who carries what? Who fetches what? Who ploughs what?* Then point to an individual and say *You are Horse. What do you do?* Point and ask the same question for Dog and Ox. Make sure children understand the change in the verb for first person and third person singular.
- Ask the children what Camel has got in his mouth on page 16. (a leaf). Write it on the board. Point out the sentence 'You just want to sleep and eat leaves.' Write *leaves* next to *leaf*. Explain the change in the plural noun form for words ending in *f*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 *What day was it?*
- 2 *Did Ox have a new and different plan?*
- 3 *Did Camel say anything new and different?*
- 4 *Did Camel feel sorry for Ox?*
- 5 *What was Camel doing?*
- 6 *Did Ox want Camel to stay in the desert and sleep?*
- 7 *Did Ox speak politely to Camel?*
- 8 *Was Camel more interested in working for Man?*
- 9 *Did Ox make Camel work?*
- 10 *What did Man hear from Ox that was new and different?*

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think that Ox knew what Horse and Dog had said when they saw Camel?*
- 2 *Do you think Ox really thought that he could make Camel work?*

- 3 *Do you think that real animals think about being fair?*
- 4 *Why do you think Man did not go to see Camel and make him work?*
- 5 *Will the Camel work for Man, do you think?*

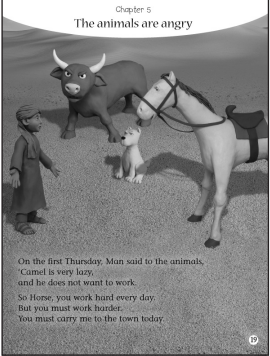
- Discuss noises that various animals make, for example lions roar, snakes hiss, elephants trumpet, camels growl, etc. Ask the children to take turns making animal noises and let the rest of the class call out the animal's name.
- Point out that camels can live without water for a week or more, and they can live without food for several months. Discuss how this makes them good workers in the desert.
- Ask *What does the repetition in the story tell us about Horse, Dog, Ox and Man when the world was new?*
- Ask *Why do you think, Horse, Dog, Ox, Camel and Man do not have names?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 5

The animals are angry

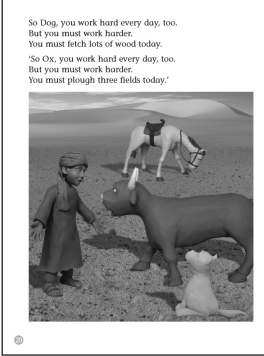
Pages 19 to 22

Chapter 5
The animals are angry




On the first Thursday, Man said to the animals, 'Camel is very lazy, and he does not want to work. So Horse, you work hard every day. But you must work harder. You must carry me to the town today.'

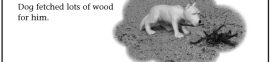
So Dog, you work hard every day, too. But you must work harder. You must fetch lots of wood today. 'So Ox, you work hard every day, too. But you must work harder. You must plough three fields today.'




So Horse carried Man to the town.



Dog fetched lots of wood for him.

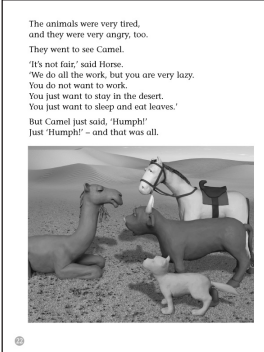


And Ox ploughed three big fields for him.



In the evening, Horse said, 'I carried Man to the town. It was a long way!' 'I fetched lots of wood for him,' said Dog. 'And I ploughed three fields for him,' said Ox.

The animals were very tired, and they were very angry, too. They went to see Camel. 'It's not fair,' said Horse. 'We do all the work, but you are very lazy. You do not want to work. You just want to stay in the desert. You just want to sleep and eat leaves.' But Camel just said, 'Humph!' Just 'Humph!' – and that was all.



Active vocabulary

<i>angry</i>	<i>hungry</i> and <i>angry</i> end in 'ngry'
<i>animals</i>	this word has three syllables
<i>hard</i>	hard has two meanings – not soft; a lot. Here, to work hard means to work a lot
<i>lots of</i>	a common expression meaning <i>many</i> or <i>much</i>
<i>Thursday</i>	'ur' sounds like 'er'
<i>tired</i>	this word looks like a verb, but it works like an adjective
<i>town</i>	rhymes with <i>brown</i> , <i>clown</i> , <i>down</i> , <i>frown</i>
<i>work</i>	change 'k' to 'd' and 'm' to make new words

Passive vocabulary

a long way

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What do you think the chapter is going to be about? What do you think the animals are going to do?*
- Tell the children to look at the picture on page 19. Ask *What do you think Man is saying? How does he look? How do you think Horse, Dog and Ox feel?*
- Tell the children to look at the picture on page 20. Ask *Who is Man talking to? What do you think he is saying?*
- Tell the children to look at the pictures on page 21. Ask *What are the animals doing?*
- Tell the children to look at the picture on page 22. Ask *Where are the animals now? What are they saying to Camel? Has anything changed?*

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 What did Man tell the animals about Camel?
- 2 What did Man tell Horse that he must do?
- 3 Where did Man want Horse to carry him?
- 4 Did Man tell Dog that he was lazy?
- 5 What did Man want Dog to fetch?
- 6 What did Man want Ox to do on Thursday?
- 7 Which animal carried Man to town on Thursday?
- 8 How much wood did Dog fetch on Thursday?
- 9 Did Ox plough three small fields?
- 10 How far did Horse carry Man?
- 11 How did the animals feel in the evening?
- 12 Who did they go to see?
- 13 What did Horse tell Camel?
- 14 What was Camel's answer?

