


# 7 Tell me a story

## My learning journey:

### Reading

● A feature article about fables  Arts Education

● Old and new fables  Arts Education



Understanding figurative language

### Vocabulary

● Describing facial expressions

● Describing movement

### Language

● Talking about why and when things happen  
(Present and past participle clauses)

● Writing story dialogue  
(Direct speech)

### Listening

● A conversation about an unusual experience



Making inferences

### Speaking

● Commenting on suggestions for  
storytelling activities



Agreeing and disagreeing (II)

### Task

I will write a modern-day fable.



Organising a story



## Warm-up

Do you know these famous fables? Match each fable with the lesson it teaches. Write the correct letters in the boxes provided.

- A An act of kindness is never wasted.
- B Gentleness wins where force fails.
- C Liars are not believed even when they speak the truth.
- D Slow and steady wins the race.

### Hint

Look up any fables that you are not familiar with.

1

*The Hare and the Tortoise*



2

*The Lion and the Mouse*



3

*The North Wind and the Sun*



4

*The Shepherd Boy and the Wolf*



What are some other fables you know? What lessons do they teach?

Pre-reading

1 Scan the text.

What is another word for 'fable'?

\_\_\_\_\_

2 Match these words (A–C) with their meanings.

A moral (n) (line 6)

suitable for everyone

B universal (adj) (line 28)

are interesting for someone

C appeal (v) (line 34)

lesson that is learnt from a story or experience

Fables are very old stories and you probably know one or two. Read the following feature article to find out more about fables and why we love them.

# Fables for all ages

1 'Wolf! Wolf!' the boy leapt to his feet and yelled, while the villagers rolled their eyes and said impatiently, 'Not again!' This is probably one of the many fables you know, but how much do you know *about* fables?

### What are fables?

5 2 The word 'fable' comes from the Latin word 'fabula', which means 'story'. All fables have a moral. For example, from *The Shepherd Boy and the Wolf*, also known as *The Boy Who Cried Wolf*, we learn the importance of honesty.

10 3 Many fables contain animal characters that have opposite human qualities. For example, the proud hare that sprints ahead and the humble tortoise that plods along but wins the race. Sometimes the characters are from nature such as the sun and the wind or are objects like jars. However, they all talk and behave like human beings.



### Where do fables come from?

- 15 **4** Did you know that fables were first created to be listened to? Having no written form, they were passed down by word-of-mouth and they only began to be written down from the 10th century. Fables can be found in many different cultures around the world and many are very old, for example, the ancient Chinese fable *The Foolish Old Man*
- 20 *Who Removed the Mountains*. Featuring 735 fables, probably the biggest and best-known collection in English today is the one from Aesop, a Greek fabulist who lived a very long time ago in the 6th century BCE. Many of Aesop's fables have also been translated into many other languages including Japanese and Korean.



### 25 Why are fables so popular?

- 5** First created more than 2,500 years ago, fables are still very popular. Why? The answer is simple — they teach valuable life lessons which are universal, timeless and appropriate for all ages. They are a cup of hot chocolate on a cold day.

- 30 **6** Originally written for adults, fables are popular among children too. The reasons are obvious. Firstly all fables are short and are as easy as ABC. They all start with a simple conflict and end with a clear moral. Second, using animal characters and humour, the tales naturally appeal to children.

- 35 **7** All in all, fables have stood the test of time. Throughout history, generation after generation from different cultures have benefitted from their lessons. If you haven't read a fable for a while, why not search for a few on the Internet and enjoy these entertaining and wise creations all over again?

### Grammar in text

We sometimes explain why or when things happen using **present and past participle clauses**.

*Having no written form, they ...  
First created more than 2,500 years ago, fables ...*

Can you find more examples in the text? Underline them.

### Values corner

#### Develop a strong set of morals

Fables are a way of teaching us right from wrong. How can having a strong set of morals help us become responsible members of our society?



## Reading skill

## Understanding figurative language

We sometimes use figurative language (words beyond their literal or usual meaning) to compare one thing to another. This helps us to communicate images or ideas more quickly or clearly.

A lion is a wild animal. (**literal**) = A lion is an animal that lives in the wild.

He is a wild animal. (**figurative**) = He isn't an animal and doesn't live in the wild but his behaviour is similar.

A **simile** says that one thing is like or is as ... as another thing, e.g.

Life **is** like a rollercoaster.

She's **as** busy **as** a bee.

A **metaphor** says that one thing is another thing, e.g. *The sea **is** an angry dog.*

*The sky **is** the Earth's roof.*

**Part A** Answer the questions using information from Reading 1. Blacken one circle only.

- 1 When the villagers 'rolled their eyes' (lines 1–2), this showed that they \_\_\_\_.
- A felt annoyed
- B felt scared
- C wanted to sleep
- D were looking around
- 2 According to paragraphs 2–3, which feature of fables is NOT mentioned?
- A characters can be forces of nature
- B objects can have human qualities
- C the story has a moral
- D the story has a natural setting
- 3 Fables were 'passed down by word-of-mouth' (line 16) because \_\_\_\_.
- A people couldn't afford books
- B speaking was more fun
- C they came from different cultures
- D they weren't written down
- 4 What does 'the one' (line 21) refer to?
- A a collection of fables
- B a country
- C a fable
- D a fable writer
- 5 Fables are compared to 'a cup of hot chocolate' (lines 28–29) because they are \_\_\_\_.
- (i) comforting
- (ii) familiar
- (iii) hot
- A (i) only
- B (i) and (ii)
- C (iii) only
- D All of the above
- 6 If something is 'as easy as ABC' (line 32), it \_\_\_\_.
- A is in English
- B is not complicated
- C is written down
- D needs to be learnt
- 7 If something stands the test of time (line 35), it \_\_\_\_.
- A becomes old
- B becomes tired
- C is passed from person to person
- D remains for a long time
- 8 What is the main idea of paragraph 7?
- A Everyone should create a fable.
- B Everyone should read fables.
- C Fables are easy to find.
- D Fables are trendy.

**Part B** Use information from Reading 1 to answer the following questions. For multiple choice questions, blacken one circle only.

