

# Tales 4U

Sixth Grade



# Contents

## Unit 1

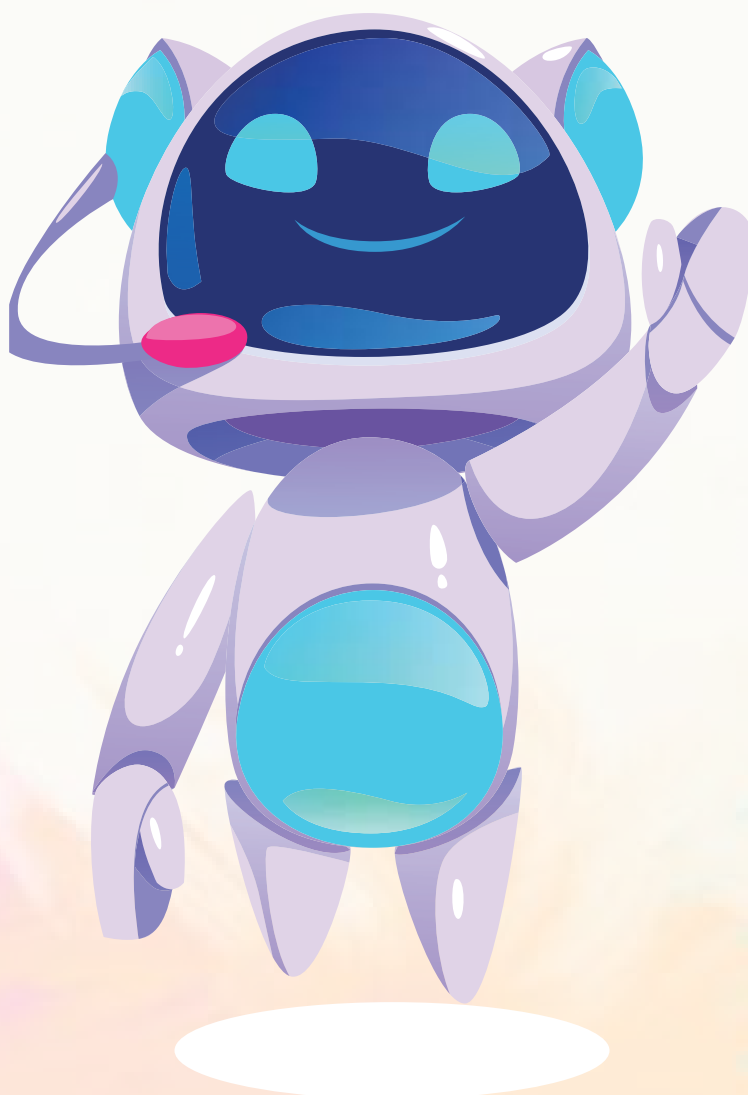
1 The princess tale	3
2 A world that matches	9
3 Best friends	15
4 Fairy tales could be older than you ever imagined	21
5 Snow white	27
6 Good news	33
7 Uncovering the truth	39

## Unit 2

8 Lesson learned	45
9 The value of friendship	51
10 I am sorry	57
11 What's next?	63
12 Self reflection	69
13 The gold giving serpent	75
14 Hercules and the Hydra	81

## Unit 3

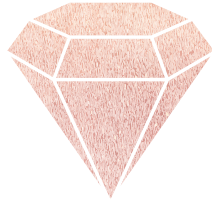
15 Sweet adventure	87
16 The history of spelling bee	93
17 Thor's wedding 1	99
18 Thor's wedding 2	105
19 Technology – small, cool and cheap gadgets	111
20 Tongue twisters	117





## Look and label the pictures.

throne knight dragon whiff chess wings  
sceptre messenger crown diamond castle inkpot



## Look up the words in a dictionary. Then match them with the meanings.

1. groan                    \_\_\_ a) It is the action of moving something repeatedly.
2. twiddle                \_\_\_ b) It is the action of moving easily and quickly across a surface while twisting or curving.
3. (make a) fuss        \_\_\_ c) It is a deep long sound showing great pain or unhappiness.
4. slither                 \_\_\_ d) It is the action of giving too much attention to small matters which are not important.

# The princess tale

**Princess** Emilia ran into the **throne** room. "You sent for me, Mother?"

"Yes, darling," said **Queen** Cecily. "A dragon has been spotted near the mill. I'm riding over there with my **knights** to investigate."

Emilia pictured her mother's small band of knights. Sir Gerard talked a lot about **dragons**, but he spent his days playing **chess**.

"Can your knights really **drive away** a dragon?" she asked.

"To be honest, I hope they won't be **put on the test**," said the queen.

"Fortunately, the **monster** seems to have **taken wings**. Nonetheless, we must take a proper search." "I'm glad you want me to come with you," Emilia said. Seeing a real dragon - from a distance - sounded exciting.

"Actually, I need your help with something else." Queen Cecily stood up, hanging her **sceptre** to Emilia. "I don't want to leave my throne vacant in case the dragon is reported again. Until I return at noon, please sit here. If you receive any further news of the creature's **whereabouts**, please send a **messenger** to me at the mill."

"So I'm queen for an hour?" said Emilia, climbing onto the throne.

Queen Cecily smiled. "**So to speak. Rule well, dear.**" She set her **crown** on Emilia's head and **hurried away**.



Emilia sat swinging her legs. The room was so quiet that she could hear the grandfather clock **ticking**. I wish I had a book to read, she thought. A stand beside her held her mother's writing supplies. She took a sheet of paper, dipped the **diamond** pen tip into the **inkpot**, and drew a dragon.

Time **dragged**. She caught a **whiff of smoke**. Maybe the cook **scorched** lunch, thought Emilia. Then she heard a **hissing noise** and looked up, straight into the gemlike eyes of a blue-green dragon **slithering swiftly** into the room.

Hiding her fear, Emilia **waved away** the smoke curling from the monster's **nostrils**. "Just how did you get in here?" She demanded.

"Who's to stop me?" said the dragon. "Not that anyone has even tried. Everyone's looking for me down at the mill. I **crept** into your **castle** without meeting a soul. But let's hurry up, Emilia. And don't **make a fuss** in the air."

"In the air?"

"How else will I fly you up to my cave? Surely, you know that dragons capture princesses".

"Unfortunately, yes, I do know", thought Emilia. "Have I heard anything about dragons that will help me? Let's see. Sir Gerard always says dragons are either **clever** or **dull**. I hope mine is the **dim** kind".

"Dragon, do you see my throne, crown, and sceptre?" Emilia said. "Right now I'm a queen, not a princess."

The dragon's **scaly brow creased**. "You're right. That is a problem. While I was hiding behind your stables, I did overhear the queen say something about this." He brightened. "But she also said you're only in charge until noon. When the clock **strikes**, you'll become a princess again and I'll **soar off** with you."

"I'm lucky the dragon isn't too smart," thought Emilia, **glancing** at the clock.

Still, if I don't get rid of him in 10 minutes...

Her **gaze fell on** the glittering pen, and she had an idea. She **flipped over** the sheet of paper and started writing.

"Dragon, I'm making an important law," she said.

"That's nice." The dragon **twiddled his claws**. "It's good to finish your queenly **paperwork** before you turn back into a princess."

"Thanks to my new law. I won't be stepping down," said Emilia. "Listen to this. By order of Queen Emilia, Princess Emilia is now queen for as long as she'd like."

A confused expression crossed the dragon's face. Then he **groaned**, "What terrible luck!"

He looked so miserable that Emilia felt sad too. "Why do you want to capture a princess anyway?" she asked.

"I don't." The dragon sighed. "Any princess I succeed in **seizing** will be mad at me. Also, she'll just take up the space in my cave I need for storing **riches**. I wish I could stay home, quietly counting my gold, but for some reason, **nabbing** princesses is on every dragon's to-do list. It's a tradition."

"Your queen can change that," Emilia said **briskly**. She **penned** another line.

"Here's my official Dragon law. By order of the Queen Emilia, dragons are hereby forbidden to steal princesses and permitted to spend their free time counting gold."

"Hurrah!" cried the dragon. "Your Majesty, you're doing a great job of running this kingdom. I can't wait to fly home." He **bowed** and **rushed off**.

Soon after, Emilia's mother returned. "Thank you, love. There's no sign of the dragon!"

Bong! Bong! Bong!...

The clock's twelfth **stroke** died away. Emilia was a princess again – and a very happy one!



## Read and complete the sentences.

1. A dragon has been spotted \_\_\_\_\_.
2. Queen Cecily honestly hoped her knights \_\_\_\_\_ to the test.
3. Queen Cecily said, "Please \_\_\_\_\_. I don't want to leave my throne vacant."
4. Princess Emilia was in charge \_\_\_\_\_.
5. Princess Emilia was lucky that the dragon \_\_\_\_\_.
6. Princess Emilia's first law was \_\_\_\_\_.
7. The dragon groaned " \_\_\_\_\_!"
8. The dragon \_\_\_\_\_ to capture princess anymore.
9. Hurrah! You're doing \_\_\_\_\_ running this kingdom.
10. Emilia was \_\_\_\_\_ to be a princess again.

## Read, talk to a friend and answer the questions.

1. Why do you think Queen Emilia didn't want her knights to be put on the test?

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2. What do you think the Dragon's house was like?

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3. What other activities do you think were on the Dragon's things to-do list?

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## Read and write.

If you were a King or a Queen for one day, what laws would you write?  
How would they help people?

By order of \_\_\_\_\_ ,



## Look and label the pictures.

glass  
glue

stove  
needle-nose pliers

hang out  
sandpaper

tools  
matches



## Read and complete the sentences using the words from the previous activity.

1. I use my \_\_\_\_\_ to build things.
2. I must be careful because \_\_\_\_\_ breaks very easily.
3. I love it when I \_\_\_\_\_ with my friends.
4. My mum says that it's not possible to do any playing near the \_\_\_\_\_.
5. When I have to work with tiny things, I use my \_\_\_\_\_ to hold them tight.
6. My mum says that in the past they used \_\_\_\_\_, not lighters.
7. I can use some \_\_\_\_\_ to rub the chair I built yesterday and make all the surface smoother.
8. You can't use \_\_\_\_\_ to join to pieces of metal together.

# A world that matches

Pat Acton has always enjoyed building things. As a kid, he built a fully **enclosed** tree house with glass **windows** and a stove for **heat**. His older brothers soon left their more traditional tree houses to **hang out** in Pat's.

Back then, Acton used his father's tools and he sometimes got in trouble for not putting them back where they belonged.

After he graduated from college, he had time for **woodworking** but little money to buy tools. That was when he remembered a news story that he had seen on television when he was young. It was about a man who used **matchsticks** to build a model of his farm. Acton bought two boxes of wooden matchsticks and some **glue**. Then he began work on his first project – a small country **church** with a high steeple.

Other models followed, including **a stagecoach, a steamboat**, and a 1930's style **locomotive**. Each was carefully constructed with matchsticks that were only two **inches long**. The work was slow, and it took a lot of patience.

"You just have to take your time doing this," Acton says. "You can't hurry."

Acton dedicated his model of the **Challenger** space shuttle to the astronauts who lost their lives in its final mission.

Acton enjoyed building the models, but he did not like cutting the **sulphur head** of each matchstick before he could use it. He contacted the manufacturer and learned that he could buy matchsticks without heads directly from the company. With that problem being solved, Acton began making larger, more detailed models.

Many of Acton's pieces are of historical subjects, such as his model of the challenger space shuttle. He uses the library and the internet to find photos and other information to help him make sure the details are correct.