- Find the word *Thursday* in the text. Ask the class how many small words they can find within it (day, say, sat, hat).
- Discuss the meaning of 'You work hard every day. But you must work harder.'
- Ask the children to find and read sentences with the word *must* in them. Discuss the meaning of each sentence.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why did Man want the animals to work harder?
- 2 Did Man want his animal friends to be angry?
- 3 How do you think the animals felt when Man told them to work harder?
- 4 Who was more unfair, Man or Camel? Why?
- 5 Did Man want the animals to find a better way to make Camel work?
- 6 What did the animals learn about working for Man?
- 7 Why did the tired, angry animals go to Camel again?
- 8 Were you surprised that the Camel just said 'Humph!?' Do you think the animals were?

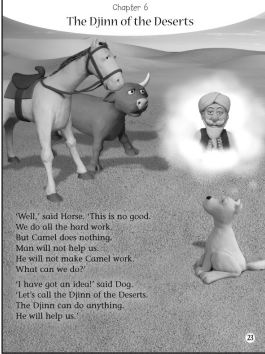
- Write the verbs *carry*, *fetch*, *plough* on the board and read them aloud. Add *-ed* to the end of each to change them to past tense. Explain that it is necessary to change 'y' to 'i' before adding 'ed'. Ask the children to write some sentences that use these verbs correctly.
- Play a word changing game, starting with *hard*. Tell the children to change a letter to make a new word, as many times as possible, for example, *hard*, *card*, *care*, *came*, *same* etc.
- Write *angry* under *lazy* on the board, and write *tired* in a separate column next to *lazy*. Elicit other adjectives that end in 'y' (*happy*, *hungry*, *naughty*, *easy*, *tidy*) and in '-ed' (*bored*, *frightened*, *puzzled*, *interested*) and write them in two columns. Elicit oral sentences using the adjectives correctly.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 6

The Djinn of the Deserts

Pages 23 to 26

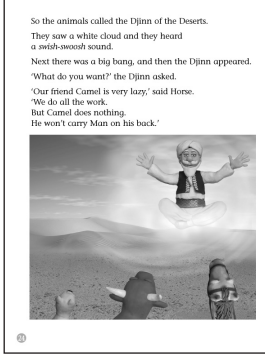
Chapter 6
The Djinn of the Deserts

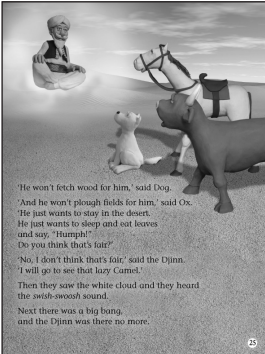


'Well,' said Horse. 'This is no good. We do all the hard work. But Camel does nothing. Man will not help us. He will not make Camel work. What can we do?'

'I have got an idea!' said Dog. 'Let's call the Djinn of the Deserts. The Djinn can do anything. He will help us.'

So the animals called the Djinn of the Deserts. They saw a white cloud and they heard a swish-swoosh sound. Next there was a big bang, and then the Djinn appeared. 'What do you want?' the Djinn asked. 'Our friend Camel is very lazy,' said Horse. 'We do all the work. But Camel does nothing. He won't carry Man on his back.'

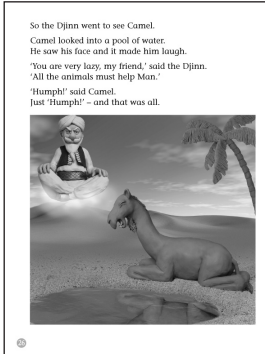




'He won't fetch wood for him,' said Dog. 'And he won't plough fields for him,' said Ox. 'He just wants to stay in the desert. He just wants to sleep and eat leaves and say 'Humph!' Do you think that's fair?'

'No, I don't think that's fair,' said the Djinn. 'I will go to see that lazy Camel. Then they saw the white cloud and they heard the swish-swoosh sound. Next there was a big bang, and the Djinn was there no more.'

So the Djinn went to see Camel. Camel looked into a pool of water. He saw his face and it made him laugh. 'You are very lazy, my friend,' said the Djinn. 'All the animals must help Man.' 'Humph!' said Camel. 'Just 'Humph!' - and that was all.'