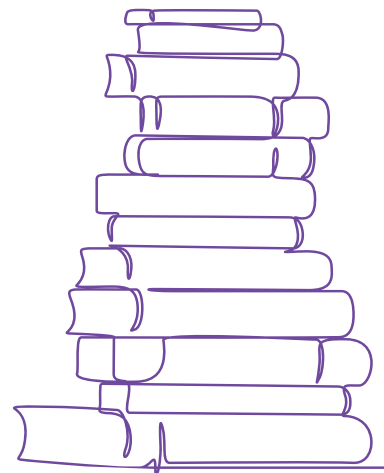
- Find words in paragraph 3 with the opposite meaning.
  - proud \_\_\_\_\_
  - sprints \_\_\_\_\_
- Complete the following information about Aesop.
  - Born in the: \_\_\_\_\_
  - Nationality: \_\_\_\_\_
  - Number of fables written: \_\_\_\_\_
- According to the article, are the following statements True (T), False (F) or Not Given (NG)?

	T	F	NG
a) <i>The Shepherd Boy and the Wolf</i> is Aesop's first fable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) All fables have animal characters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) There were fables 2,500 years ago.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- According to paragraph 6, what TWO things make a fable's plot easy for children to understand?  
Fables have:
  - \_\_\_\_\_
  - \_\_\_\_\_
- What does 'creations' (line 39) refer to? \_\_\_\_\_

**Part C Summary cloze** Complete the following summary using words from Reading 1. Fill in each blank with one word only.

Fables can be found in many different <sup>1</sup> \_\_\_\_\_ but they all have one thing in common: they end with a <sup>2</sup> \_\_\_\_\_, in other words, a life lesson. There are many fables but the <sup>3</sup> \_\_\_\_\_ that is best known is Aesop's Fables. They teach lessons that are <sup>4</sup> \_\_\_\_\_, timeless and suitable for all <sup>5</sup> \_\_\_\_\_. Therefore, they have been <sup>6</sup> \_\_\_\_\_ into many languages and read by millions, especially children, as the animal characters and humour <sup>7</sup> \_\_\_\_\_ to them. However, it is not just children who have <sup>8</sup> \_\_\_\_\_ from their lessons. Generations of <sup>9</sup> \_\_\_\_\_ continue to make <sup>10</sup> \_\_\_\_\_ decisions because of their teachings too.



## Pre-reading

## 1 Skim the text.

The text is split into two parts. What are they?

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## 2 Scan the text.

Who is the Ant and who is the Grasshopper in the new version of the fable?

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Look at the title and the text above paragraphs 1 and 6.

A story writing competition asks for an old and a new version of a fable. Read this competition entry.

# The Ant and the Grasshopper

## The old version...

**1** It was a warm summer's day and the Ant was hard at work in the field. Seeing the Ant, the Grasshopper bounced over. 'Ant, stop gathering food and come and dance with me,' he said cheerfully.

**2** Turning down his invitation, the Ant explained, 'I can't. I need to work hard and prepare for the winter!'

**3** The Grasshopper pursed his lips. 'Piff!' he mocked and continued dancing in the grass.

**4** Fast-forward six months and it was now winter and as cold as ice. There were no seeds or fruit on the ground and the Grasshopper had no food and was very hungry. Feeling weak, he plodded over to visit the Ant to ask for some food. She stared at him and frowned but gave him a little, reminding him of the importance of being diligent and planning for the future.

**5** There's a time for work and a time for play.



... and the new version ...

**6** Hans and Solo were twin brothers. They both enjoyed  
15 and were good at swimming but Hans had serious ambition  
and wanted to swim for his country. He got up early every  
day of the week without fail and went to the local swimming  
pool to do one hundred lengths. 'Come with me, Solo!'  
urged Hans but Solo preferred to stay in bed. Eventually,  
20 persuaded to come to the pool by Hans, Solo only fooled  
around, played games on his smartphone and sneered at  
Hans as he trained.

**7** Fast-forward three years and Hans's dream had come  
true. Travelling all over the world with the national team,  
25 he won medals for his country and got lots of media  
attention, while Solo had carried on being lazy. Their lives  
were like night and day. 'What will I do now?' Solo sighed  
miserably.

**8** For a few days, he thought about his situation. 'It's  
30 not too late for me. I can be a world-class swimmer too if  
I'm as diligent as my brother and train hard,' he exclaimed  
as he dashed off to the pool to find Hans to ask for help  
with his training programme.

**9** There's a time for work and a time for play.

**Grammar in text**

We often use **direct speech** in story dialogue.

*'Ant, stop gathering food and come and dance with me,' he said cheerfully.*

Can you find more examples in the text? Underline them.

**Values corner**

**Be diligent**

Are you diligent like the Ant and Hans? If not, how could you improve?

## Comprehension 2



**Part A Text analysis** Match the paragraphs in the two versions of the fable in Reading 2 with their functions. Write the letters (A–E) in the spaces provided. Each letter can be used more than once.

Paragraph(s)	
1	
2–4	
5	
6	
7–8	
9	

**Function**

- A Introduce the setting
- B Introduce the main characters
- C Recount the events of the old version of the fable
- D Recount the events of the new version of the fable
- E Present the moral of the fable



## Comprehension 2



### Reading skill

### Understanding figurative language

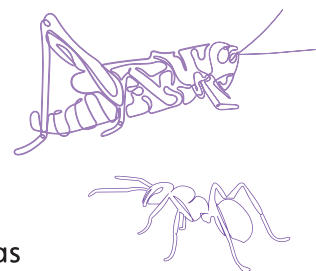
See page 58 for details.

**Part B** Answer the questions using information from Reading 2. Blacken one circle only.

- 1 When the Grasshopper said 'Piff!' (line 6), his tone was \_\_\_\_.
- A happy  
 B surprised  
 C unkind  
 D worried
- 2 What does the expression 'as cold as ice' (line 8) suggest?
- A The ground is slippery.  
 B The weather is changing.  
 C The weather is very cold.  
 D There is no food.
- 3 When the Ant 'frowned' (line 11), it showed that she \_\_\_\_.
- A couldn't see the Grasshopper  
 B didn't recognise the Grasshopper  
 C felt generous  
 D was not happy
- 4 According to paragraph 6, which is NOT true? Both Hans and Solo \_\_\_\_.
- A enjoyed swimming  
 B got up early to swim  
 C were good at swimming  
 D were the same age
- 5 What does the expression 'Their lives were like night and day' (lines 26–27) say about Solo and Hans?
- A Both were good at swimming.  
 B Both worked all the time.  
 C One of them had succeeded and the other hadn't.  
 D They disagreed with each other.
- 6 How is the new version of the fable different from the old version?
- A One character benefits from being diligent.  
 B The lazy character makes a change.  
 C The two characters are very different.  
 D The versions have a different moral.