Other projects come from his imagination. His model of a crooked house is tarted with the nursery rhyme about the "Crooked man who lived in a little **crooked house**". But Acton wanted to create more than just a crooked house.

He wanted something bigger and more interesting, like the **haunted houses** of the Hardy Boys books he'd read as a child.



It took almost 300,000 matchsticks and 1,000 hours of work to complete this model of a crooked house.

He combined the two ideas and let his imagination go to work. "That was fun because I could do whatever I wanted," he recalls. The result was a crooked mansion complete with a leaning tower.

Because there are so few people who build with matchsticks, Acton learned his art through **trial and error**. "I'm always learning new things," he says.

He was able to build his model of **Pinocchio** only after he learned to bend matchsticks. He used **needle-nose** pliers to pinch the matchsticks, making small breaks in some of the **wood fibres**. Then he gently bends the matchstick into the curve he wants and glues it into place. When the glue is dry, he uses **sandpaper to smooth** the broken fibres.

Currently, Acton is working on a model of Hogwarts Castle, from the Harry Potter books. He says that he will never **run out of** ideas. He continues to explore this unique art form, turning matchsticks and imagination, glue and patience into wonderful creations.



## Read and answer the questions.

1. When did Pat start building things?

\_\_\_\_\_.

2. What was Pat's hobby at college?

\_\_\_\_\_.

3. What was Pat's first matchstick project?

\_\_\_\_\_.

4. What materials did Pat use to build his projects at the beginning?

\_\_\_\_\_.

5. How did Pat solve the "sulphur head" problem?

\_\_\_\_\_.

6. What's the procedure he follows to bend matchsticks?

\_\_\_\_\_.

7. What is Pat's current project?

\_\_\_\_\_.

8. Which of Pat's projects is your favourite?

\_\_\_\_\_.

9. What model would you ask Pat to make?

\_\_\_\_\_.

## Read the sentences. If they are correct, write T for true. If they are not correct, write F for false.

1. Acton has always enjoyed building things.

\_\_\_\_\_

2. Acton has always used his own tools.

\_\_\_\_\_

3. Pat's first project was the Challenger model.

\_\_\_\_\_

4. Pat has always used the bending technique.

\_\_\_\_\_

5. Pat is currently building a locomotive model.


\_\_\_\_\_

Try building your own model. Take a picture of it, print it and glue it in the box. Write what you named it, what materials you used and some instruction-steps for building it.

\_\_\_\_\_

Name of project

Materials	Building steps:
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____



## Read, talk and answer the questions.

1. What is friendship?

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2. Have you got many friends?

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3. Why do you think they are your friends?

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4. What activities do you do together?

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5. What do you do when you can't see your friends?

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6. Do you have a friend you like calling brother or sister?

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# Best friends

My best friend, **Trevor**, and I sat on our front steps to write a story. We watched a dog **dig up** flowers across the street. "Dodi, the dog, dug all day and all night!" Trevor wrote.

A fat raindrop hit our notebook. We ran inside and stood by the front window in our building. We watched the rain **fall down**.

Our neighbor, Mr Perry, was walking down the stairs. "Oscar and Trevor, how are you?" He paused and then placed a plastic bag on the windowsill in front of us.

"That might help!" he said. He **flipped up** his **hood** to keep out the rain as he walked out.

Trevor and I looked up at what Mr Perry had left. An umbrella was inside the bag! We sat on the plastic bag on the steps. We took turns holding the umbrella while the other one of us wrote. We started a new story. The next day, we were drawing pictures of buildings on our street when the **tip** of my pencil **broke off**.

Mr Perry was rushing out the door, "How is it going, boys?" "Ok, but my pencil just broke!" I said. Mr Perry reached into his **pocket** and set a little cube next to me on the step. It was a pencil sharpener. When I finished my drawing, I left it by Mr Perry's door.

Later, Trevor and I decided to make a car out of **a cup, bottle caps** and **wire**. Trevor stuck the wires through the cup, but we had no way to stick the bottle cap wheels to the **axels**.

Mr Perry was walking down the sideway, carrying groceries and opening a pack of gum. "Like some gum?" "Thanks, we said!"



I blew a big bubble. It **popped** on my face, "It sticks!" I put the gum into each of the bottle caps, then stuck the wire ends into it. Trevor and I played with the car the rest of the afternoon.

A couple of weeks later, I sat on our steps, staring at the sidewalk. I didn't look up when Trevor and his dad **went away** with the **moving truck**. I didn't want to write a story, I didn't want to draw a picture, I didn't want to build anything!

I heard Mr Perry's boots on the sidewalk. I looked up and waited for him to reach into his pocket. Instead, he sat down. "I was in the army when I married Mrs Perry," he said. "After the wedding, I had to live far away from her for while"

I crossed my arms. No story was going to fix anything. "I bet everyone says you'll make new friends!" Mr Perry said. I **nodded**! Maybe Mr Perry knew what he was talking about.

"You know what made me feel better?" Mr Perry reached into his pocket and pulled out a stamp. "I wrote letters and stories for Mrs Perry. She wrote back!"

I took the stamp. "Thanks Mr Perry!" Then I hurried inside and took the stairs two at the time. I brought my notebook back outside to start a story for Trevor. I called it "Mr Perry's pocket!"



## Read and answer the questions.

1. What things did the boys use to make the car?

\_\_\_\_\_

2. What activities did the friends do?

\_\_\_\_\_

3. How did Mr Perry help them?

\_\_\_\_\_

4. Why was the boy sad?

\_\_\_\_\_

5. Why did Mr Perry sit next to the boy?

\_\_\_\_\_

6. What will the boy do to stop feeling sad?

\_\_\_\_\_

7. How is Mr Perry's story similar to the boy's?

\_\_\_\_\_



Read and number the boxes. Put the events in the correct order.

A heavy drop hit our notebook.



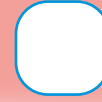
Mr Perry lent the boys and umbrella.



The boy crossed his arms.



A big bubble popped on the boy's face.



The boys drew pictures of buildings.



The boys made a car.



Trevor moved away with his father.



The boys watched a dog dig up flowers



The boy took the stamp and thanked Mr Perry.



Mr Perry sat down by the boy



Talk to your friends and write.

- What would you do to help the boy face the situation and make him feel better?

Dear \_\_\_\_\_

\_\_\_\_\_

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Dear \_\_\_\_\_

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Dear \_\_\_\_\_

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\_\_\_\_\_

**Read and answer the questions with a friend. Then share with the class.**

- What is your favourite fairy tale? Why?
- What characteristics do all the fairy tales you mentioned have in common?
- Do you know how old your favourite tale is?

**Read the definitions and write the words on the lines.  
Use a dictionary if necessary.**

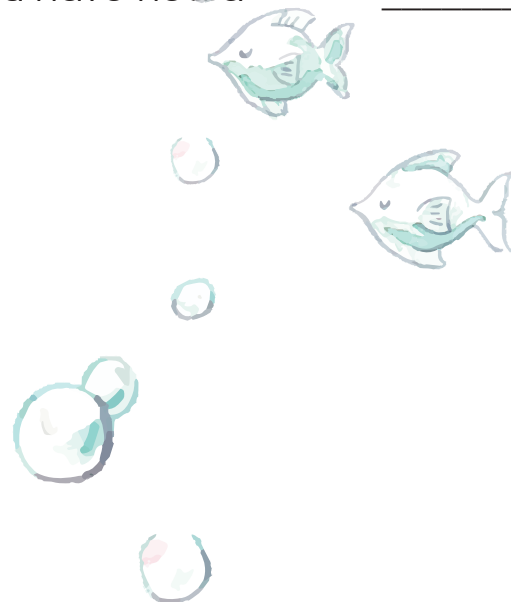
thwart  
roots

speculation  
findings

relay  
storybook

toolbox  
fault

1. The results of an investigation. \_\_\_\_\_
2. To stop someone from doing something \_\_\_\_\_
3. This is a container in which you keep and carry small tools. \_\_\_\_\_
4. Ideas or guesses about something that is not known \_\_\_\_\_
5. The origins of something. \_\_\_\_\_
6. A bad quality or part of someone's character \_\_\_\_\_
7. This is a book with stories for children. \_\_\_\_\_
8. The act of repeating something you have heard \_\_\_\_\_



# Fairy tales could be older than you ever imagined

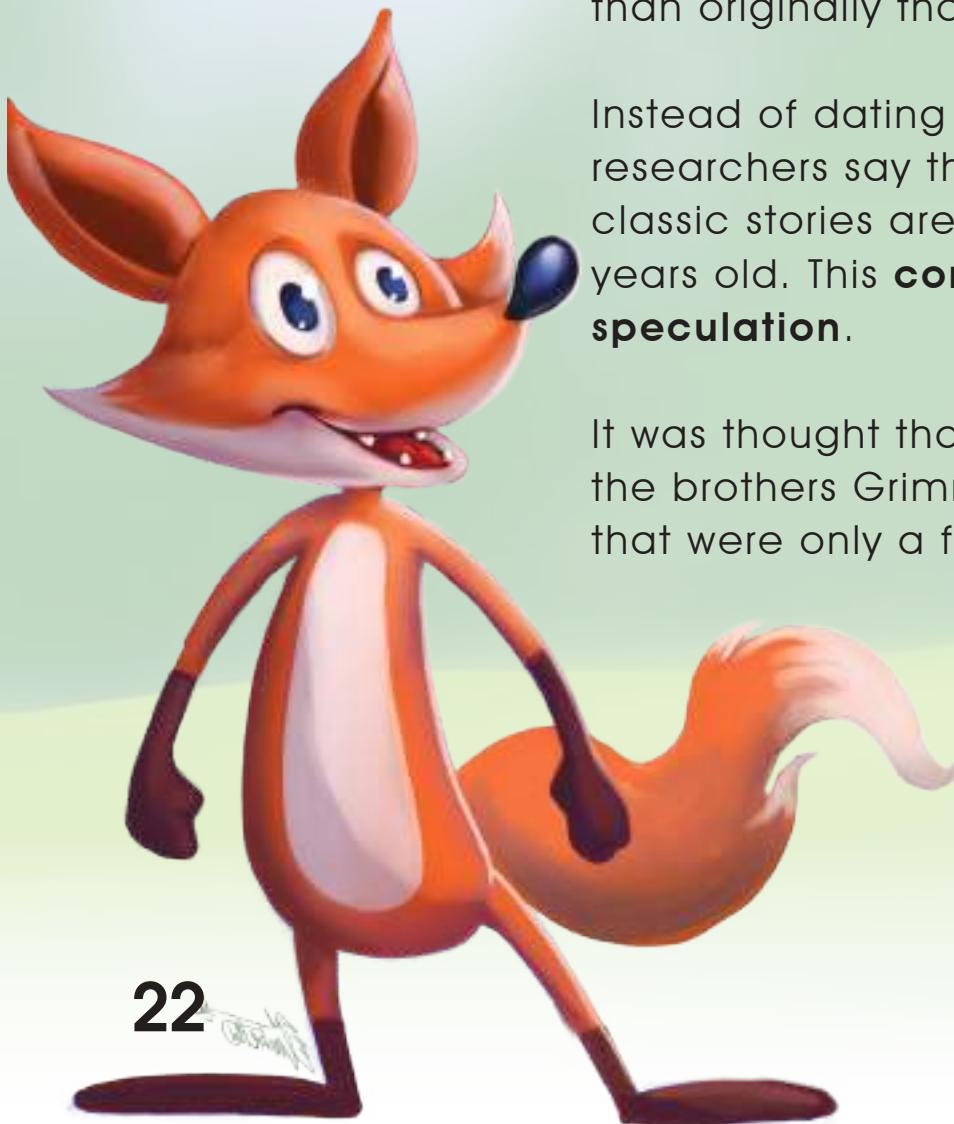
A few hundred years ago, fairy tale writers like the Brothers Grimm, Hans Christian Andersen and Charles Perrault helped bring **magical tales** of **princesses**, **evil ogres**, **dark forests**, **weird spells** and **thwarted love** into the storybooks and to the **bedsides** of children. But how old are the tales they transcribed?