<i>sound</i>	change the 's' to 'f', 'p', 'r' and 'w' to make new words
<i>water</i>	contains two syllables – say the word slowly and ask the children to clap the syllables as you say them

Passive vocabulary
must swish-swoosh

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 23. Point out that there is a cloud around the Djinn's head. Discuss with the class why this might be. Ask *How do the animals feel?*
- Tell the children to look at the pictures on pages 24 and 25. Ask the children to describe the Djinn. Ask *What is he sitting on? Where is he? What can he do that Man cannot do?*
- Tell the children to look at the picture on page 26. Ask *What do you think Camel is doing? How does the Djinn feel? What else do you see in the picture? Where is Camel sitting?*

Active vocabulary

<i>anything</i>	a compound word: <i>any + thing</i>
<i>appear</i>	to come into view
<i>bang</i>	a loud noise like a door slamming. Ask what other things go bang!
<i>call</i>	discuss other words that end in –all (<i>ball, fall, hall, mall</i>)
<i>cloud</i>	the 'ou' sounds like 'ow' as in <i>cow</i>
<i>heard</i>	past tense of the verb <i>hear</i>
<i>idea</i>	point out that this small word has three syllables
<i>laugh</i>	'gh' sounds like 'f' in this word and in <i>cough, rough, tough</i>
<i>pool</i>	rhymes with <i>fool, tool</i> (but not <i>wool</i>)

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

- 1 What did Horse say about Man?
- 2 What won't Man do?
- 3 Who had an idea?
- 4 What was Dog's idea?
- 5 What can the Djinn do?
- 6 Who did Dog say will help them?
- 7 What did the animals see after they called the Djinn of the Deserts?
- 8 What did they hear first?
- 9 What did they hear next?
- 10 Who appeared from the white cloud?
- 11 Who did horse say is their lazy friend?
- 12 What did Ox ask the Djinn?
- 13 Did Djinn think it was fair?
- 14 What did the Djinn say he would do?
- 15 Did the animals see a bang and hear a white cloud as the Djinn left?
- 16 What did Camel see in the pool of water?
- 17 When Camel saw his face, what did it make him do?
- 18 What did the Djinn tell Camel?
- 19 Did Camel talk to the Djinn?

- Ask the class to find and read any words in the chapter that have the following consonant blends: 'cl', 'sw', 'gh', 'wh'. Explain that 'gh' in plough is silent, but 'gh' in *laugh* sounds like *f*.
- Explain that the word *swish-swoosh* and *bang* are examples of words that are onomatopoeiac – a sound word. Other such words are *plop*, *crash*, *splash*. Ask the class with what they associate with these words.
- Find and read some examples of compound sentences in the chapter and discuss how each sentence is really made from two sentences joined together with the conjunction *and*. For example: *They saw a white cloud and they heard a swish-swoosh sound*.
- Play the 'word changing game' with the class. Write the word *heard* on the board. Alter the spelling to make some new words, and ask the class to read each one.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why didn't Man try to make Camel work?
- 2 How is the Djinn of the Desert different from Man?
- 3 How old do you think the Djinn is?

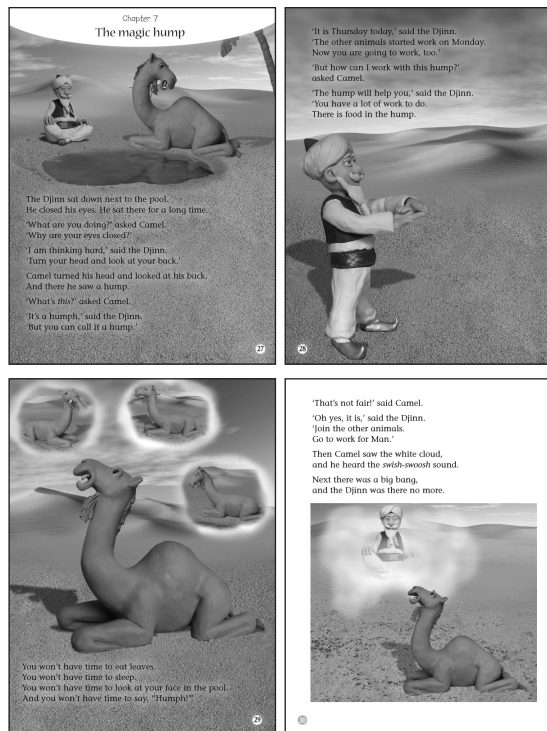
- 4 *Why was the Djinn happy to help the animals?*
- 5 *How long do you think it took the Djinn to go places?*
- 6 *How do you think Camel felt when the Djinn told him that all animals must help Man?*
- 7 *Do you agree with the Djinn?*
- 8 *What do you think Horse, Ox and Dog will say to the Djinn when they see him again?*
- 9 *Will Camel be happy working for Man?*
- 10 *Will Man make Camel work hard?*

- Explain that *won't* is a contraction of *will not*. Point out that the apostrophe replaces the 'o' in 'not'. Ask the children to find and read sentences in the chapter with *won't* in them.
- Ask the children to find and read aloud words with 'oo' in them (good, swoosh, wood, look, pool). Make sure they know which words rhyme (good – wood).
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 7

The magic hump

Pages 27 to 30



Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 27. Ask *What has changed? Does Camel look happy?*
- Tell the children to look at the picture on pages 28 and 29. Ask the children to describe the Djinn. Ask *What do you think he is saying? What is Camel thinking?*
- Tell the children to look at the picture on page 30. Ask *What do you think the Djinn is doing? How does the Djinn feel?*

Active vocabulary

<i>close</i>	point out that in the story the Camel and the Djinn close their eyes. Ask children to say what other parts of their body they can close (mouth, ears)
<i>food</i>	we put food in our open mouths – this word has two open mouths inside it!
<i>magic</i>	the 'g' sounds like 'j' and the word has two syllables
<i>next to</i>	point out that 'next' is next to 'to'
<i>turn</i>	use magic and tell the letter 't' that you (u) are (r) 'n'!