**Part C Summary cloze** Complete the following comparison of the old and new versions of 'The Ant and the Grasshopper' using words from Reading 2. Fill in each blank with one word only.

The old version starts with the Ant <sup>1</sup> \_\_\_\_\_ food in preparation for the <sup>2</sup> \_\_\_\_\_. The Grasshopper wasn't thinking ahead and preferred to <sup>3</sup> \_\_\_\_\_ in the grass. In the new version, a character called Hans worked hard and his <sup>4</sup> \_\_\_\_\_ was to swim for his country. His <sup>5</sup> \_\_\_\_\_ brother, Solo, was also good at swimming but while Hans trained, Solo <sup>6</sup> \_\_\_\_\_ around. When Hans became successful, Solo was still <sup>7</sup> \_\_\_\_\_. Realising his mistake, Solo decided to <sup>8</sup> \_\_\_\_\_ for Hans's help.



A **prefix** is a letter or group of letters added to the beginning of a word. Once added, new words are created, usually with a related meaning, including antonyms, which are words with opposite meanings.

**A** Can you form an **antonym** with each of the following words by adding one of the prefixes below? Write the antonyms under their prefixes. One has been done for you.

- a) agreement (n)   b) behave (v)   c) fortunately (adv)   d) legal (adj)   e) responsible (adj)  
f) appear (v)   g) complete (adj)   h) grateful (adj)   i) patiently (adv)   j) sense (n)

<b>in-</b>	<input type="text"/>	<b>il-</b>	<input type="text"/>
<b>im-</b>	<input type="text"/>	<b>ir-</b>	<input type="text"/>
<b>dis-</b>	<input type="text" value="disagreement"/> <input type="text"/>	<b>un-</b>	<input type="text"/> <input type="text"/>
<b>mis-</b>	<input type="text"/>	<b>non-</b>	<input type="text"/>

**Note**

The prefix *in-* changes its form to:

- *il-* before an *l*
- *im-* before *b*, *m* or *p*
- *ir-* before *r*

**Note**

See Appendix 2 for more **prefixes for forming antonyms**.

**B** Use some of the words with prefixes to fill in the blanks below.

- Students who are unruly and \_\_\_\_\_ will be asked to leave the Drama class.
- The list of characters is \_\_\_\_\_. There should be ten names but there are only six.
- '\_\_\_\_\_, the guest novel writer is ill so her talk is cancelled,' said Mr Singh sadly.
- Two friends had a \_\_\_\_\_ so they refused to talk to each other and soon became enemies.
- Instead of waiting for the hot pie to cool down, the King \_\_\_\_\_ grabbed it and burnt his fingers.
- The Woodcutter planned to <sup>a</sup> \_\_\_\_\_ from his children's sight while they were in the woods. How could he be so <sup>b</sup> \_\_\_\_\_ to leave them in the woods alone?
- It's complete <sup>a</sup> \_\_\_\_\_ for the Lion to think that all Humans are the same. He was very <sup>b</sup> \_\_\_\_\_ when he attacked the Boy who had helped him out of the trap rather than thank him.

## Describing facial expressions

- |                |                             |                            |                 |
|----------------|-----------------------------|----------------------------|-----------------|
| <b>A</b> frown | <b>C</b> (one's) jaw drops  | <b>E</b> roll (one's) eyes | <b>G</b> squint |
| <b>B</b> grin  | <b>D</b> purse (one's) lips | <b>F</b> sneer             | <b>H</b> stare  |

**A** Look at the following photos of the facial expressions from the box above and their definitions. Write the letters (A–H) in the boxes.

### You make this facial expression ...

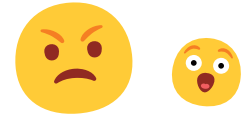


#### when you ...

- |   |  |   |
|---|--|---|
| <b>1</b> feel very happy.   | <b>4</b> are surprised or shocked.   | <b>7</b> want to show disrespect.           |
| <b>2</b> are annoyed, angry or unhappy.                               | <b>5</b> feel annoyed or think something is silly.                         | <b>8</b> want to show disapproval or doubt. |
| <b>3</b> are looking at someone or something without moving your eyes | <b>6</b> are looking at something very bright or want to see more clearly. |   |

**B** Terry and his friends are attending a storytelling workshop. Complete the conversation using words and phrases from the box above.

**Coach** To be a good storyteller, you must use facial expressions to show the characters feelings as you tell a story. For example, when the character feels very happy, what should you do?



**Terry** We should <sup>1</sup> \_\_\_\_\_ from ear to ear.

**Coach** Good. What about when the character feels annoyed? Think about your eyebrows.

**George** I know! We can <sup>2</sup> \_\_\_\_\_.

**Coach** Yes! Well done. You can also <sup>3</sup> \_\_\_\_\_. Now, how about when the character feels shocked?

**Tracy** Our <sup>4</sup> \_\_\_\_\_.

**Coach** Very good.

**George** Excuse me, sir. I've come across two expressions in stories which I'm not too sure about. One is to <sup>5</sup> \_\_\_\_\_ and the other is to <sup>6</sup> \_\_\_\_\_.

**Coach** OK. So for the first one, you need to look as if you're thinking that you're better than someone and you're showing disrespect to that person. For the second one, you need to bring your lips together tightly to make a circle. I hope that's clear now.



## Describing movement

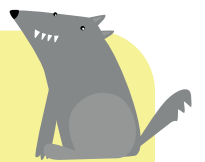
- |                 |                   |               |                 |
|-----------------|-------------------|---------------|-----------------|
| <b>A</b> bounce | <b>C</b> clamber  | <b>E</b> leap | <b>G</b> sprint |
| <b>B</b> charge | <b>D</b> dash off | <b>F</b> plod | <b>H</b> tiptoe |

**A** Complete the following sentences with words or a phrase describing movement. Write the letters (A–H) in the boxes.

When you ...	you ...
1	walk quietly on your toes so that nobody hears you.
2	suddenly jump high in the air or a long distance.
3	run very fast over a short distance.
4	move somewhere energetically, often going up and down.
5	rush quickly somewhere, especially to attack someone or something.
6	leave somewhere very quickly.
7	walk slowly and with difficulty.
8	climb with difficulty, using your hands and feet.