A study suggests that their origins go all the way back to prehistory.

A new study has been published. In it, a **folklorist** and an **anthropologist** say that stories like Rumpelstiltskin and Jack and the Beanstalk are much older than originally thought.

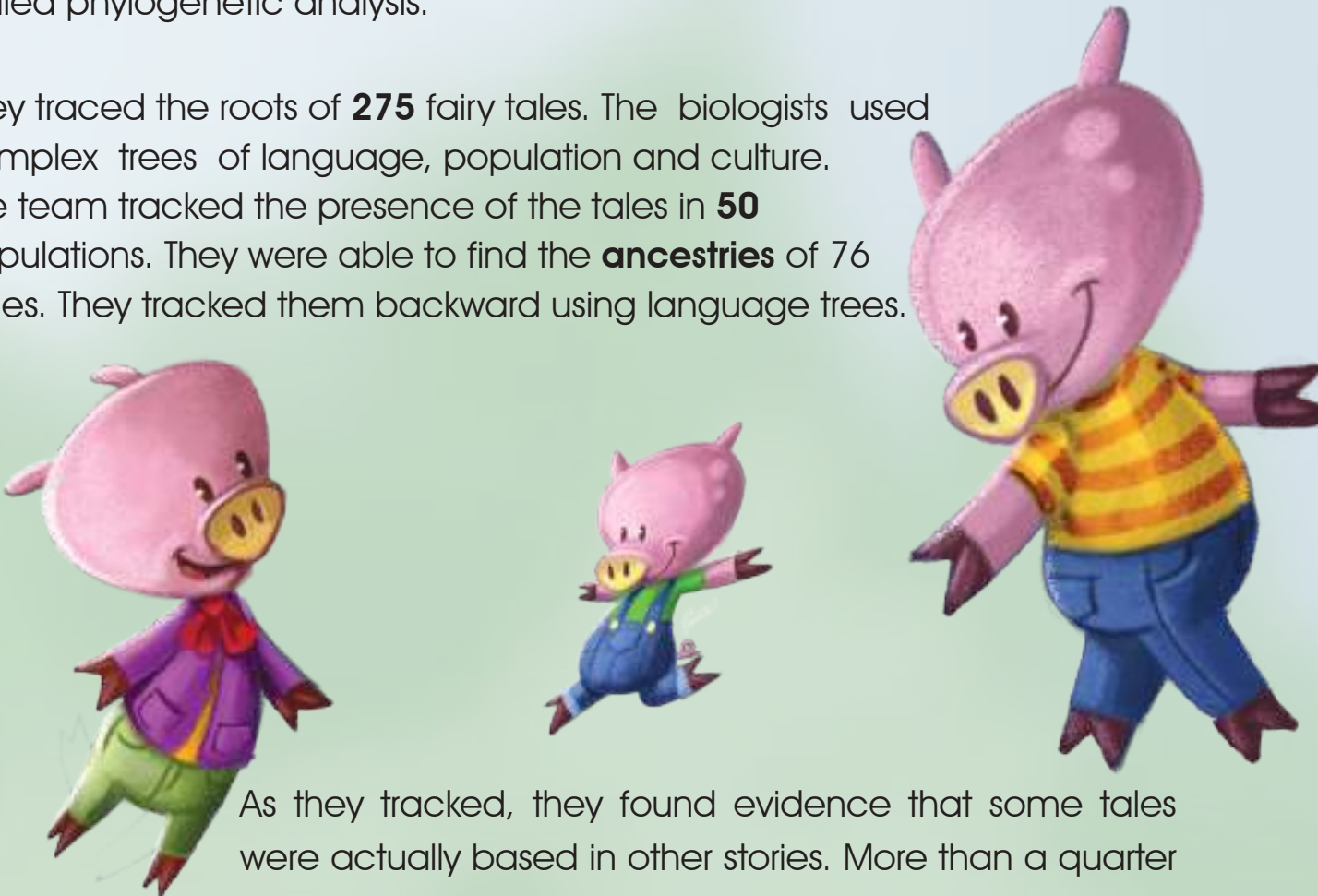
Instead of dating from the 1500s, the researchers say that some of these classic stories are **4,000 and 5,000** years old. This **contradicts** previous **speculation**.

It was thought that story collectors like the brothers Grimm were **relaying** tales that were only a few hundred years old.



It's pretty hard to figure out how old fairy tales are using simple historical data. Since the tales were passed down orally, they can be almost impossible to unwind using a historian or anthropologist's traditional toolbox. So the team borrowed from biology, instead, using a technique called phylogenetic analysis.

They traced the roots of **275** fairy tales. The biologists used complex trees of language, population and culture. The team tracked the presence of the tales in **50** populations. They were able to find the **ancestries** of 76 tales. They tracked them backward using language trees.



As they tracked, they found evidence that some tales were actually based in other stories. More than a quarter of the stories turned out to have ancient roots.

As they tracked, they found evidence that some tales were actually based in other stories. More than a quarter of the stories turned out to have ancient roots.

Jack and the Beanstalk was traced back to the split between Western and Eastern Indo-European languages. That was more than **5,000** years ago. A tale called The Smith and the Devil appears to be more than **6,000** years old.



The findings might confirm the **long-disregarded** theory of fairy tale writer Wilhelm Grimm. He thought that all Indo-European cultures shared common tales. But not everyone is certain that the study proves fairy tales are that old.

As Chris Samurai writes for Science News, other folklorists are finding fault with the study. It insists that *The Smith and the Devil* dates back to the Bronze Age. That's a time before a word for "metalsmith" is thought to have existed.

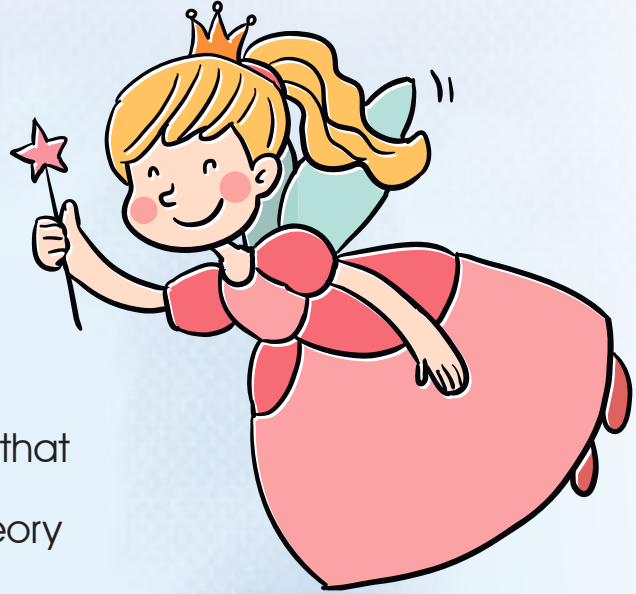
Are the days of using historical records and written clues to learn more about a culture's oral history numbered? No way, says the research team. "Of course, this does not **diminish** the value of excavating the literary record for evidence about the origins and development of oral tales," they write.

Researchers will still keep looking for the origins of fairy tales in books, too. In the meantime, it might be time to pick up that **once-familiar** storybook and dream about who told the same tales thousands of years ago.

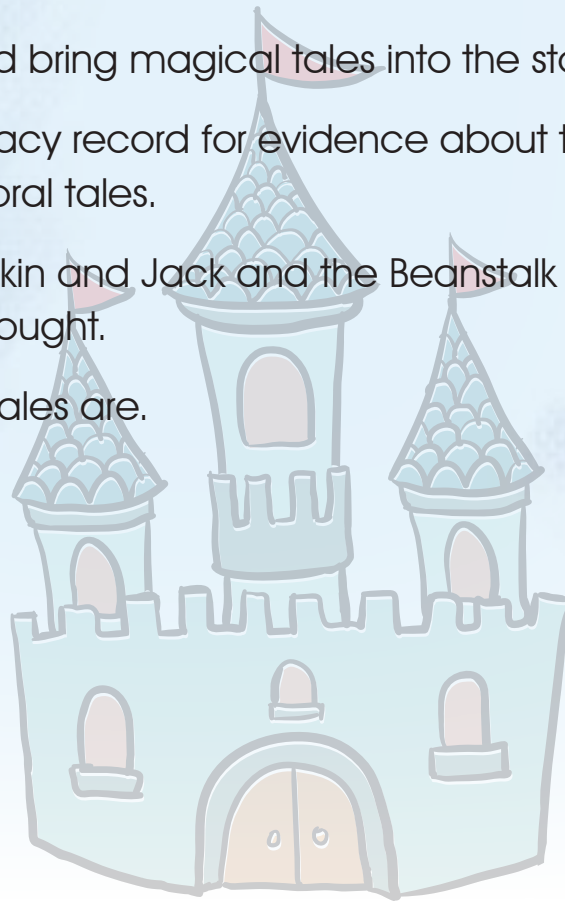


## Read and write the numbers on the lines to match the halves.

1. A few hundred years ago
2. It's pretty hard
3. The team used a technique
4. The biologist used
5. More than a quarter of the stories
6. A folklorist and anthropologist say that
7. The findings might confirm the theory
8. This does not diminish the value



- \_\_\_ **a)** called phylogenetic analysis.
- \_\_\_ **b)** complex trees of language, population and culture.
- \_\_\_ **c)** turned out to have ancient roots.
- \_\_\_ **d)** that all-Indo European cultures shared common tales.
- \_\_\_ **e)** fairy tale writers helped bring magical tales into the storybooks.
- \_\_\_ **f)** of excavating the literacy record for evidence about the origins and development of oral tales.
- \_\_\_ **g)** stories like Rumpelstiltskin and Jack and the Beanstalk are much older than originally thought.
- \_\_\_ **h)** to figure out how old tales are.



Look up information on the internet about the fairy tale writers below. Then write about one of them and share with the class.

Charles Perrault

Hans Christian Andersen

Grimm Brothers

Name: \_\_\_\_\_.

Born in: \_\_\_\_\_ Died in: \_\_\_\_\_

Place of origin: \_\_\_\_\_.

Studies: \_\_\_\_\_.

Work: \_\_\_\_\_.

Family: \_\_\_\_\_.

Other (specify): \_\_\_\_\_

\_\_\_\_\_.

Other (specify): \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.



Look and label the pictures.

jealous dwarf heart furious forest servant tired

path doorway mine mirror castle deer prince

Snow White puzzled poisonous stepmother scared sunset



# Snow White

A long time ago, when the **snowflakes** fell like **feathers**, a Queen sat **sewing** at a window. She **pricked** her finger on a needle so that three drops of blood fell upon the snow. How pretty her red blood looked **dazzling** on the whiteness! The Queen Said:

“Ah me, if only I had a child with skin as white as snow and lips as red as blood and hair as black as the ebony window.”