Passive vocabulary

a long time have time

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 *Where did the Djinn sit down?*
- 2 *Did he open or close his eyes?*
- 3 *How long did he sit there?*
- 4 *What did Camel want to know?*
- 5 *What was the Djinn doing?*

- 6 *Why did the Djinn want Camel to turn his head?*
- 7 *For how many days did Camel do nothing?*
- 8 *How will the hump help Camel?*
- 9 *What did the Djinn tell Camel he won't have time to do?*
- 10 *Was Camel happy about his new hump?*
- 11 *What did the Djinn tell Camel to do?*
- 12 *What noises did Camel hear when the Djinn left?*

- Read the title and discuss why the hump is magic.
- Ask the children to find and read words for parts of the body (eyes, head, back, face). Discuss how the Djinn changed Camel's body.
- Find and read the sentence *Join the other animals*. Discuss with the class what this means.
- Find the sentences in the chapter that have words in *italic*. Read the sentences aloud as a class and discuss the use of italic for emphasis.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why did the Djinn sit for a long time with his eyes closed? Was it necessary?*
- 2 *How did the Djinn get the idea of putting a hump on Camel's back?*
- 3 *Why did the Djinn call it a hump?*
- 4 *Do you think the Djinn was fair to Camel?*
- 5 *How did Camel feel about no longer having time to do the things he likes?*
- 6 *For the first time in the story, Camel does not say 'Humph!' Why?*
- 7 *What do you think Camel did when the Djinn left?*

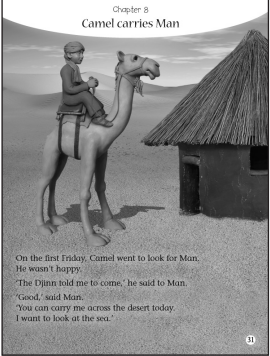
- Write *food* and *good* on the board. Ask *What is the same about these words?* Read both words and point out how they are pronounced differently, despite their common spelling.
- Write these words on the board: *see, sit, say, hear, is*. Ask the children to find the past tense of these verbs in the chapter and read them aloud.
- Ask *Would you like a hump on your back to store food? Why (not)?*
- Write *hump* on the board and say it aloud. Erase the 'h' and write 'l'. Ask the children to say it. Do the same with 'd', 'p', 'pl'.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 8

Camel carries Man


Pages 31 to 33


Chapter 8
Camel carries Man



On the first Friday, Camel went to look for Man. He wasn't happy. 'The Djinn told me to come,' he said to Man. 'Good,' said Man. 'You can carry me across the desert today. I want to look at the sea.'

And so Man and Camel went across the desert. It was a very long way. Camel did not have time to eat leaves. When they came to the sea, Man looked at it and said, 'The world is new, Camel. And the sea is new. I just wanted to look at it.' Man looked at the sea for a long time.





Then Man said, 'Let's go back now, Camel.' So Man and Camel went back across the desert. It was a very long way. Camel did not have time to eat leaves. In the evening, Camel was very tired. 'Tomorrow we will fetch wood,' said Man. 'Humph!' said Camel.

Active vocabulary

across	a preposition
Friday	Friday is the fifth day of the week and both start with 'f'
long	rhymes with <i>song</i>
sea	the words <i>sea</i> and <i>see</i> are homophones
today	contrast pronunciation of <i>today</i> and <i>Tuesday</i>
tomorrow	useful for teaching how to divide words into syllables: <i>to / mor / row</i>

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 31. Ask *What is Camel doing? Is it morning or evening?*
- Tell the children to look at the picture on page 32. Ask *What do you see in the picture? How far do you think Camel has carried Man?*
- Tell the children to look at the picture on page 33. Ask *Where are Camel and Man now? What do you think Man is saying to Camel?*

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 *What day of the week did Camel start to work for Man?*
- 2 *How did Camel feel?*
- 3 *Why did Camel go to see Man?*
- 4 *Was Man happy that Camel came?*
- 5 *Where did Man want to go?*

- 6 *Was it far to the sea?*
- 7 *Why did Man want to see the sea?*
- 8 *How long did Man look at the sea?*
- 9 *What did Man want to do after he stopped looking at the sea?*
- 10 *Did Camel eat leaves before he carried Man back across the desert? Why (not)?*
- 11 *How did Camel feel in the evening?*
- 12 *What did Man say about tomorrow?*
- 13 *Why did Camel say 'Humph!'?*

