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](http://www.macmillanenglish.com/younglearners)
How the Camel got his Hump

Chapter 1
Humph!

Pages 3 to 6

Active vocabulary

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

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>sand</td>
<td>point out the an and and ‘hiding’ inside</td>
</tr>
<tr>
<td>true</td>
<td>the ‘ue’ sounds like the ‘o’ in do</td>
</tr>
<tr>
<td>world</td>
<td>other words with the same ‘or’ sound include work, worry, word</td>
</tr>
</tbody>
</table>

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?
- 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?
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?

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?