

TEXT	'HOW THE CAMEL GOT HIS HUMP' from <i>JUST SO STORIES</i> (1902)
AUTHOR	Rudyard Kipling
THEMES	What can you do (unit 5), working life (unit 12), animals (unit 20)
VOCABULARY	Work and working animals, laziness
WRITING	Students write quiz questions about animals.
SPEAKING	Students perform the text as a short play extract.

BACKGROUND INFORMATION

Rudyard Kipling's *The Jungle Book* (1894) is probably his most famous creation, thanks in no small part to the Disney animated movie (1967) and other productions such as the 2016 film version. In *The Second Jungle Book* (1895) Mowgli hears a story about how the tiger got its stripes. This seems to have been the germ of the idea Kipling developed in his *Just So Stories* (1902). As well as the camel getting his hump so that he can do the work he refused to do at the beginning of the world, Kipling also explains the origins of the kangaroo's legs, the whale's throat and the leopard's spots. The illustration of the camel on the Worksheet was drawn by Kipling himself. The sad thing about the book is that it grew out of bedtime stories for Kipling's firstborn child, Josephine (known as 'Effie'), who died at the age of six. Kipling would recall that 'in the evening there were stories meant to put Effie to sleep, and you were not allowed to alter those by one single little word. They had to be told just so; or Effie would wake up and put back the missing sentence. So, at last they came to be like charms, all three of them – the whale tale, the camel tale, and the rhinoceros tale'. Kipling (1865–1936) is strongly associated with British colonialism and the cult of 'manliness' that thrived amongst certain writers during his lifetime. As a result, he is often overlooked when it comes to considering the major writers of the late 19th and early 20th centuries. Kipling was, in fact, a complex and innovative writer – his contribution to the evolution of the Modernists' short story is significant and his skill and range is impressive. *The Just So Stories* are in many ways Darwinian explanations of animal evolution and therefore occurred within the fierce debate that took place in the later Victorian period. Kipling received the Nobel Prize for literature in 1907 when he was only forty-two, the youngest writer to do so and the first English language writer to receive the award.

WARMER

Before the class, search 'real unusual animals' online and choose images of about six examples, e.g. an armadillo or a giraffe or some really strange ones like the red-lipped batfish or goblin-shark. Ask students to suggest why they look the way they do – suggestions will probably include for protection (armadillo), to reach high places (giraffe), to see in the dark (animals with big eyes), etc. Ask for ideas about the stranger ones as well and encourage students to be imaginative.

ABOUT YOU

For the discussion questions and in preparation for reading the text, use images to check students understand the words: *camel*, *hump*, *ox*, *lazy* and *desert* as these don't appear in the glossary. It would also be a good idea to

illustrate the glossed words *trot*, *saddle* and *plough* in conjunction with the definitions. If students are curious about what equipment the ox has on its neck, find a picture of a *yoke*. Check that students understand that *Humph* expresses a feeling or attitude.

Go through the background to the story and use any information from the Background information box you think might interest students.

1 After reading, elicit answers from the class – suggestions might include: *He's lazy. / He doesn't say much. / He doesn't want to work. / He isn't a good friend to the others. / He does nothing.* It's a good idea to expand on the use of *Humph* – which as well as expressing anger can suggest irritation, superiority, etc. Students probably won't know these words, but they can understand the idea if you show them some examples (pick up a book, read a sentence and then make a *Humph* noise, for example: 'What did I think of what I read?')

2 **Suggested answers**

- 1 They ask the camel to come and work with them.
- 2 He says '*Humph*' and this means he doesn't want to work and won't help them.
- 3 The other animals have to do extra/double work.
- 4 What they can do to make the camel work / why the camel doesn't work / why they have to do extra work / what to say to the people about the camel and the extra work.

VOCABULARY

3 **Answers**
1 E 2 A 3 B 4 C 5 D

4 **Answers**
1 D 2 C 3 A 4 E 5 B

WRITING

5 Encourage students to brainstorm ideas and help with translations (and pronunciation). They will almost certainly need help with specific words (from you or using dictionaries). You might decide to set a specific number of facts/clues (five or six). A nice follow-up would be to make a selection of the quiz questions from the whole class and create a poster with the pictures of the animals to be matched to the questions.

MIXED ABILITY

After the groups have written their quiz questions, assign the job of asking the questions to the weaker students in the group. The group writes them together – probably with most input from the stronger members – but if the weaker students are tasked with reading them, they have a key role that doesn't involve producing spontaneous language, but makes them the key speaker, thus gaining confidence.

SPEAKING

- 6 Clarify that the groups are going to perform the text by scripting the parts and reading them out. Encourage them to focus on the emotions – *How do the animals feel when the camel doesn't do any work? Angry? Surprised? How does the camel act?* The part of the people should be played by two or more students – they can read their part in unison.