In the spring, she had a child who was just as she had imagined and everyone called her **Snow White**. But alas! The good Queen died and the king married a new Queen, whose heart was evil. This Wicked Queen had a magical mirror and when she stood and gazed into it, she asked:

“Mirror, mirror on the wall, who is the fairest of them all?”

And when the mirror replied:

“**Thou**, oh Queen, are the fairest of them all!”

Her **vain** heart **rejoiced**.

Snow White grew more and more beautiful with every passing year. At last, the time came when the mirror said:

“Oh Queen, if truth be told, Snow White is fairest now she is 16 years old.”

And the Queen almost **smashed** the mirror **in** her **rage**.

The next morning, she called a hunter and gave him orders.

“Take Snow White out and don’t bother to bring back anything but her heart.”

The hunter led Snow White to the **woods** where, **taking pity** on her innocent heart, he told her to run and hide. She ran and ran, cutting herself on **brambles**. Meanwhile the hunter returned to the Queen with the heart of a **deer**.

Snow White **fled** until she **came upon** a **cottage** in the middle of the woods. The door was opened. She went inside and saw that the furniture was **child – sized**. She **curled up** on one of seven little beds and fell asleep.

The owners of the cottage were seven **dwarfs**, who spent the day mining for gold in the heart of the mountain. When they came home that night, they lit their seven candles and saw that an invited visitor was sleeping in one of their seven beds.

“Oh my..., what a pretty child!” One of them exclaimed.

“Sssh!” Ordered another. “Don´t wake her up!”

“Where shall I sleep?” Asked a third. “She has taken my bed!”

“Well”, said a fourth. “There are seven hours in the night, so every hour, one of us must get out of bed and take a turn at sleeping on the chair”.

And they agreed that was only fair.

When the sun rose, Snow White awoke. How frightened she was when she saw the seven dwarfs! But they were friendly and asked her name.

“Snow White”, she replied.





The eldest dwarf said...

"Well, Snow White, if you will take care of our house, then you may live here".

And Snow White agreed with all her heart. Every morning, the seven dwarfs went out to the mountain and Snow White stayed at home to cook and keep the house.

Meanwhile, the Queen asked her mirror...

"Who is the fairest of all?"

And the mirror answered...

"Oh, Lady Queen, Snow White is fairer far to see. Over the hills and far away, she lives with seven dwarfs today."

"Liar!" **Screached** the Queen in her rage.

But she soon realized that the hunter must have **tricked** her. She decided to dress herself like an old **pedlar** woman and, in this disguise, she visited the dwarf's cottage and knocked at their door crying...

"Pretty things, very cheap, very cheap."

Snow White **peeped** from the window and said...

"Good day, good woman. What are you **wares**?"

"All sorts of pretty things, my dear."

"Thank you," said Snow White. "Your scarves and laces are indeed pretty, but I will not buy any today."

"It is a pity", said the old woman. "But never mind. I will give you this apple and perhaps you shall remember me another time".

The pedlar woman took a bite out the green side of the apple and handed the rest through the window. Snow White thanked the old woman and bit into the fruit. Little did she realize that the Wicked Queen had poisoned the rosy side of the apple, the part that Snow White now had swallowed.

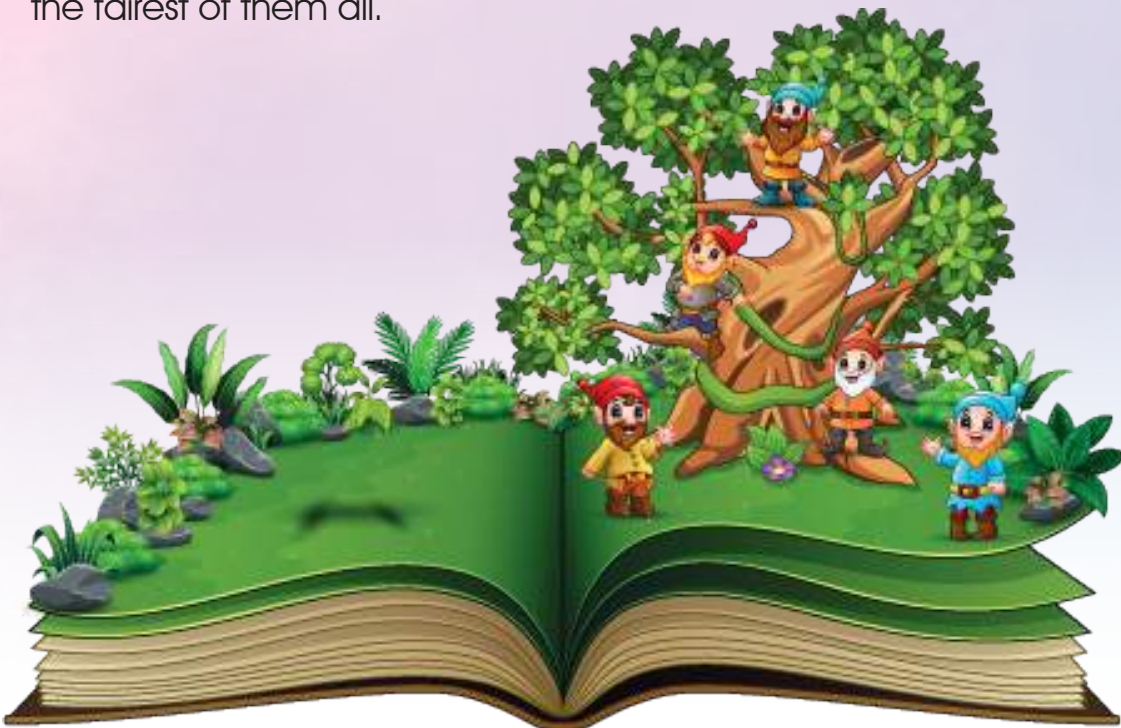
That night, when the dwarfs came home, they found Snow White lying upon the floor. No breath came from her lips. They sat round her and **wept** for three whole days.

Then they made **a coffin of shining glass**, laid her in it and placed her on top of the mountain.

It happened that a Prince, out hunting, came across the glasscoffin. He was very much taken by the pale girl who lay so still inside it and he thought she must be a statue left there by the ancients.

He ordered his servants to pick up the unusual object and carry it home. In doing so, one of them stumbled and the glass box fell to the ground. It shook terribly and the piece of poisonous apple which had **lodged** in Snow White's throat came out, so that she opened her eyes, alive once more.

Snow White and the Prince were soon **wed**. They and seven dwarfs lived long and happy lives, while the Wicked Queen went mad to envy, for she could never be the fairest of them all.





**Read and write “T” if the statement is true or “F” if it is false.**

1. The new Queen was Snow White’s sister. \_\_\_\_\_
2. The mirror told the Queen that she wasn’t the most beautiful woman in the world. \_\_\_\_\_
3. The young lady ran and hid in the forest because the hunter let her. \_\_\_\_\_
4. Snow White found a cabin where she could take a nap. \_\_\_\_\_
5. The prince knew Snow White before. \_\_\_\_\_
6. The Queen dressed like an old lady to poison Snow White. \_\_\_\_\_
7. The Princess was taken to the highest tower of the castle. \_\_\_\_\_
8. At the end, the Princess and the dwarfs lived together. \_\_\_\_\_
9. Rage is a synonym of upset. \_\_\_\_\_
10. The mirror told the Queen when Snow White will turn 16. \_\_\_\_\_

**Choose 4 words from the vocabulary activity and make sentences about the story.**

0. Snow White was the most beautiful lady in the kingdom.
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Read and write three adjectives that describe each of the things below.

1. a trip \_\_\_\_\_
2. friendship \_\_\_\_\_
3. your best friend \_\_\_\_\_
4. you \_\_\_\_\_

## Read, think about the people you know and write.

1. A friend who texts you all the time. \_\_\_\_\_
2. A friend with a great personality. \_\_\_\_\_
3. A friend you love hanging out with. \_\_\_\_\_
4. A friend who is handsome / beautiful but always denies it. \_\_\_\_\_
5. A friend who makes you laugh all the time. \_\_\_\_\_
6. A friend who gives everybody nicknames. \_\_\_\_\_
7. A friend who has got a great talent. \_\_\_\_\_
8. A friend who is always nice to people. \_\_\_\_\_

## Read and write.

- What other person would you like to write about?



This person is \_\_\_\_\_.  
\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ is very special to me because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

# Good news!

“**How do you like that?**” **Melanie** said proudly – with a big smile in her face, **a grin** I should say – to her friend **Shelby**. “I have been selected to participate in a workshop in England.” They both thought it was incredible news – amazing news.

Melanie and Shelby had been friends for about a year. They just found themselves having many things in common; they love the language, for example.

On the first Monday of May, Melanie left school to visit one of the greatest universities in the world, “Oxford”.

While being in England, Melanie took photos of everything she could, including pictures of the area where a Harry Potter movie was filmed.

Shelby was so happy about his friend Melanie traveling to England that he helped to prepare everything she needed. He even covered her classes while she was doing all the **paper work**.

Shelby had been thinking of how he could wish her good luck, but something **weird** started to happen. Shelby couldn’t understand why things changed. He was always kind to her and helpful.

These changes started to extend from them being good friends to avoiding contact and having secret talks with other people.

People around started to **treat** Shelby **differently** too. He didn’t know what was going on. Shelby felt a bit confused and disappointed because he had always worked hard – everything had been earned with honesty.

He knew he had done nothing bad or wrong. Despite this, he knew things would change more and more.

Shelby was a great teacher who loved kids. His classes were fun all the time. He wanted people to realize that there was only one thing that could make students believe that the opportunities to learn were endless.

This thing is the **Surprise Effect** – bring something new to the class every day.

Shelby had been working with this idea for about five years; kids loved it and other teachers, principals and parents noticed that his idea worked very well.



## Read and answer the questions.

1. What was the good news?

---

2. How long had Shelby and Melanie been friends?

---

3. What example was mentioned about the things the two friends had in common?

---

4. When did Melanie set off for England?

---

5. How did Shelby help Melanie before she travelled?

---

6. Why did Shelby feel confused and disappointed?

---

7. How do you think the "Surprise Effect" works?

---

**Circle all the adjectives in the text. Write some of them on the lines and explain what they are describing.**

N.	Adjective	What it is describing
1.	<hr/>	<hr/>
2.	<hr/>	<hr/>
3.	<hr/>	<hr/>
4.	<hr/>	<hr/>
5.	<hr/>	<hr/>

Take the friendship challenges 1 – 4.

Read and write on the cards.

Challenge  
1

**What makes a good friend?**

Three identical cards arranged horizontally. Each card is white with rounded corners and a decorative blue scalloped border. Each card contains ten horizontal lines for writing.