**B** The coach is teaching Terry and his friends how to use their body in storytelling. Complete his instructions with words or a phrase from the box above.

In storytelling, we should also use our body to engage the audience. Let's get up and practise.



Now, imagine you're a kangaroo in the wild. Try to <sup>1</sup> \_\_\_\_\_ over plants and <sup>2</sup> \_\_\_\_\_ happily. Right, yes, jump up and down a bit more! Good.

Now, suddenly, you see some animal friends <sup>3</sup> \_\_\_\_\_. Where are they going? Why are they running? You sense danger. You suddenly see a big wolf. Frightened, you <sup>4</sup> \_\_\_\_\_ across the short piece of grassland to the hills and then <sup>5</sup> \_\_\_\_\_ through some sticky mud.

You're exhausted, but you manage to <sup>6</sup> \_\_\_\_\_ up a steep hill. That's right, use both your hands and your feet. Finally, you come to a cave. You <sup>7</sup> \_\_\_\_\_ into the cave. Shh, move quietly so the wolf can't hear your footsteps.



## Talking about why and when things happen (Present and past participle clauses)

We sometimes explain why things happen or when they happen using **present participle clauses** and **past participle clauses**.

### Present participle clauses

These clauses begin with a present participle (the *-ing* form of a verb, e.g. *feeling, hearing*) and are used to replace a subject + an active verb in the simple present, the simple past, the present continuous or the past continuous.

#### Note

We add a **comma** after participle clauses.

**Subject**   **Active verb**

The Hare took the lead so he stopped for a rest. → **Taking the lead**, the Hare stopped for a rest.

Explaining ...		Example
why things happen		<b>Not seeing the trap</b> , the Fox fell into it. (= The Fox did not see the trap so she fell into it.)
when things happen	two actions happening at the same time	<b>Looking for food</b> , the Squirrel found a nut. (= While the Squirrel was looking for food, he found a nut.)
	one action happening after another action	<b>Breaking down the door</b> , the Hunters rushed into the house. (= After the Hunters broke down the door, they rushed into the house.)

### Past participle clauses

These clauses begin with a past participle (the form of the main verb used in the passive voice, e.g. *heard, seen*) and are used to replace a subject + a passive verb in the simple present or the simple past.

**Subject**   **Passive verb**

The Deer was spotted by the Lion so she hid. → **Spotted by the Lion**, the Deer hid.

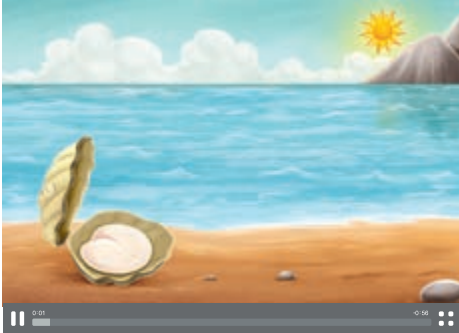
Explaining ...		Example
why things happen		<b>Tricked by the Fox</b> , the Crow was angry. (= The Crow was tricked by the Fox so he was angry.)
when things happen	two actions happening at the same time	<b>Stuck in the trap</b> , the Wolf struggled and howled. (= While the Wolf was stuck in the trap, he struggled and howled.)
	one action happening after another action	<b>Pulled into the Lion's den</b> , the Deer begged for her life. (= After the Deer was pulled into the Lion's den, she begged for her life.)

**Let's practise** Below are some screenshots from a short film of a famous Chinese fable. The notes about them have been accidentally mixed up. Using the notes, write captions underneath the correct screenshots. Begin each one with a **present or past participle clause**.

## The Snipe and the Clam

*Hint*

Remember to add appropriate articles.




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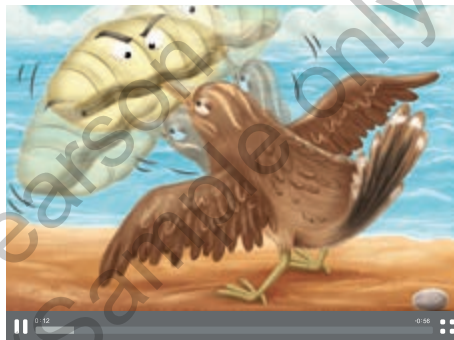

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The Clam  
felt sharp pain  
→ shut his shell tight

The Clam  
was washed up onto  
shore by waves  
→ opened his shell  
to sunbathe

The Clam  
didn't want to be eaten  
→ held onto the Snipe's  
beak

The Snipe  
saw the Clam on beach  
→ flew down to eat him

The Snipe  
was caught in the Clam's shell  
→ shook her head to get free

Both the Clam and the Snipe  
refused to let go of each other  
→ taken away by fisherman  
for his dinner

### Writing story dialogue (Direct speech)

Stories often contain **dialogue**. We use story dialogue to make our story more interesting and lively and tell the reader more about the characters, e.g. their personality, their relationship with one another. In dialogue, we follow these punctuation rules:

Reporting phrase placed ...	Example
at the beginning of the sentence	<p><b>Reporting phrase</b>      <b>Spoken words</b></p> <p>The villagers said angrily, 'Don't cry wolf when there's no wolf!'</p> <p>use a comma (,) to separate the parts      Put spoken words inside inverted commas end with a normal punctuation mark (! / ? / .)</p>
at the end of the sentence	<p><b>Spoken words</b>      <b>Reporting phrase</b></p> <p>'Being a shepherd is a good job,' said Peter proudly.</p> <p>use a comma (,) instead of a full stop (.)      use a full stop (.) at the end of the whole sentence</p>
in the middle in ...	<p><b>Spoken words</b>      <b>Reporting phrase</b>      <b>Spoken words</b></p> <p>'If I help you,' he asked, 'will you show me the way out?'</p> <p>use a comma (,) to separate the parts      start the rest of the spoken words with a lower case letter</p>
	<p><b>Spoken words</b>      <b>Reporting phrase</b>      <b>Spoken words</b></p> <p>'Be quiet,' she whispered. 'He'll hear you.'</p> <p>use a full stop (.) in the reporting phrase before the new sentence of spoken words</p>

**Note**  
A speaker's name, but not a pronoun, can come **after** a reporting verb.

**Note**  
Start a new line for a new speaker.

**Let's practise** Complete the **dialogue** below by adding appropriate punctuation marks, adding capital or lower case letters in the spaces. Insert a '[' for a new line where necessary.

