



# Unit (1) Lessons (11-12)

Unit

1

# Culture and traditions



# Lessons 11–12 **Storytelling**



# Lesson objectives

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## We are going to:

1. learn new words to help us understand the text better.
2. read the text for specific information. (Scanning)

# Task 1 Vocabulary

**stripes**

A **stripe** is a long line which is a different colour from the areas next to it.

**pattern**

A **pattern** is an arrangement of lines or shapes, especially a design in which the same shape is repeated at regular intervals over a surface.

**unique**

Something that is **unique** is the only one of its kind.

**Make up**

If you **make up** something such as a story or excuse, you invent it, sometimes in order to deceive people.

**feature**

A **feature of** something is an interesting or important part or characteristic of it.

**complain**

If you **complain about** a situation, you say that you are not satisfied with it.

**appreciate**

If you **appreciate** something that someone has done for you or is going to do for you, you are grateful for it.

**manage**

If you **manage to** do something especially something difficult, you succeed in doing it.

**fed up**

If you are **fed up**, you are unhappy, bored, or tired of something, especially something that you have been experiencing for a long time.

**stable**

A **stable** or **stables** is an organization that breeds and trains horses for racing.

- What stories were you told as a child? What stories do you still like to listen to or tell?  
Have you ever made up stories for other people?



# Reading

- 1** **21st** Look at the photo. Do you know what this animal is called?  
Read this introduction to a story about it to find out.





There are many thousands of animals in the world. We know a lot about some of them, but very little about a lot of them.

Take, for example, the zebra. We know they all have black and white **stripes** and, from pictures, these stripes look exactly the same. But on closer observation, we notice that the designs are different, sometimes only very slightly, but sometimes quite a lot. In fact, we find out that every zebra has its own **pattern**. Just like our fingerprints, which are **unique** to every one of us, a zebra's stripes are also unique to each of them.



But how did the zebras get their stripes? How did we get our fingerprints? To tell the truth, I don't know, but in the past, people would **make up** weird and wonderful stories to try to explain how these **features** began. So I would like to share one of these stories with you: *How zebras got their stripes.*

**2** Now read the first part of the story. Are the sentences true (T) or false (F)?

Once upon a time, there were no zebras. There were just horses. Lots and lots of horses. Every day, these horses worked really hard. They worked so hard that they didn't have any free time to relax or play.

The horses had to carry heavy loads. They carried them over long distances, up and down hills, and across rivers. Every day, they worked hard and never **complained**. But no one ever said, 'Thank you.' They didn't ever say, 'We really **appreciate** all your hard work.' They didn't ever say, 'We don't know how we would **manage** without your help.'

One day, two of the horses decided that enough was enough! They were **fed up** of the way they were treated by their owners. They were fed up of having no time to rest and play in the lovely green fields around their **stable**. They were fed up of not being able to drink fresh water from the river. So they decided it was time to stand up for themselves. But what could they do?

- 1 According to the story, a long time ago, there weren't any zebras. **T**
  - 2 The horses worked very hard every day. **T**
  - 3 The horses had to walk long distances. **T**
  - 4 The horses had time to relax and play. **F**
  - 5 The fields around the stable were covered in grass. **T**
  - 6 The horses could drink the river water. **F**
- 3** What do you think happens in the rest of the story? Tell your partner.

## Language tip

Remember how we form the positive form of the future continuous tense: *will + be + -ing* form of the verb.

Now look at these sentences from the story:

*The zebras won't be working any more.*

*The horses won't be relaxing like their patient zebra friends.*

This is the negative form of the future continuous tense and this is how we form it:

*will not (won't) + be + -ing* form of the verb.

We use the future continuous (negative) to talk about something that will not happen at some time in the future.

# Language focus

- 4** Write these sentences with the negative form of the future continuous tense.
- 1** I Won't be walking (walk) to school tomorrow.
  - 2** I Won't be watching (watch) TV this evening.
  - 3** We Won't be going (go) on holiday next week.
  - 4** This time next week, we Won't be doing (do) exams.
  - 5** They Won't be helping (help) us to tidy up.
  - 6** My friend Won't be coming (come) to my graduation party.

## Writing

**5** Plan a story for young children. Use these prompts:

- Choose an animal as the main subject of the story.
- Decide on one distinct physical feature about that animal.
- Use a mind map and brainstorm silly or funny ways that it could have got that feature.

- 6** In your notebook, write an introductory paragraph to your story to set the scene.

## **Writing tip**

An introduction provides the context of the story and gives the main topic. Notice how the text in Activity 1 introduces the story by making a general statement about animals, followed by hints and questions to capture our interest and get us thinking.



**WORKBOOK**

- 1 Read the rest of the story from page 70 of your Coursebook. Were your predictions right?

A **wise** old man lived nearby. So the horses decided to visit him and get some **advice**.

The old man listened to the horses. Then he said. 'I know! It might not work, but it's worth a try.' The old man got up and went into his little house. A few minutes later, he came out holding two **buckets**. Each bucket was full of **paint** – one of black paint, the other of white!

He picked up a **paintbrush** and started to paint the horses.

'One black, one white ...,' he sang to himself and covered the horses with the paint. Soon, both horses looked completely different. They were both covered in black and white stripes. 'Nobody will **recognise** you now,' he said. 'But you need a new name. What about zebra?'

The new zebras went back to the stable. No one recognised them, so no one asked them to do any work. They relaxed in the green grass just as they had wished.

That evening, they saw the other horses coming back to the stable. They looked tired and sad. It made the zebras feel sad too. One of the horses saw the zebras and asked, 'Who are you?'

The zebras told their friends about the old man. 'We must go and visit the old man, too,' said the horses. And off they went.

The old man wanted to help the horses and started painting them. One by one, each new zebra ran off to join the other zebras. But it took a long time to paint the horses and some of them started getting **impatient**. They **kicked** and complained. They kicked so much that they **knocked over** the buckets and the paint **spilled** everywhere, until there was none left. So the old man couldn't make any more new zebras.

The zebras won't be working anymore. But the horses won't be relaxing like their **patient** zebra friends. They will be working for the rest of their lives.

So, this is why we can see both horses and zebras today — and why it's important to be patient!

# How zebras got their stripes



**2** Record the events of the whole story in a storyboard, using each frame to tell part of the story in words and pictures. Remember to include:

- A summary sentence in each frame.
- A description of the stable.
- A description of the life of the horses.
- A description of the old man.
- A description of the new lifestyle of the zebras.
- Speech bubbles for dialogue or thought bubbles.

**3** Complete the sentences using the future continuous negative.

**1** This evening, I \_\_\_\_\_

**2** Tomorrow, I \_\_\_\_\_

**3** This weekend, I \_\_\_\_\_

**4** Next week, I \_\_\_\_\_

**4** Answer these questions in the *negative form* of the future continuous. Use the alternative options as in the example.

**1** Will you be playing golf this weekend, Haitham? (golf / tennis)

No, I won't be playing golf, I'll be playing tennis.

**2** Will you be going to the library after school, Jassim? (library / beach)

No, I won't be going to the library, I'll be going to the beach.

**3** Will you be taking any important exams this year? (this year / next year)

No, I won't be taking any important exam this year, I'll be taking next year

**4** Will you be watching the football match on Saturday? (football match / new film)

No, I won't be watching foot ball match on Saturday, I'll be watching film