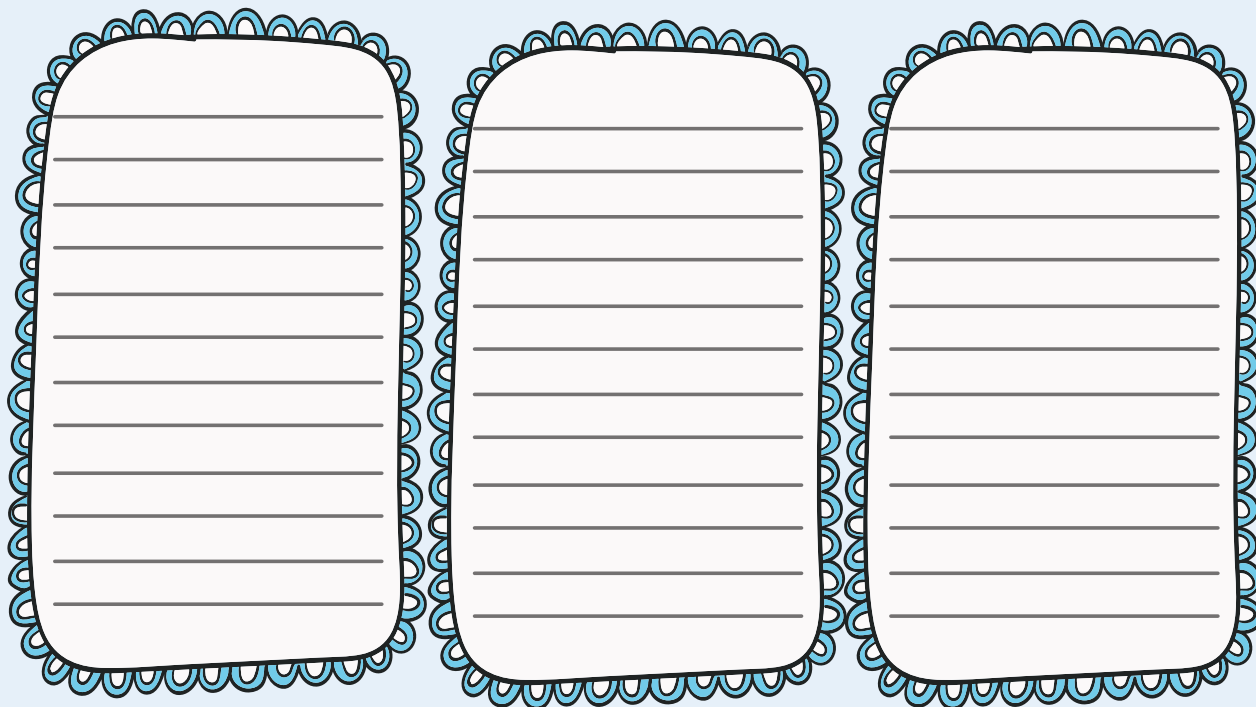
Challenge  
2

**What makes you a good friend?**

Three identical cards arranged horizontally. Each card is white with rounded corners and a decorative blue scalloped border. Each card contains ten horizontal lines for writing.

How do you know if a friend needs help?

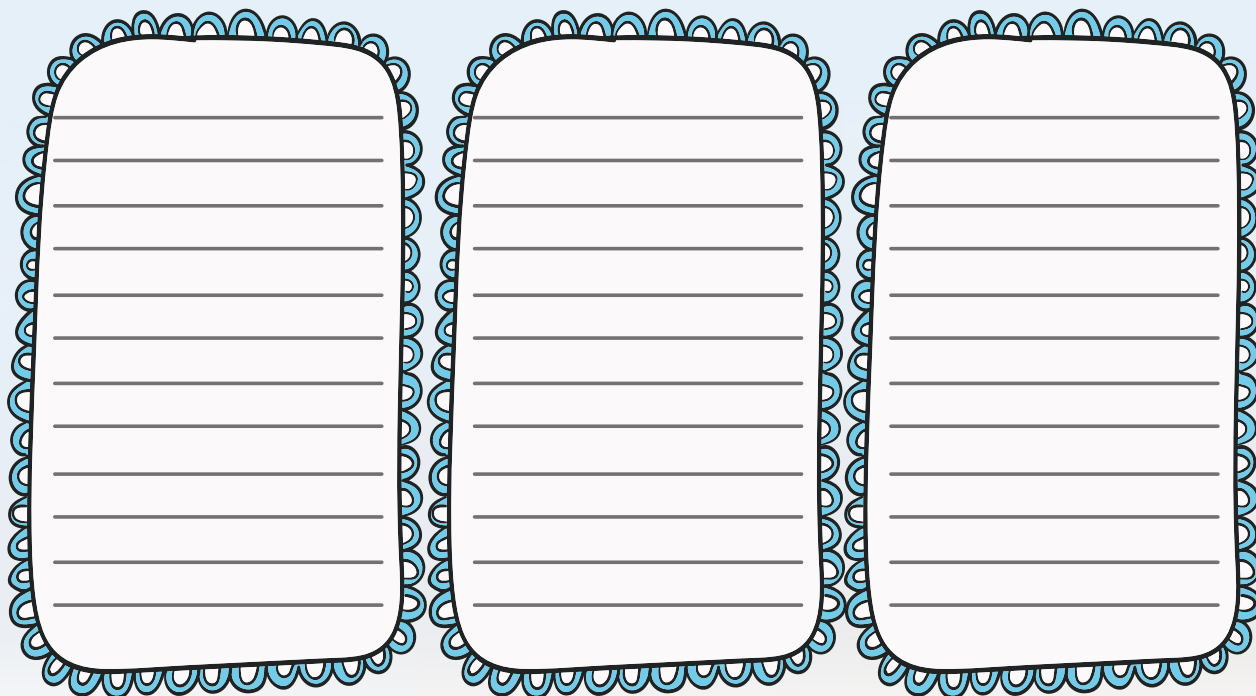
Challenge  
3



Three identical vertical writing boxes with rounded corners and a decorative blue scalloped border. Each box contains ten horizontal lines for writing.

What can you do to get better as a friend?

Challenge  
4



Three identical vertical writing boxes with rounded corners and a decorative blue scalloped border. Each box contains ten horizontal lines for writing.

## Read and choose the correct answer.

- 1. In the last chapter, who may have ignored Shelby?**
  - a) His students
  - b) His students' parents
  - c) Other teachers
- 2. What does brush off mean?**
  - a) To clean a place
  - b) To ignore someone
  - c) To remove dust
- 3. Which sentence is written correctly?**
  - a) I never thought it would happened to me.
  - b) I never thought it could happen to me.
  - c) I thought never it can happen.
- 4. When you trust someone, you think they will...**
  - a) never lie to you.
  - b) lie to you sometimes.
  - c) try to lie to you.
- 5. When people are shocked, it means...**
  - a) they are very surprised.
  - b) they surprise someone.
  - c) other people surprise you.

## Read and write the words on the lines.

someone    disappointed    something    disappointing

**Disappointing** – it is used to describe \_\_\_\_\_ that is not as good as you had hoped for or expected.

**Disappointed** – it is used to describe \_\_\_\_\_ who feels down because something bad happened or because something they expected or hoped for did not happen.

- This experience was very \_\_\_\_\_.
- Shelby was \_\_\_\_\_ to see that people were ignoring him.



# Uncovering the truth

How sad it is to be ignored! Shelby thought. He went to talk to Mr Chanli, the principal of the institution he worked for.

“Listen, Mr Chanli, I may not be the best, but if there is something I have to learn, I will. I just need you to tell me what it is that I did wrong, so I can work on it!”

Mr Chanli explained to Shelby that he was a great teacher and that he liked that Shelby tried new things every day.

“So, what’s the problem?” Shelby asked. “People are brushing me off! I understand that things can change; the thing is that I don’t know why it is different now!”

Mr Chanli said, “Do not worry, everything is ok, trust me!”

Shelby left Mr Chanli’s office wondering, “Should I trust Mr Chanli? He would not lie to me!”

Shelby felt a little bit better over the weekend and came to the conclusion that he would do whatever it took to understand the situation.

He decided to talk to as many people as possible to find out about it. Then something unexpected happened. He noticed that some of the people he talked to were having a negative attitude and a negative reaction while the talk was on.

At that moment, Shelby had a feeling; things would change completely **from that moment on!**

Shelby was **called in** to Mr Chanli's office. The first words that came out Mr Chanli's mouth uncovered the truth...

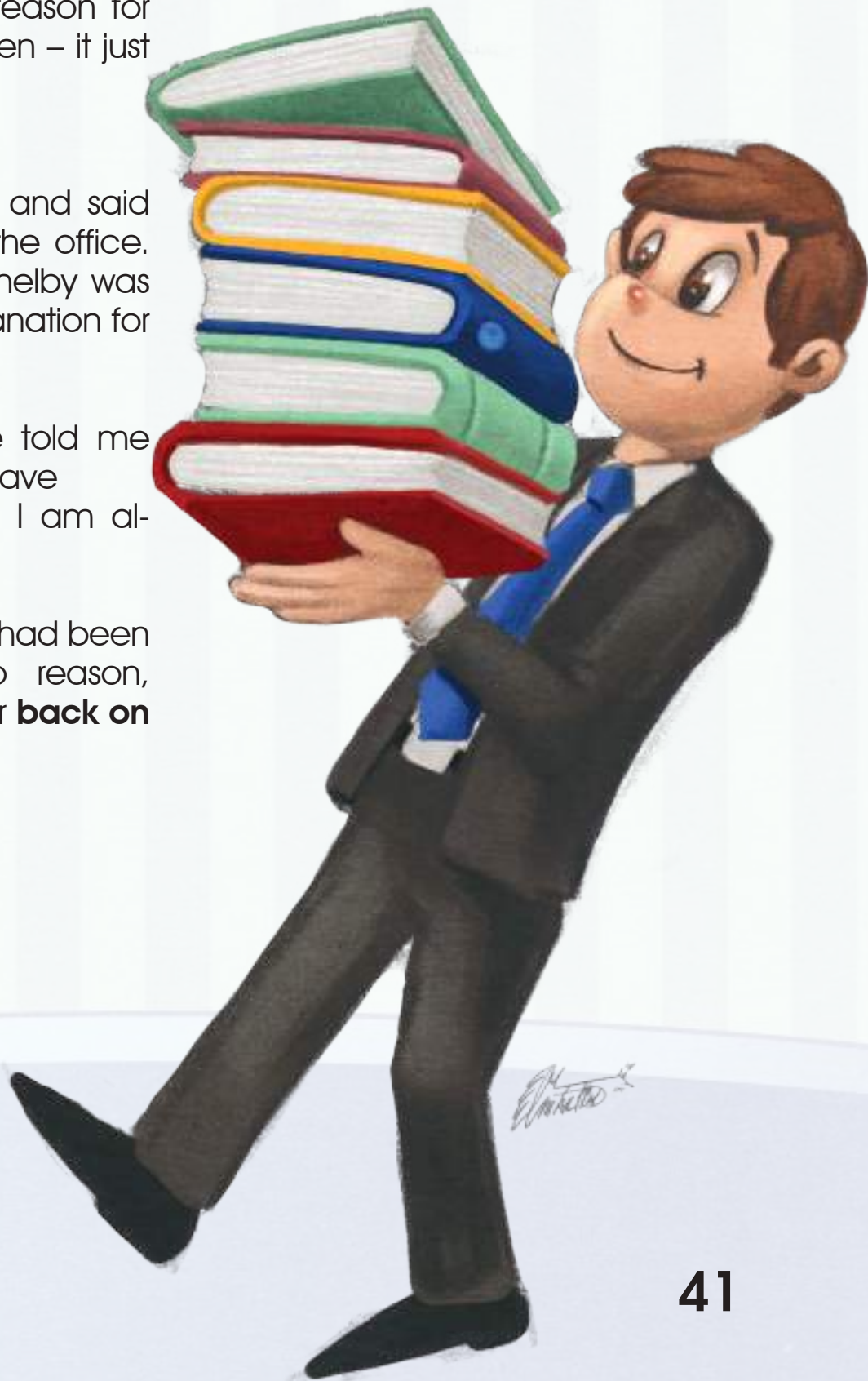
"Shelby, I hope it does not hurt you! I have to make some changes. You are not one of us anymore!"

No explanation, no reason for the changes was given – it just seemed to be disrespectful!