Tim and Tom were walking in the woods. I'm tired. Shall we rest for a while Tim asked. Sure answered Tom let's sit down over there

As soon as they sat down, Tim heard a strange noise. Did you hear that?' \_\_\_\_\_e asked nervously. I didn't hear anything Tom said '\_\_\_\_\_t must be your imagination.

5 Suddenly, a big bear came out of the bushes. 'Run!' \_\_\_\_\_hey both screamed. Tom fell down to the ground but Tim left him and hid. Not knowing what to do, Tom pretended to be dead.

The bear walked over to him, whispered something into his ear and walked away.

Tim came out and headed over to Tom. \_\_\_\_\_hat did the bear tell you just now The bear told me to find a friend who'll stand by my side when there's danger

## Reporting verbs

To make story dialogue more interesting, we can use a variety of reporting verbs for different purposes.

Purpose	Examples
to describe the speaker's voice	<i>mumble, murmur, whisper, shout, yell, scream</i>
to show the speaker's feelings, emotions or attitude	<i>chuckle, exclaim, hiss, mock, sigh</i>
to show the speaker's intention	<i>beg, confess, demand, deny, explain, threaten</i>



## Adverbs and adverbial phrases of manner

We can use adverbs or adverbial phrases of manner in reporting phrases to describe how a speaker talks or sounds. We usually put these immediately after either the reporting verb or the object of the verb.

'Good morning, everybody!' Ms Lee said **cheerfully**.

'I hope I won,' whispered Anuj **with excitement**.

'The winner is Anuj!' she announced to the class **in a loud voice**.

### Note

If a speaker's name comes **after** a reporting verb, put the adverb or adverbial phrase after the speaker's name.

**Let's practise** Read the fable below. Improve it by replacing the underlined **reporting verbs**. For each '^', add an appropriate **adverb or adverbial phrase of manner**.

'Wow, what a great event!' said the forest animals as they watched the Hare and the Tortoise get ready for the race.

'Do you think there's a chance that Tortoise will win?' the Duckling said to the Hare.

'Don't be silly,' said the Hare. 'There's more chance of you becoming a swan!'

5 'I hope he can finish the race,' said the Frog<sup>^</sup>.

'The race is going to begin soon!' said the Fox. 'On your marks ... Get set ... Go!'

'Come on, Tortoise, you can do it!' said the Tortoise's friends as he plodded along the path.

'Look at him, poor old thing,' said the Hare<sup>^</sup> as he looked back. Feeling a bit hot and tired, he decided to take a nap under a tree.

10 An hour later, the Hare woke up. He was shocked by what he saw. 'I won't let you win next time!' the Hare said<sup>^</sup> as the Tortoise waved to him at the finish line.



You can use these reporting verbs. Be sure to use the correct form:

- announce
- ask
- cheer
- exclaim
- laugh

You can use these adverbs and this adverbial phrase.

- between clenched teeth
- mockingly
- worriedly



Read the following fable. Replace the underlined words with **participle phrases** and the circled verbs with better reporting verbs. For each '^', add an appropriate **adverb or adverbial phrase of manner**. For lines marked with **P**, add appropriate punctuation marks. One has been done for you.

## The Bundle of Sticks

A farmer once had three sons who were always fighting with each other.

- P** 'What shall I do?' the farmer said. 'How can I make them be kind to each  
**P** other He had an idea. He gave each of his sons some sticks and told them to  
 break them one by one. They didn't know what their father was up to, the  
**P** 5 sons refused to do it. The farmer then said. Let's have a competition. Whoever  
**P** can break the sticks wins.

When they heard this, his three sons quickly picked up the sticks and broke them one by one.

- P** Done! I'm the winner! said the eldest son in a loud voice.  
**P** 10 'No, you're not!' said the second son. You cheated!



He didn't want his sons to fight, the farmer said, 'Wait! Here's round two.'  
 He then took out a bundle of sticks and asked them to break it.

- P** Easy, said the middle son. 'I can do it in no time.'  
 He picked up the bundle and tried to break it, but he couldn't. He was frustrated  
 15 by his failure, he threw the bundle on the ground.

'Easy-peasy,' said his elder brother. 'Let me show you how to do it!'

He grabbed the bundle from the ground, he tried but he couldn't do it either.  
 The same thing happened to the youngest son.

- P** 'You, my sons,' the farmer said, are like these sticks. If you stick together,  
 20 you'll be strong, but if you're on your own, you'll break easily.'

Finally, they understood the lesson their father was teaching them, the three  
 sons never fought again.



You can use these verbs. Be sure to use the correct form.

- argue
- brag
- explain
- shout

You can use these adverbs and this adverbial phrase.

- confidently
- in a concerned manner
- wisely



## Listening skill

## Making inferences

We can make inferences (i.e. decide that something is true, even if it is not directly stated) when we listen by using the information we hear and our own knowledge.

*A professional storyteller came to our school today and conducted a storytelling session. It was a real eye-opener for me. Before the session, I thought storytelling was only meant to entertain small children but I was wrong. It's for all ages!*



What does the speaker think about the storytelling session?

- A She didn't learn anything and thought it was boring.
- B She enjoyed the new experience.



**Let's listen** Tina is telling Kevin about an unusual experience. Listen to the conversation and answer the questions below. For multiple choice questions, blacken one circle only.