- Read the title and discuss why Camel carries Man.
- Ask the children to find and read sentences with the word *long* in them. Discuss the meaning.
- Discuss what Man means when he says, 'The world is new, Camel. And the sea is new. I just wanted to look at it.'
- Ask the class to find and read all the prepositions in the chapter, page by page.
- Ask the children to find the words that mean the opposite of *sad, bad, short, old*.
- Write *sea* on the board. Elicit words that rhyme with *sea*.
- Discuss homophones (words that sound the same but are spelled differently). Ask the children to spell the homophones for *sea, blew, fare, sew, son, threw*. Write them on the board and practise the pronunciation.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think Camel had to go look for Man? Why (not)?*
- 2 *What do you think Camel thought about when he carried Man across the desert?*
- 3 *Was Camel a better animal than Horse for carrying Man a long way? Why (not)?*
- 4 *Do you think Man knew what the sea looked like before he went there? Why?*
- 5 *Do you think Man wanted to live near the sea?*
- 6 *How do you think Camel felt at the end of his first day of working for Man?*
- 7 *Do you think Horse was able to go across the desert and back in one day?*
- 8 *Do you think a camel can fetch wood better than a dog?*
- 9 *Do you think Camel will like working for Man?*
- 10 *Will Man need Horse, Ox and Dog to work for him now?*

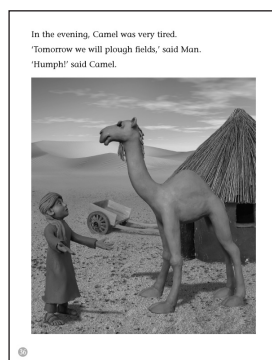
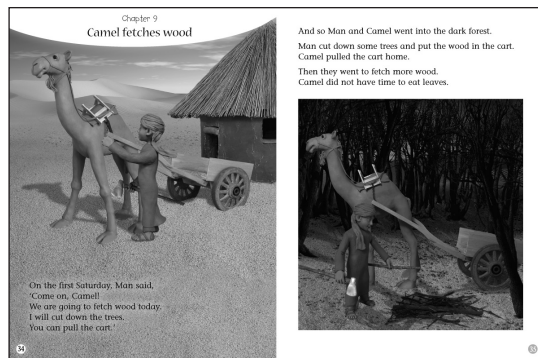
- Ask *How do you think Man felt when he saw the sea for the first time? What do you think he thought about?*
- Discuss how working for Man might make Camel's life a better life for him. Ask *Will Camel become friends with Man? Will Camel be stronger and healthier? Do you think Camel is happy about his hump now?*

- Write on the board *sea*, *water* and *pond*. Ask *What is the same about these words?* Discuss the difference between a sea and a pond. Encourage the children to think of other words about water (rain, ocean, puddle, river, etc) and to discuss meanings.
- Point out the 'ea' in *eat* and *leaves*. Ask the children to find another word in the chapter with 'ea' (*sea*). Write *sea* on the board and say it aloud. Add the following letters to the end of *sea* to make new words, and ask the class to read them aloud: 'l', 'm', 's', 't'.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 9

Camel fetches wood

Pages 34 to 36



Active vocabulary

<i>cart</i>	another 'ar' word like <i>hard</i>
<i>cut down</i>	a phrasal verb meaning to make something fall to the ground by cutting it
<i>dark</i>	opposite of <i>light</i>
<i>forest</i>	find the hidden words within: <i>for</i> , <i>rest</i> , or
<i>home</i>	the 'o' is a long 'o' sound
<i>pull</i>	rhymes with <i>full</i> ; Camel will pull a cart full of wood
<i>Saturday</i>	sixth day of the week; with three syllables

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 34. Ask *What is Man doing? Is it morning or evening?*
- Tell the children to look at the picture on page 35. Ask *What do you see in the picture? What has Man got in his hand?* (You might want to introduce the word *axe*.)
- Tell the children to look at the picture on page 36. Ask *Where are Camel and Man now? What do you think Man is saying to Camel?*

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 *What day of the week did Camel and Man fetch wood?*
- 2 *What is camel going to pull?*
- 3 *Why did they need a cart?*
- 4 *What will man do with the axe in his hand?*

- 5 *Where did Man and Camel go?*
- 6 *Was it light in the forest?*
- 7 *What did Man do with the trees after he cut them down?*
- 8 *Where did Camel go with the cart full of wood?*
- 9 *What did Camel do after he took the wood home?*
- 10 *Did Camel eat leaves before he went back to the forest? Why (not)?*
- 11 *How did Camel feel in the evening?*
- 12 *What did Man say about tomorrow?*
- 13 *Why did Camel say 'Humph!'?*

- Read the title and discuss how Camel fetches wood with Man.
- Ask the children to find and read sentences with the word *pull* in them. Discuss the meaning. Ask *What other animals can pull a cart?*
- Ask the class to find words with four letters and to say how many syllables they have.
- Ask the class to say the names of the days of the week. Play a game to see who can answer these questions the fastest: *Which is the third day of the week? Which is the first?* etc.
- Write *cut* on the board. Elicit words that rhyme with *cut* (but, hut, nut, what). Point out that it looks like *put* but has a different sound.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation.