Shelby was shocked and said nothing. He just left the office. On his way home, Shelby was trying to find an explanation for it.

"What did I do!? He told me everything was ok. I have always worked hard! I am always willing to help!"

There he was, Shelby had been left alone. With no reason, everyone **turned their back on** him.



## Read and answer the questions.

1. Why did Shelby talk to Mr Chanli?

\_\_\_\_\_

2. Why did Shelby feel a little bit better over the weekend?

\_\_\_\_\_

3. Why did Shelby think that things would change completely?

\_\_\_\_\_

4. Why did Mr Chanli say "Shelby, I hope it does not hurt you!"?

\_\_\_\_\_

5. Why was Shelby shocked?

\_\_\_\_\_

## Read and complete the second sentences using the words in the box.

his

was

wasn't

that

was

1 Nobody gave Shelby an explanation.

1.1 Shelby \_\_\_\_\_ given an explanation.

2 People started to treat Shelby differently.

2.1 Shelby \_\_\_\_\_ treated differently.

3 Shelby was called in to Mr Chanli's office.

3.1 Mr Chanli called Shelby into \_\_\_\_\_ office.

4 Shelby is talking to many people in order to find an explanation.

4.1 Shelby is talking to many people so \_\_\_\_\_ he can find an explanation.

5 What am I doing wrong? Shelby asked.

5.1 Shelby asked what he \_\_\_\_\_ doing wrong.

## Research project - Lying

Interview people at school and at home. Ask them the questions below and report your findings. There is an extra line for you to add one more question.

- Have you ever lied to someone you love?
- Was it difficult? Why?
- Have you ever discovered someone lied to you?
- How did you feel?
- Your question: \_\_\_\_\_.

## Read and talk, then write a message.

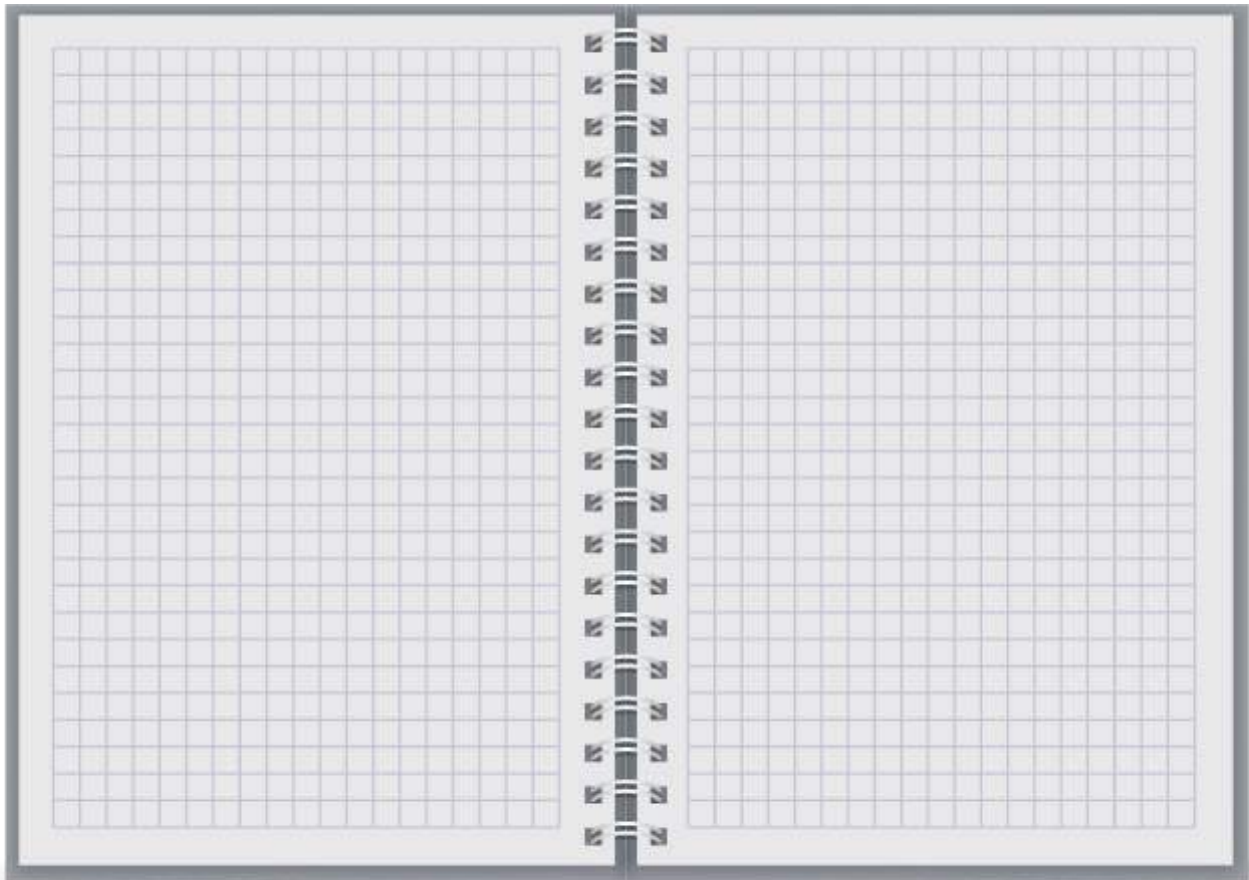
There will be a family party at your house. You want to invite your friends Mary, Lucy, Martha and Mark, but your parents just told you that you can only invite 3 friends.

- How would you solve the problem?
- What would you tell your parents?
- How could you explain it to your friends?
- Would you lie?

Send an explaining message to one of your friends in, at least, 50 words.

Include...

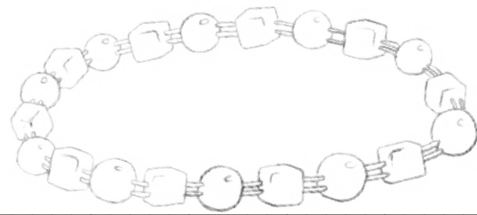
- Greeting
- Reason for writing
- An apology
- A suggestion for meeting (in the near future)
- Say good bye



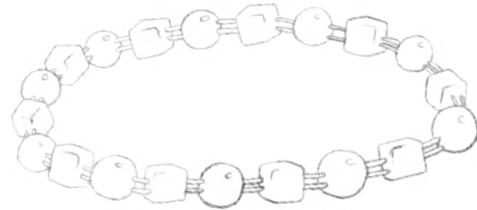
Look at the bracelets and colour them. Think of who you would give them to. There is one example.



- I would give this bracelet to Shelby.
- The colours yellow, orange and blue remind me about him because he is so energetic and kind.
- He is my best friend because he always listens to me when I have a problem.



- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.



- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.



## Lesson learned

So many questions come to my head!” Shelby said.

Suddenly, he remembered something that helped him clear his head a little bit – that something was the words he had heard from Mr Chanli before... “I may not agree with what they say, but I have to support the idea of keeping the business **running**.”

There it was, he finally got it. He had been replaced unfairly by his friend. Melanie knew it had been an unfair decision. However, she got involved and did not defend her friend, Shelby.

At a certain point, he considered the idea of **quitting** his job. He got away from the institution for about three weeks. He couldn't believe that people could replace people that easily.

It was really hard for Shelby to face the truth. After some deep thought, he said to himself...

***“There is no reason for the change, but things have changed!”***

Shelby went back to the institution and explained that he would accept it and stay – working in a different area.

From that moment on, he promised to himself that he would try his best. This time he was going to work with preschool kids for the first time. He thought it would be complicated; **and it was!** However, it turned out to be one of the most amazing experiences he had **gone through**. Those kids helped him recover from **sadness** and **disappointment**. They did nothing but being there. How could anyone forget things like 3-year old students talking on the microphone every Monday, watching videos

and singing every single day, dancing to the Soccer Rocker song, the Halloween and Christmas shows they presented, the end of the school year ceremony – everybody singing the Good Bye song, Ivanna, giving a speech for an audience of 600 people – just to name a **few**.

Wow, if that hadn't happened, he would not have had the chance to work with those amazing kids.

***“Lesson learned! Shelby says. “Never get used to things you are not happy with!”***

***“Always face the truth, however hard and find the beauty on the way!”***



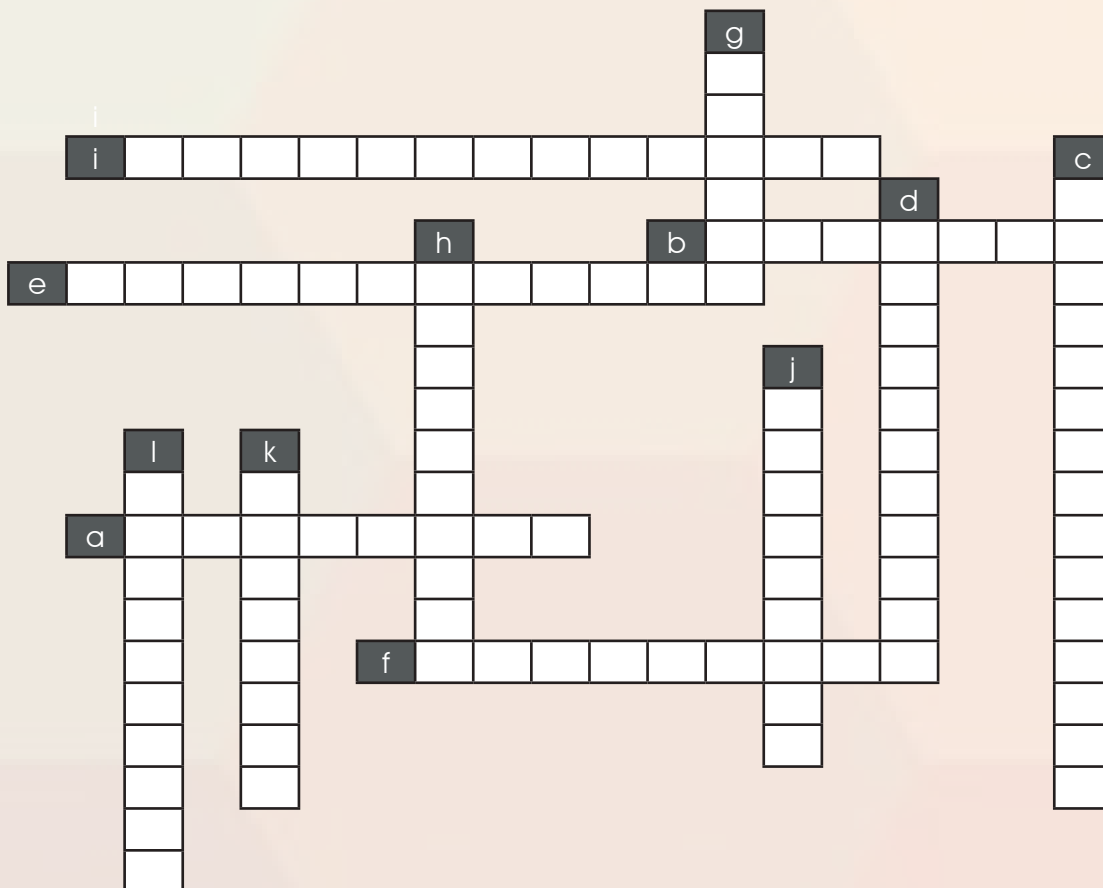


## Read and choose the correct answer.

1. When did Shelby understand what the situation was?
  - a) When he remembered what he did wrong.
  - b) When he remembered he hadn't done some work.
  - c) When he remembered something his boss had said before.
  