1 How does Kevin feel when Tina tells him what happened in her English lesson?

- A amazed
- B bored
- C sad
- D shocked



2 How did Tina's class feel when they saw the robot?

- A angry
- B confused
- C excited
- D scared

3 Where does the robot storyteller come from? \_\_\_\_\_



4 Why did Tina's school invite the robot storyteller to come?  
\_\_\_\_\_



5 Which does Kevin prefer — human storytellers or robot storytellers?

- A human storytellers
- B robot storyteller

6 Which two features make the invention unusual? (Tick TWO.)

- Built-in cameras       Developed locally
- Facial expressions       Live storytelling



## Speaking skill

### Agreeing and disagreeing (II)

In a discussion, it is good to give reasons when we agree or disagree. Supporting our points with strong reasons can help others understand and accept them. We can use **connectives of reason or other phrases** to give reasons.

More students should write stories for the school magazine.



I agree **because** it'll give students the opportunity to be more creative.

I agree too, **since** many of our classmates are interested in writing for the magazine.

I'm not sure. It's a good idea, but many students won't have the time. **The reason is that** they're very busy with all their studies.

Look at the following suggestions for storytelling activities at your school. Do you agree or disagree with each one? Circle your answer and note down one or more reasons for it.

1 We should hold an Inter-school Storytelling Festival.

I agree / disagree. Reason(s): \_\_\_\_\_

2 We should organise a storytelling workshop for new Secondary 1 students.

I agree / disagree. Reason(s): \_\_\_\_\_

3 We should introduce a robot storyteller into our classrooms.

I agree / disagree. Reason(s): \_\_\_\_\_

4 Fable writing should not be included in the English Language curriculum.

I agree / disagree. Reason(s): \_\_\_\_\_

Find a partner and take turns reading the suggestions aloud. Say whether you agree or disagree and give your reason(s). Then find out if your classmate agrees or disagrees and why.



## Task

### The Boy Who Cried Wolf

While a Shepherd Boy was looking after some Sheep at the top of a hill, he kept himself amused by playing a trick on the Villagers. He cried, 'Wolf! Wolf!'

At first, the Villagers believed him and ran to help him. After he played the trick a couple of times, a Wolf really did appear. The Boy was very scared and shouted out, 'Wolf! Wolf!'

The Villagers thought the Boy was trying to trick them again so they paid no attention to him. In the end, all his Sheep were eaten by the Wolf.

## Write a modern-day fable

You decide to participate in a story writing competition organised by your school's English Club. The competition is called *Fables for the Modern World*. To enter, you can choose either to re-tell a modern-day version of *The Boy Who Cried Wolf* or to create a modern-day fable of your own.

### STEP 1 Get ready

Let's look at the genre and audience and work out the purpose(s) and style for this task. Tick the correct boxes.

## G.A.P.S.

**Genre:** Fable

**Audience:** students (and teachers)

**Purpose(s):**

- to argue a point       to entertain  
 to give advice       to teach a lesson

**Style:**

- informal       semi-formal       formal

A fable is a short story that ends with a lesson. It is often quite funny. The tone of the fable you recreate can be ...

- friendly       humorous       inspirational       persuasive

## STEP 2 Read and analyse

A The English Club has some guidelines for writing a fable. Label the fable below with the correct guidelines given on the next page. Write the letters (A–E) in the spaces provided.

SDL

1

### The Dog and the Pig

2

One day, the Dog and the Pig were in a busy convenience store in town. When the Dog saw the Pig quietly sneak a packet of candy into his pocket, his jaw dropped.



3

'What are you doing?' the Dog asked worriedly.

4

Seeing the Dog's reaction, the Pig rolled his eyes. 'You're such an angel,' he said mockingly. 5

'Don't steal,' the Dog warned him crossly, 'or you'll get into trouble.'

For the next few days, the Pig was as busy as a bee, stealing more and more candy from the store. Thinking that he was being generous, he kept offering some to the Dog, but the Dog had more self-discipline and refused every time. 10

One day, enjoying his treats in the park, the Pig suddenly felt a terrible pain in his stomach. Looking behind the Pig, the Dog exclaimed, 'Your stomachache isn't the only thing you should be worrying about.' The Pig looked up behind him. Frowned at by the angry convenience store owner and a police officer, he shamefully plodded over to them and confessed to what he had done. 15

5

Self-discipline leads you to the right path.

### Tip!

Short stories including fables have three basic elements:

#### SETTING:

**When** the story takes place.

Limit the timeline, e.g. days, hours or even minutes, and the no. of scenes, e.g. at most two.

**Where** the story takes place.

Make the setting real by describing how it looks and makes you feel.

#### CHARACTERS:

**Who** is / are in the story. In fables, there are usually two characters, with opposite personalities.

Introduce the characters at the beginning and use dialogue, descriptions of actions and reactions to show their personality / relationship / thoughts / feelings throughout the story.