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

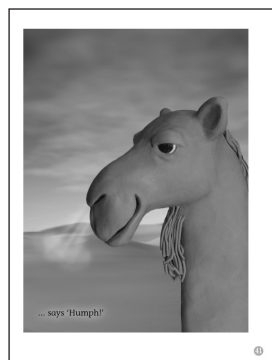
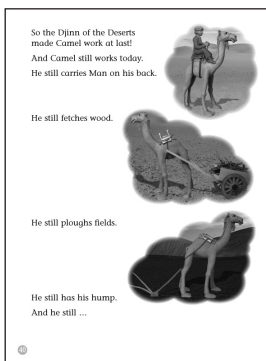
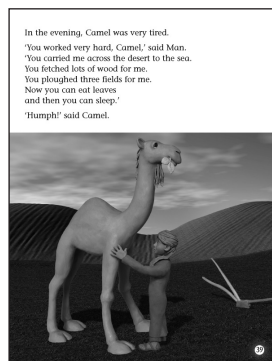
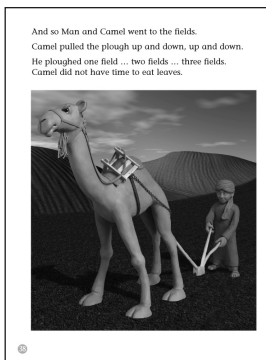
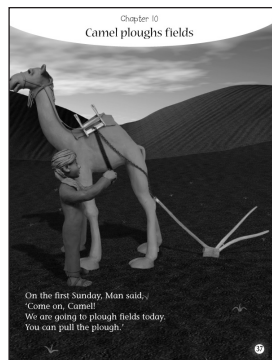
- 1 *Do you think Camel wants to go back to his old life? Why (not)?*
- 2 *What do you think Man likes about Camel's work?*
- 3 *Why is the forest dark?*
- 4 *Did Camel do his work well?*
- 5 *Why can camels fetch more wood than dogs?*
- 6 *What does Man want Camel to do the next day?*
- 6 *Where do you think Horse, Ox and Dog are now?*

- Discuss how Man's life has changed in the first week of the new world. What has he learned?
- Ask the children to change these singular nouns to plurals: *leaf, shelf, loaf, wolf, half*.
- Write on the board *fetch, cut down, pull, put*. Ask the class for the past tense spelling of these verbs. Write them on the board. Discuss regular and irregular verb endings in the past tense.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 10

Camel ploughs fields

Pages 37 to 41



<i>plough</i>	(see Chapter 4)
<i>pull</i>	(see Chapter 9)
<i>water</i>	(see Chapter 6)
<i>wood</i>	(see Chapter 3)

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 34). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *How many fields do you think Camel is going to plough?*
- Tell the children to look at the picture on page 37. Ask *Whose work is Camel going to do today?*
- Tell the children to look at the picture on page 38. Ask *What is Camel pulling?*
- Tell the children to look at the picture on page 39. Ask *What has Camel finished doing? What do you think Man is saying to Camel? What is Camel eating?*

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio download, if you wish.

Active vocabulary

carry (see Chapter 1)

desert (see Chapter 1)

field (see Chapter 4)

food (see Chapter 7)

friend (see Chapter 2)

hump (see Chapter 1)

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

- 1 *What day did Camel go to plough the fields?*
- 2 *Did Camel push or pull the plough?*
- 3 *Did Camel plough two fields or three fields?*
- 4 *Did Camel want to do more work in the evening? Why (not)?*
- 5 *Was Man happy with Camel's hard work?*
- 6 *What did Camel do on Friday, Saturday and Sunday?*
- 7 *Will Camel eat leaves first or sleep first?*
- 8 *What did Camel say to Man?*
- 9 *Who made Camel work?*
- 10 *Does Camel still work for man today?*
- 11 *What kind of work does Camel still do today?*
- 12 *Does Camel still have his humps?*
- 13 *Does he still say 'That's not fair!' or 'Humph!'?*

- Read the title and discuss how Camel, who is only one animal, is doing the work of three. Ask *Is this fair?*
- Ask the children to find and read words with 'p' in them. Discuss how the 'p' changes its sound when it is followed by 'h'. Explain that the letter 'p' is often followed by 'l' as in *plough*. Ask the children to think of more words that begin with 'pl'.
- Ask the class to find the words *up and down, up and down*. Ask individuals to explain what this means.
- Ask the class to look at page 39. Ask *Who is taller, Man or Camel? Who is shorter? Who can work harder? Who can walk for a longer time?*
- Ask the class to find the word *still* in the chapter. Discuss the meaning.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

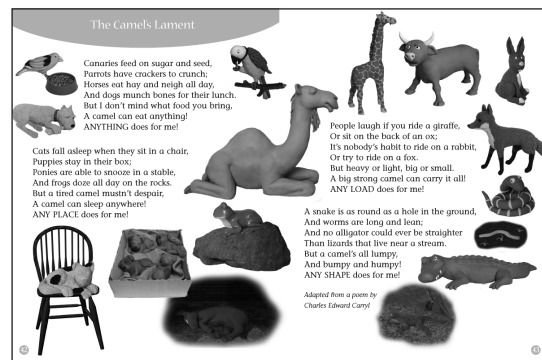
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think Camel feels angry when he is working? Why (not)?*
- 2 *Do you think Camel wants to see Horse, Ox and Dog again, or is he happy without them?*
- 3 *Do you think Camel is happy that the Djinn gave him a hump?*
- 4 *Did the Djinn make Man's life easier?*
- 5 *Where do Camels live and work today?*
- 6 *Would you like to be a camel? Why (not)?*