2. Why did Shelby get away from the institution?
  - a) Because he went on a trip to England.
  - b) Because it was hard for him to accept the truth.
  - c) Because his boss had asked him to go away.
  
3. It was never complicated to work with preschool kids.
  - a) Correct
  - b) Does not say
  - c) Incorrect
  
4. Why did Shelby say "Just to name a few!"?
  - a) To emphasise that the list of memories was really short.
  - b) To emphasise that the list was really longer than that.
  - c) To emphasise that he had not too much to remember.
  
5. Shelby said... "Lesson learned! Never get used to things you are not happy with!  
What is his attitude towards the situation?
  - a) He thinks he will never be happy again.
  - b) He thinks he may like feeling unhappy.
  - c) He thinks that changes may be a positive thing.

Read and write the numbers on the lines next to the letters to match the values with their definitions. Then put the values in the grid to check your answers.

- |                     |     |  |
|---------------------|-----|--|
| 1. adaptability     | ___ | a) to treat others, and be treated by them, in a polite and respectful way |
| 2. being self       | ___ | b) to persist in the face of fear  |
| 3. courtesy         | ___ | c) continue growing, as a person and as an expert                          |
| 4. agency           | ___ | d) to create more than I capture and care for and help others              |
| 5. courage          | ___ | e) to adjust yourself to changing conditions                               |
| 6. reciprocity      | ___ | f) to do the right thing, even when no one is watching                     |
| 7. self-development | ___ | g) to choose how I live and behave   |
| 8. integrity        | ___ | h) the desire to know the truth about myself                               |
| 9. acceptance       | ___ | i) to respectfully stand up for my rights                                  |
| 10. assertiveness   | ___ | j) to be open-minded and interested in exploring and discovering           |
| 11. curiosity       | ___ | k) let my achievements speak for themselves                                |
| 12. humility        | ___ | l) to be open to and accepting of myself and others                        |



Look and colour your core values. Interview some people and write what their core values are. Share with the class.

My name: \_\_\_\_\_

My surname: \_\_\_\_\_

My Age: \_\_\_\_\_

COURTESY

LOYALTY

GENEROSITY

HONESTY

LOVE

COMPASSION

FAITH

INTEGRITY

PEACE

TRUST

FREEDOM

RESPECT

JUSTICE

RESPONSIBILITY

PATIENCE

PERSISTENCE

POSITIVENESS

KINDNESS

POLITENESS

FRIENDLINESS

TOLERANCE

1. My \_\_\_\_\_'s full name: \_\_\_\_\_, His / Her age: \_\_\_\_\_

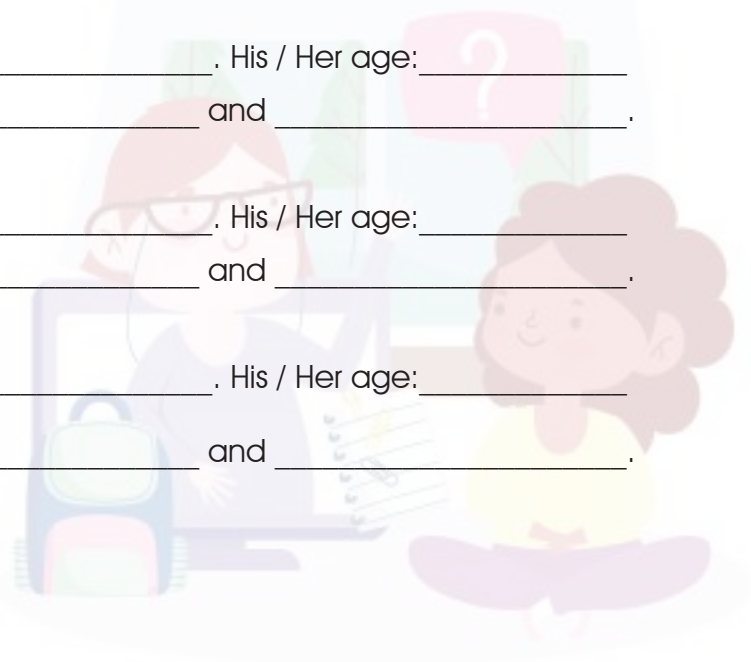
Core values: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

2. My \_\_\_\_\_'s full name: \_\_\_\_\_, His / Her age: \_\_\_\_\_

Core values: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

3. My \_\_\_\_\_'s full name: \_\_\_\_\_, His / Her age: \_\_\_\_\_

Core values: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



Read and tick the statements that affect friendship positively and cross the ones that do it negatively. Explain your choices.

A friend...

talks behind your back.

cares about you and your problems.

helps you when you are in need.

tells your secrets to other people.

is always with you during bad times.

shouts at you when you make a mistake.

shares everything with you.

takes your possessions without permission.

tries to understand your problems.

only cares about himself/herself.

treats you in a nice and kind way.

does not listen to your problems

helps you solve your problems.

keeps your secrets.

does not help you when you need something.

makes fun of you.



# The value of friendship

Days were **awkward** during that school year. Shelby knew he would talk to Melanie about the situation once she came back from England. He thought they were good friends. He had the idea of finding out what Melanie had to do with it. He missed talking to her about English, having lunch and working together.

One Tuesday morning, Shelby ran into her at the reception desk. Shelby looked at her – in the eye, but Melanie said nothing – she just **went another way**.

Once again, Shelby got it! This friendship was over! It was hard to see her every day and not **hanging out**. “Friends may not always agree on everything. They are different people, so they may like different things. Having common interests does not mean that you must give up what you really are. Actually, if we were to describe what friends really are, we could absolutely have to consider these words: respect, love, care, patience, tolerance, teaching, laughing for no apparent reason, people you enjoy hanging out with, etc. I am sure we got all of these, but the one thing that was let in between was **pride**.

Shelby decided not to let this affect him negatively. He loved his friend, Melanie, but he knew that good memories would be a good way to **remember** her **by**. After all, it was not him doing things this way – **lacking respect** and **integrity**.

Shelby didn't want to judge anyone. He knew that making mistakes is not a problem – well, as long as it is not intentionally – everybody makes mistakes sometimes.

He was sure that he would have the opportunity to **talk** things **out**. He just had to wait for the day to come. It was a long school year – many things to do: festivals and exams, singing and dancing, playing and learning. Shelby couldn't be happier with the results he got – all the kids were great that school year, but Shelby felt like it was time for a change. He was OK with it. At the end of the day, he had done things the right way – with honesty, integrity, respect and **pride**. This change had to be a positive one. His time there had **come to an end**, and then he did it. He took another way.



## Read and answer the questions.

1. When is Shelby going to talk to Melanie?

---

2. When did Shelby realize his friendship with Melanie was over?

---

3. What does Shelby say about someone being a friend to somebody?

---

4. According to Shelby, what may have been the main reason why Melanie didn't tell him what was going on?

---

5. Why was Shelby positive about the feeling he had – time for a change?

---

## Read the definitions for the word “pride” and circle the number for the ones that tell how the word was used in the story.

• It has been written in bold for you to go back to the text and analyze the context.

1. Feeling pleasure and satisfaction because you or people connected with you have done or got something good.
2. Having or showing self-respect.
3. Feeling that you are better and more important than other people.



Read the quotes about friendship and write the words in the correct gap.

anyway To for one when will The like it

"Friendship is the finest balm \_\_\_\_\_ the pangs of despised love."

**Jane Austen**

"A friend is someone who knows all about you and loves you \_\_\_\_\_."

**Fr. Jerome C.**

"Best friends are \_\_\_\_\_ diamonds, beautiful and rare."

**Fr. Jerome C.**

"A real friend \_\_\_\_\_ tell you when you have spinach stuck in your teeth."

**Friends Signature Song**

"My best friend is the \_\_\_\_\_ who brings out the best of me."

**Henry Ford**

"I'll be there for you \_\_\_\_\_ the rain starts to pour."

**Friends Signature Song**

"\_\_\_\_\_ have a friend, be a friend."

**George Herbert**

"\_\_\_\_\_ best mirror is an old friend."

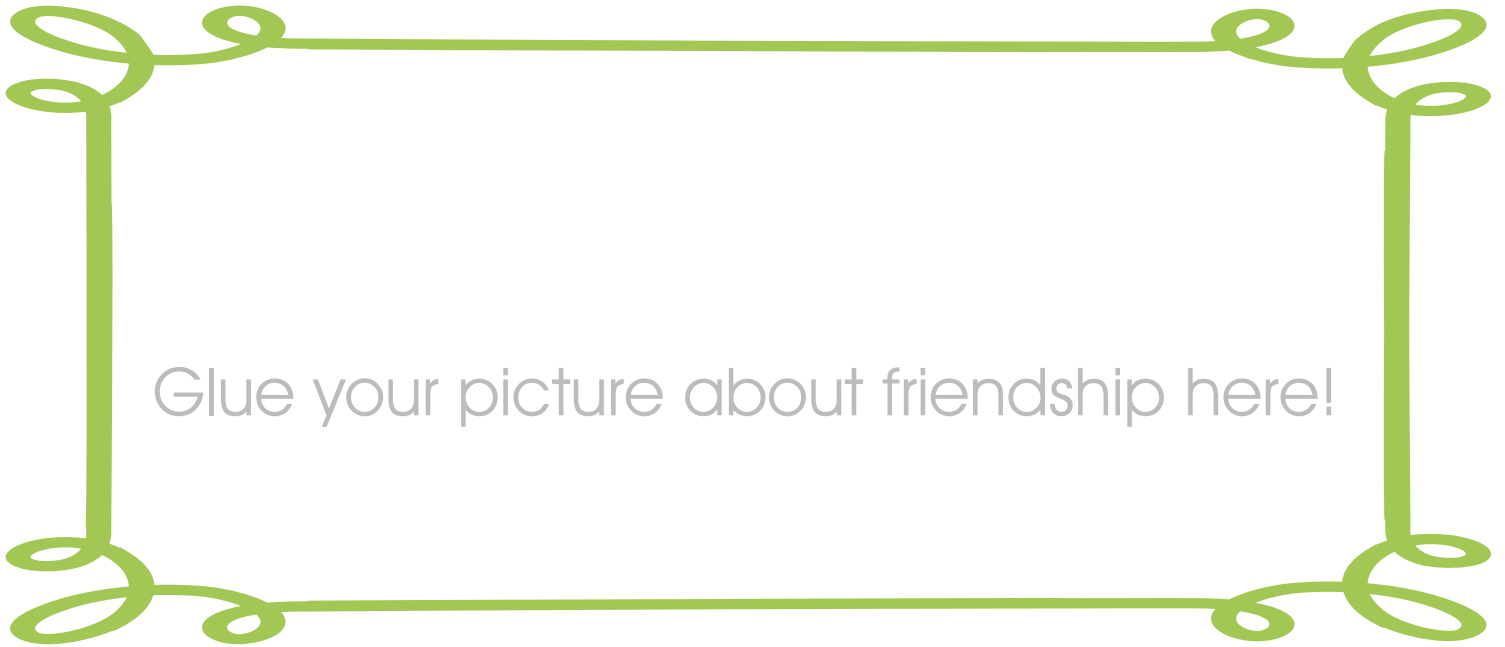
**George Herbert**

"Anybody can sympathize with the suffering of a friend, but \_\_\_\_\_ requires a very fine nature to sympathize with a friend's success."