#### PLOT:

**What** events take place in the story, from the beginning until the end.

**A** End with the moral of the fable.

**B** Introduce the setting and the main characters of the fable.

**C** Use adverbs and adverbial phrases of manner to bring the action and dialogue to life.

**D** Use dialogue to show the personality, relationship, thoughts and feelings of the characters.

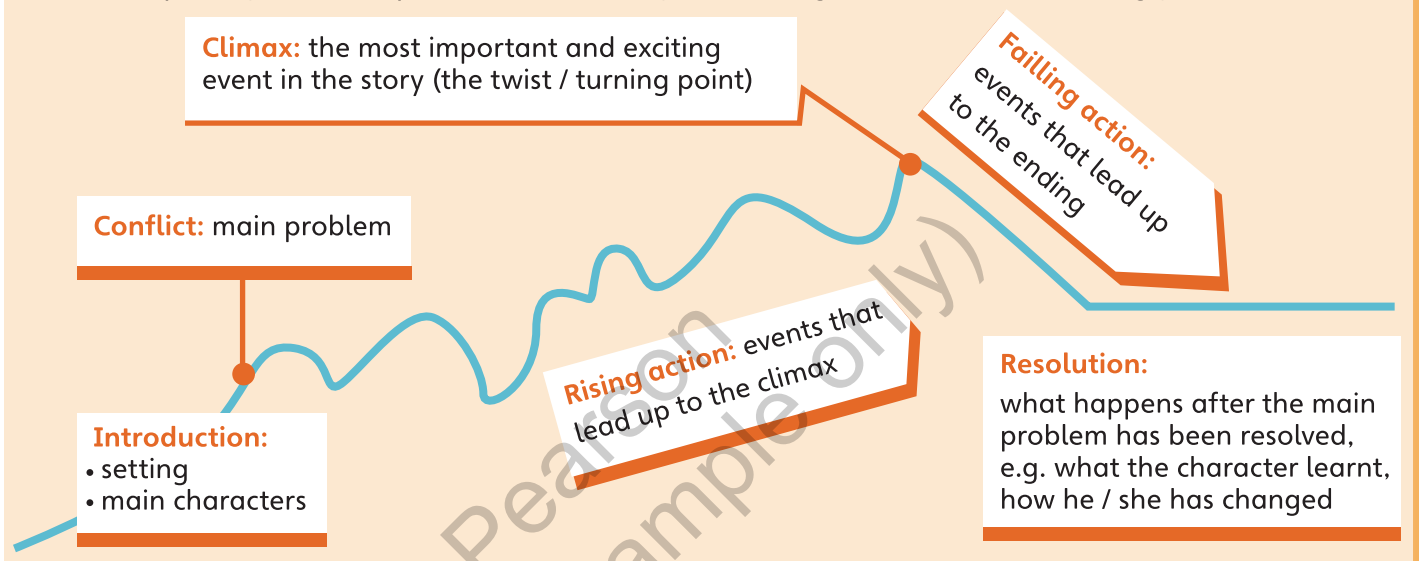
**E** Think of a relevant title, which includes the names of the characters or something significant that they do in the fable.



### Writing skill

### Organising a story

In a story, the plot usually follows a certain pattern, organised in the following parts:



**B** Read the fable on previous page again and complete the notes below using words taken from the fable.

**Introduction**

**Setting:**

- When: over a few days
- Where: at a <sup>1</sup> \_\_\_\_\_

**Main characters:**

- Good character: <sup>2</sup> \_\_\_\_\_
- Bad / Foolish character: <sup>3</sup> \_\_\_\_\_

**Conflict:**

The Pig stole some <sup>4</sup> \_\_\_\_\_ from the <sup>5</sup> \_\_\_\_\_.

**Rising action:**

The Pig kept stealing and <sup>6</sup> \_\_\_\_\_ some to the Dog, who <sup>7</sup> \_\_\_\_\_ to accept any.

**Falling action:**

The Pig was caught by the <sup>9</sup> \_\_\_\_\_ and a <sup>10</sup> \_\_\_\_\_.

**Climax:**

The Pig had a <sup>8</sup> \_\_\_\_\_.

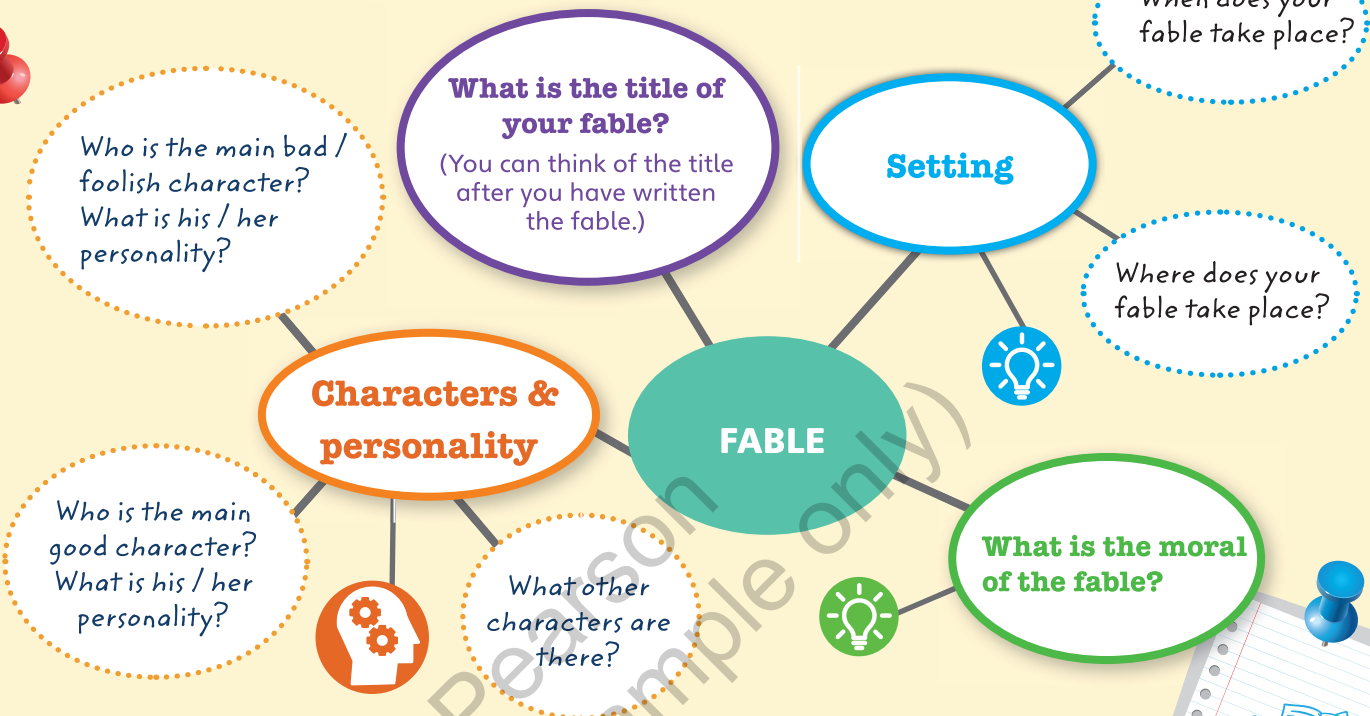
**Resolution:**

The Pig <sup>11</sup> \_\_\_\_\_ to what he had done wrong.