- Ask the children to change these singular nouns to plurals: *leaf, shelf, loaf, wolf, half*.
- Write on the board *fetch, cut down, pull, put*. Ask the class for the past tense spelling of these verbs. Write them on the board. Discuss regular and irregular verb endings in the past tense.
- Write several words from the text on the board, for example *man, plough, pull, very, sleep*, etc. Ask the class to think of another word that rhymes with each.
- You might like to tell the children that *plough* is the British English spelling and that *plow* is the American English spelling.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

The Camel's Lament

Pages 42 and 43



Before reading

- Read the poem's title. Explain the meaning of *lament* (an expression of disappointment or sadness). Ask the children why they think the camel has a sad story to tell?
- Tell the children to look at the pictures on pages 42 and 43. Give them a couple of minutes to look carefully at the pictures. Hold up your book so that the children can see it. Point to each animal and ask *What animal is this?* If they cannot tell you, give them the name of the animal. Ask what they know about each animal.
- Ask the children what the dog has in his mouth and what the birds are eating.
- Ask where the cat, puppies and pony are sleeping. (You might need to tell them the word *stable*.) Ask where the frog is sleeping. Ask where a camel sleeps.
- Ask *Can you ride on a giraffe? On an ox? On a rabbit? On a fox? On a camel?*
- Ask about the shape of a snake, worm, alligator and lizard. Ask the children to describe the shape of the camel.

During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

Vocabulary notes

<i>despair</i>	to lose all hope
<i>doze</i>	another word meaning to sleep
<i>snooze</i>	to sleep

- Ask the class to read the poem together.
- Ask individuals to read two lines each and ask another individual to read the seventh line of each stanza.

After reading

- Ask questions to check the children's understanding.
- Ask children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the name of the poet, the words that rhyme, the verse structure, (pairs of rhyming words and rhyming lines).

Working animals

Pages 44–47

Working animals

The four animals in the story still work for man. Other animals work for man, too.

Dogs

Police dogs:





- catch criminals
- find guns and bombs
- find lost people
- find lost property
- help to control crowds.

Guide dogs help blind people to find their way.

Sheepdogs help shepherds to watch their sheep.





Guard dogs help guard buildings and scare thieves.

Sled dogs help to pull sledges across the snow and ice.







Camels, horses, oxen, donkeys and mules

These animals pull carts and ploughs. Horses also carry people on their backs.







Police horses help to control crowds.




Elephants

Elephants can pick up wood with their trunks. They can also roll it along the ground.




Pigeons

Pigeons can carry messages from one place to another.



Dolphins

Dolphins can work under the sea.



All these animals help us. We must help them, too. We must make sure their lives are happy. We must give them:

- kindness
- food, water and a home
- lots of rest
- treatment by a vet if they need it.

If you want to help lots of different animals all around the world, look at this interesting website: www.wspa-international.org

- Ask Which facts did you find most interesting? Why?
- Visit the wspa website and find more interesting facts.

Before reading

- Ask Which animal in the story worked harder than the others?
- Discuss what work Horse, Ox and Dog could do for Man. Ask Do horses, oxen and dogs work for man today? What do they do?

During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

After reading

- Discuss which of the facts the class already knew.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it is appropriate. There are written after-reading activities (a book review and character profiles) on pages 22 to 24 of the Workbook.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Do you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters. *Did you like Horse? What did he do? What did he say?* Ask how the characters behaved. *What did you think of the Djinn in Chapter 7?* (See the activity on page 24 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story in their own words. (See the activity on page 22 of the Workbook.)

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify each of the story settings.

Moral issues and themes

- Use any of these themes from the story as a basis for a class discussion:
 - *Fairness:* Ask *Was it fair of Camel not to want to work for Man when the world was new? Was Man fair when he made the other animals work harder?*
 - *Laziness:* Ask *Why did the Djinn help Horse, Ox and Dog to make Camel work?* Talk about what happened to Camel as a result of his laziness.
 - *Kindness:* The Djinn saw that the animals were unhappy and so he helped them. Talk about the importance of helping others.
 - *Hard work is rewarded:* Ask *What did Camel have time for after a day of hard work?* Discuss whether Camel appreciated his leaves and his sleep after a day of hard work.

Vocabulary

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meanings of all the words.

Follow-up ideas

Composing a story sequel The story is a good model on which to develop other similar stories – for example *How the Giraffe Got its Long Neck*; *How the Hyena Got its Laugh*; *How the Zebra Got its Stripes*. Select one of these titles (or one of your own, or the class's) and brainstorm ideas with the class to make up your own class story. It can be oral, or written.

Sounds The Djinn of the Deserts gave Camel a hump because he always said, 'Humph!' Think of animal sounds (dog – woof; horse – neigh; cow – moo) and choose one animal and its sound to illustrate what the Djinn would give this animal. Say for example, *the Djinn might give a dog a 'woof'*. What would a 'woof' look like? What would it be for? Ask the children to choose an animal, draw a picture of it and describe it to the class.

