

TEXT	'SAND AND STONE' (traditional Arabian story)
THEMES	Out and about (unit 14), different places (unit 17), the weather (unit 18)
VOCABULARY	Heat, cold, thirst, hunger, friendship, adverbs of frequency
WRITING	Students write poems about friends.
SPEAKING	Students interview each other about how often they do things with friends.

BACKGROUND INFORMATION

This tale is found across the Arab world, with slight variations. Tales and their presence in cultures with strong oral traditions were – and still are – a way of passing on values, history, traditions and social aspects of a society.

WARMER

Before students see the worksheet, put up pictures of sand, stone, a desert, an oasis (or water) and two figures. Use the pictures to teach or revise these vocabulary items. Ask for suggestions about what the story might be about. Students might suggest two people walking through the desert, getting thirsty, finding water, etc. *Stone* might be harder to find ideas for – maybe they sit on stone? Or fall over a stone?

ABOUT YOU

The questions get students thinking about themes of the story. Encourage them to think of any personal experience of hunger, thirst, heat and cold.

Use the introduction to explain how an 'oral tradition' often produces tales and stories that are passed on from generation to generation, rather than written down in books.

1 As this story would originally be told rather than read, it's probably important to read it out loud. One way of getting students to think about how a story should be read is to read it to them in a flat monotone and ask them what was wrong with the way you read it. Having established that it was boring, elicit the ways we make stories sound interesting – mostly through emphasis (volume) and pauses, but also through rising and falling intonation. Get the students to work in pairs and mark up the text with these four things and then try reading the text together. After they have done this, read the story again, this time with those four elements. Finally, ask them what colours they think of when they read the story. Possibilities could include yellows and browns for the desert, green for the oasis, blue for the water and sky, etc.

2

Suggested answers

- 1 Because they don't have water and it is very hot in the desert. Without water, they might die.
- 2 It's hard to talk when you are very hot, tired and thirsty, and they are feeling very sad after the first man hit the second man.
- 3 Because he was very happy to see it and wanted to drink quickly.
- 4 Because it is about the two ways the friend writes things down – when he writes in sand the words are lost, but when he writes in stone he will always remember.

VOCABULARY

3

Answers

- 1 carved 2 blows 3 knees 4 saved 5 continued

4

Answers

- 1 cool 2 oasis 3 knees 4 carved 5 blessings

WRITING

5

Go through the instructions and check that students understand the activity. Clarify that they can either use a name or keep the identity of the friend secret, that they can use the verbs in any order and they can include any information they want about personality or physical appearance, for example. After they have written their poems, form groups of about five students and tell them to read their poems to each other.

SPEAKING

6

Go through the instructions and check students know the meanings of the frequency words, possibly by suggesting a percentage representation: *sometimes* (50%?), *all the time* (100%), *never* (0%). Students could work in pairs initially, but this could then be made into a class mingle.

MIXED ABILITY

Form groups and make sure there is a stronger student in each one. Tell the groups to add at least two more questions to the Student A and Student B lists before forming pairs and interviewing each other. This will also probably involve the stronger students teaching any unfamiliar words to their group.