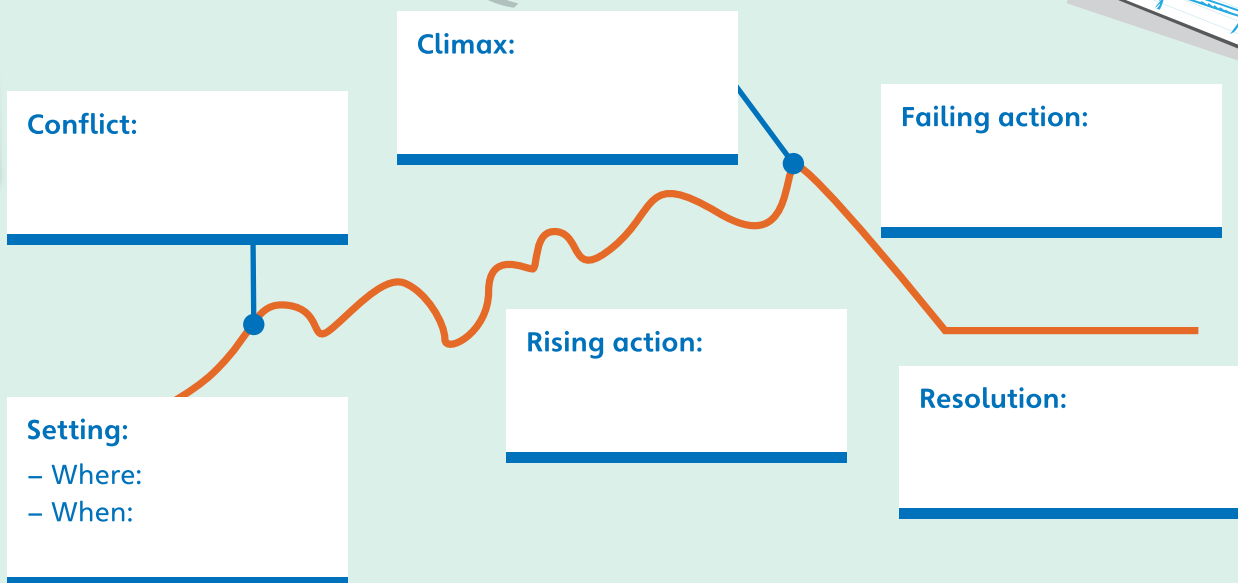
## STEP 3 Brainstorm

Here are some useful ideas, words and phrases to help you with your writing. You can also look at the Vocabulary section and the Task Sheet for words to use.

### Inspiration corner



### What is the fable's plot?



## Areas of life lessons (with expressions)

- diligence (be hardworking)
- empathy (empathise with sb\*)
- gratitude (consider what one has)
- honesty (tell the truth)
- humility (not look down on sb\*)
- kindness (show compassion for sb\*)
- loyalty (stick by sb's\* side)
- perseverance (stick at sth\*)
- respect (look up to sb\*)
- self-discipline (hold oneself back from sth\*)

## Describing laughter and crying

- be rolling on the floor with laughter
- giggle uncontrollably
- laugh / cry hysterically
- laugh one's head off
- tears roll down one's cheeks
- tears stream down one's face
- tears well up in one's eyes

## Introducing critical moments

- Just as...
- Just at that moment, ...
- Just as he was about to ...
- As soon as ...
- Before she could ...
- Within seconds, ...



## Figurative language

- ... as quick as lightning ...
- ... is the key to ...
- ... like a wolf among sheep ...
- one's heart sank



\* sb = somebody, sth = something



## STEP 4 Write

Write your fable.

## STEP 5 Evaluate

Read your fable and tick the statements below that you agree with. Revise your fable if necessary.

### G.A.P.S.

- I know the purpose of writing the fable.
- My fable appeals to my intended audience.
- I used a semi-formal, friendly, humorous and inspirational style in my fable.

You can also ask a friend to evaluate your fable!

### Content

- I introduced the setting and main characters.
- I provided details about the events leading towards the climax.
- I included dialogue to show the personality, relationship, thoughts and feelings of the characters.
- I managed to include humour in the fable.
- I showed how the character has changed / what the character has learnt at the end.
- I included a clear moral in the fable.

### Organisation

- I included a relevant title.
- I introduced the setting and the main characters in the first paragraph.
- I started the fable with a simple conflict.
- I included a climax in the fable.
- I clearly resolved the conflict in the end.
- I concluded the fable with a moral.

### Language

- I used present and past participle clauses to describe why and when things happen.
- I used dialogue with accurate punctuation.
- I used a variety of reporting verbs and adverbs / adverbial phrases of manner.

# Vocabulary Bank

## Describing facial expressions

frown (v) p. 60

purse (one's) lips (exp) p. 60

squint (v) p. 64

grin (v) p. 64

roll (one's) eyes (exp) p. 56

stare (v) p. 60

(one's) jaw drops (exp) p. 64

sneer (v) p. 61

## Describing movement

bounce (v) p. 60

dash off (phr v) p. 65

sprint (v) p. 56

charge (v) p. 65

leap (v) p. 56

tiptoe (v) p. 65

clamber (v) p. 65

plod (v) p. 56

## Describing ways of speaking

announce (v) p. 69

ask (v) p. 68

cheer (v) p. 69

cry (v) p. 73

exclaim (v) p. 61

howl (v) p. 66

mumble (v) p. 69

shout (v) p. 69

threaten (v) p. 69

answer (v) p. 68

beg (v) p. 66

chuckle (v) p. 69

demand (v) p. 69

explain (v) p. 60

laugh (v) p. 69

murmur (v) p. 69

shout out (phr v) p. 73

whisper (v) p. 68

argue (v) p. 70

brag (v) p. 70

confess (v) p. 69

deny (v) p. 69

hiss (v) p. 69

mock (v) p. 60

scream (v) p. 68

sigh (v) p. 61

yell (v) p. 56

## Describing how a speaker talks / sounds

angrily (adv) p. 68

cheerfully (adv) p. 60

impatiently (adv) p. 56

in a loud voice (adv phr) p. 69

mockingly (adv) p. 69

proudly (adv) p. 68

with difficulty (adv phr) p. 65

between clenched teeth (adv phr) p. 69

confidently (adv) p. 70

in a concerned manner (adv phr) p. 70

miserably (adv) p. 61

nervously (adv) p. 68

wisely (adv) p. 70

worriedly (adv) p. 69

## Other vocabulary

appeal (v) p. 56

life lesson (n phr) p. 57

timeless (adj) p. 57

word-of-mouth (n) p. 57

eye-opener (n) p. 71

moral (n) p. 56

universal (adj) p. 56

### Self-assessment

How much have you learnt in this unit?  
Go to the online platform to find out!