Fetch-a-word The dog in the story had to fetch wood, and later Camel had to fetch wood with a cart. Why not play a game of *Fetch*? Write active vocabulary words on cards or pieces of paper and spread them out on a table. Ask individuals to fetch the word that means (give a definition), for example: *Fetch the word for something you see in the sky*. The child has to go to the table and bring the word (*cloud*) back to you. If the child fetches the wrong word, he has to take it back and ask a friend to help him fetch the right word.

Alphabetical animals Challenge the class to think of a different animal for each letter

of the alphabet (**ant**, **bear**, **cat**, **dog**, etc.) The letters 'u' and 'x' are difficult, so either omit them or allow 'unicorn' and 'x-ray fish'.

Art Ask each child to draw an animal that they would like to have work for them. They can give the animal extra limbs or wings, longer legs or a neck, etc. They can show their picture to the class and describe what this animal would do for them and how.

Drama Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their character's actions as you read the story or play the audio download.

Topic work Discuss why the Djinn of the Desert thought that Camel deserved a hump. Follow this with a discussion about how laziness is never rewarded. Encourage the children to think of other stories which have lazy characters and discuss what happens to them.

Vocabulary groups There are four distinctive vocabulary groups in the story which you can practise with them. They are:

days: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow*

animals: *camel, horse, dog, ox* (plural: *oxen*)

verbs for work: *carry, fetch, plough, work, cut down, pull*

geography: *desert, sand, world, wood, field, cloud, pool, water, sea, forest*

Glossary of vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *How the Camel got his Hump*. Active vocabulary items are shown in *italic print*.

- a long time** many weeks, months or years
a long way far
across from one side to the other
angry very annoyed
animals any living thing that is not a human, a plant, an insect, a bird or a fish
anything the opposite of something, for example I didn't see anything in the grass
appear to arrive somewhere
back the part of the body opposite the chest
bang a short loud noise, for example the sound of a door closing with a lot of force
call to speak loudly, or to shout to someone who is not near you
carry to hold someone or something using your hands, arms or body and take them somewhere
cart a vehicle with four wheels that is pulled by an ox and is used for carrying things
change to become different, or to make someone or something different
close to shut
cloud a large amount of smoke, dust, steam etc in the air
Come on! come with me
cut down to cut through a tree to make it fall to the ground
dark not light
desert a large area of land with few plants and little water and where the weather is always dry
Djinn an imaginary spirit with magic powers in ancient Middle Eastern stories
eat to put food into your mouth and swallow it
end the place that is furthest away from the centre of an object
fair if a situation is fair, everyone is treated equally
fetch to go and get something
field an area of land for growing food
first in the place counted as number one
food the things that people or animals eat
forest a large area of land covered by trees
Friday the day after Thursday and before Saturday
friend someone you know well and like, but who is not in your family
hard involving a lot of effort
have time to not be too busy to do something
heard realised someone or something was making a sound
home the place where you live
hump a large round part on the back of a camel
idea something you think of
just only
laugh to make the noise with your voice that shows you think something is funny
lazy not willing to work or do anything that needs effort
leave to go away from a place
leaves the plural of leaf
live to have your home in a particular place
long opposite of short
lots of a large number
magic having mysterious powers
meeting when people come together to talk about something important
Monday the day after Sunday and before Tuesday
must used for saying that it is necessary or important to do something
new not old; recently made
next to very close to someone or something
nothing not anything
past going near someone or something while you are on your way to another place
plough a machine used on farms for turning over the earth
pool a small area of water
pull to move something along behind you
sand what you walk on in the desert or on a beach
Saturday the day after Friday and before Sunday
sea the large area of salt water
sleep to close your eyes to rest and stop thinking at night
sound a noise
stay to not leave the place where you are
swish-swoosh a quiet sound
talk speak
that was all nothing more
think a word or idea comes into your mind
Thursday the day before Friday and after Wednesday
tired needing to rest or sleep
today this day
tomorrow on the day after today
town a place with many houses where people live
true not false; real
Tuesday the day before Wednesday and after Monday
turn to move your head or body so you can look behind you
want to feel you would like to have or do something
water we drink this to live; it falls from the sky as rain
Wednesday the day before Thursday and after Tuesday
wood the largest part of trees; used to make chairs and tables
work to do something that needs to be done that is often not easy
world the place where we all live



The Wonderful World of Words

Name _____ Date _____

Book Title _____ Chapter _____

Word	Meaning



How the Camel got his Hump

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

Student Book text © copyright Gill Munton 2010
Student Book design and illustration © copyright Macmillan Publishers Limited 2010

Teacher's Notes designed by Zed
Student Book designed by Anthony Godber
Student Book illustrated by Chris Petty
Student Book cover design by Linda Reed and Associates
Student Book cover illustration by Chris Petty

The authors and publishers would like to thank the following for permission to reproduce their photographs:

Alamy/Arco Images, Alamy/Sally and Richard Greenhill, Alamy/Juniors Bildarchiv, Corbis/Pennie Tweedie, Getty/Altrendo Images, Photolibrary/Digital Vision, Rex Features, Rex Features/Michael Friedel, Rex Features/Jo Giordano, The Pigeon Archive 2007/Richard Davies and Ståle Eriksen.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.