**Oscar Wilde**

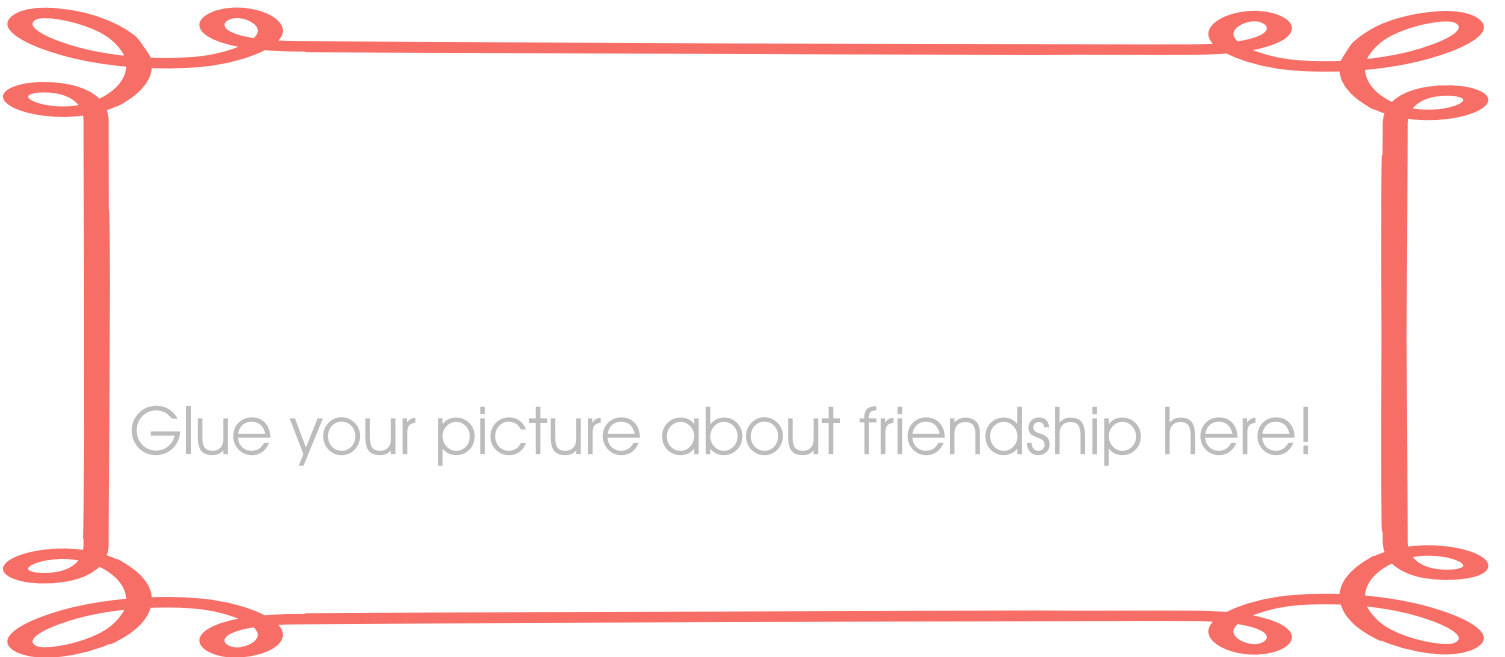


Look for two pictures of you and your best friends. Glue them in the boxes. Write two quotes about friendship on the lines below the pictures.



---

---



---

---

Read and colour the boxes according to the categories below. Use a dictionary.

Abandoned	Fear	Controlled	Joy	Power	Peace
tired	faithful	content	excited	trauma	hopeless
confused	hostile	important	sad	thoughtful	envy
energetic	lonely	intimate	angry	helpless	appreciated
loving	happy	submissive	respected	depressed	selfish
ashamed	insecure	hateful	trusting	proud	courage
confident	aware	anxious	critical	hopeful	guilty

Read and write the categories for positive and negative feelings.

- Negative feelings: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- Positive feelings: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Choose one word from each category and explain why you like / don't like the feeling.

Abandoned: \_\_\_\_\_

\_\_\_\_\_

Fear: \_\_\_\_\_

\_\_\_\_\_

Controlled: \_\_\_\_\_

\_\_\_\_\_

Power: \_\_\_\_\_

\_\_\_\_\_

Joy: \_\_\_\_\_

\_\_\_\_\_

Peace: \_\_\_\_\_

\_\_\_\_\_

# I am sorry

A new adventure started. A new year to **turn** the impossible **into** possible. Dreams to **reflect on**, new projects to **focus on**, etc.

Some calls from old friends made Shelby take this new adventure with hope. At the beginning, it seemed it would be something totally different, however it got worse. The only thing that Shelby could **count on** was his attitude towards difficulty.

Six months **passed by** and Shelby realised it was not a place for him; he was not doing his job the way he liked doing it. He was not happy at all. He was worried about leaving his job. It was not an easy step.

Last February, Shelby got what he was hoping to get; an explanation for what had happened. There were some messages waiting to be answered. At first, Shelby was **hesitant** about whether he should read them and answer back or not. Shelby stared at the notice bubbles on his message app. After a few minutes, he finally opened them, and **read through**.

All those **restless** nights and sleep **deprivation** will finally **fade away**. It was Melanie trying to **reach** Shelby. It had been almost two years since the last time they talked to each other.

*"Hey, it's me, Melanie! I know you might be surprised about me sending you a message. I really want to talk to you. I have always believed that you are a great person. No matter whether you answer back or not, I just want you to know I am sorry if what I did offended you or hurt you in any way. I would really like you to answer back. Please, forgive me!"*

It was just the first lines of the message. Shelby was **touched by** it that he continued reading. He finally got the explanation that made it all clear.

Shelby answered the message right after he finished reading it. Shelby and Melanie had a long talk and they **made out**.

Things will never be the same, but at least, they had the chance to practise some of the things that are important in life... "Listening to people, evaluating situations, learning from hard experiences and forgiving!"



## Read and answer the questions.

1. Why did Shelby have hope for the future?  
\_\_\_\_\_.
2. How was Shelby's positive attitude helpful in this new adventure?  
\_\_\_\_\_.
3. Why was Shelby not feeling happy in his new job?  
\_\_\_\_\_.
4. What was Melanie trying to explain by the first lines of her message?  
\_\_\_\_\_.
5. What does the phrasal verb "make out" mean in the story?
  - a) to see, hear or understand something or someone with difficulty
  - b) to state, usually falsely, that something is true
  - c) to write all necessary information on an official document
  - d) to deal with a situation, usually in a successful way

**In the story, Shelby and Melanie had the chance to practise some important life skills.**

**How and when do you think they did it?**

- a) Listening to people  
\_\_\_\_\_.
- b) Evaluating situations  
\_\_\_\_\_.
- c) Learning from experience  
\_\_\_\_\_.
- d) Forgiving someone  
\_\_\_\_\_.

Look at the pyramid of life skills. Think of what skills people must have, learn or develop in order to handle difficult situations successfully and write them in the boxes. Remember, the one at the bottom is the strongest!

- You can collect information by interviewing students, teachers, your parents and other people you trust.



## Read and write a message in, at least, 50 words.

A friend of yours has a problem and needs advice. She hasn't completed all her work in her English and Maths books. Her teacher told her that she won't get good grades this term. Last weekend, she had some homework, but she didn't do it. The principal just called her parents and she will have to explain to them why she hasn't done her work.

### Your message

Say Hello!

Reasons for writing

Advice

Hopeful phrase before saying Good-bye

Say Good-bye!

• How many words did you write? \_\_\_\_\_ words.

Check YES if you covered all the points or cross NO if you didn't.

• YES: \_\_\_\_\_ NO: \_\_\_\_\_

Interview some friends and tick the boxes that show their answers.

Then discuss the results in class and reach a conclusion on the benefits of being able to forgive someone.

## Is it difficult to forgive?

### Girls

N.	Name	No	A little	Yes	A lot	Reason
1.	_____					
2.	_____					
3.	_____					
4.	_____					

### Boys

N.	Name	No	A little	Yes	A lot	Reason
1.	_____					
2.	_____					
3.	_____					
4.	_____					

Conclusion:

---

---

---

---



# What's next?

What to do when you have to **say Good Bye** to things you like or love? Is it good that these things happen?

Well, on the one hand, it is common that people pay too much attention to things which are not important; may be not as much as they think. For example, people think that **titles, a high salary, luxury things** and such are important. They are nice, nobody can deny that, but let's put it this way ... they have a price **somehow**.

On the other hand, there are things that have no price and nobody can pay for them; friendship, for example.

*True friends **are** always **by** when you need them.*

*True friends always care about you and make you feel special.*

*True friends will do anything to **stop** you **from** getting into trouble.*

*True friends will never **expose** you **to** danger.*

*True friends **apologize**, no matter what!*

Apologizing is a proof of love and respect. This is one of the things that are important in life, indeed!

So "What's next!?" It is time to **move on, seize** the good moments and keep them in your memory, learn from the bad experience and, next time, **do better**.

Shelby got involved in a new project. It has given him the chance to get to know more people. There is always that possibility, finding more people with different ideas that can add up to your life, but you will also have the responsibility to choose the ones you like or agree with.

Sometimes, people get involved in doing things they don't want to do because they are trying to find **approval**, but the only approval you need is **yours!**

Self-respect is what people need to avoid doing things that may hurt others. If there is something people should know about, **tell on**. It may be difficult sometimes, however, you'll be doing the right thing.

Nowadays, Shelby is working passionately and when things get tough, he always looks at a small card he's got in his wallet – it reads...

***“Every great dream begins with a dreamer.  
Always remember, you have within you the strength,  
the patience and the passion to reach for the stars  
and change the world!”***

***...by Harriet Tubman***



## Read and answer the questions.

1. Why does Shelby say that things like titles, high salaries and luxury items have a price?

---

2. What do the following phrases mean?

a) True friends are always by when you need them.

---

b) True friends always care about you and make you feel special.

---

c) True friends will do anything to stop you from getting into trouble.

---

d) True friends will never expose you to danger.

---

e) True friends apologize, no matter what!

---

3 What does Shelby mean by "... next time, do better!"?

---

4. When Shelby says... "The only approval you need is self-approval." he means...

a) What other people think is not important.

b) You must be nice to people, even if they hurt you.

c) People must do the right things, although they are not being watched.

5. What does the phrasal verb "tell on" mean?

a) To give information about someone or something bad that they have said or done, especially to a person in authority.

b) To have a bad effect on someone's health or behaviour.

Look for pictures on the internet or use some of your pictures of you with your friends to illustrate the phrases from the story. Go with different friends to show your Friendship Card Pages.

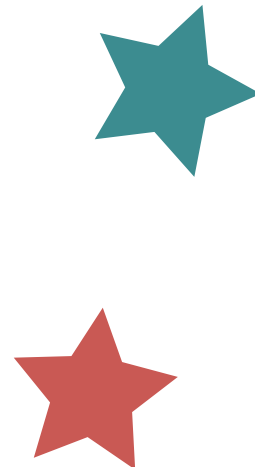
True friends are always by when you need them.



True friends always care about you and make you feel special.



True friends will do anything to stop you from getting into trouble.





True friends will never expose you to danger.

True friends apologize, no matter what!



“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars and change the world!

...by Harriet Tubman

Think about a specific time when most students get stressed out about schoolwork. Then discuss on it and write the information.



4. Some students have coped with it successfully by...

---

---

---

1. What seems to be the stressing situation?

---

---

---

5. Next time it happens, I will...

---

---

---

2. Why is it stressing?

---

---

---

6. The result I expect to get is...

---

---

---

3. Why can students not avoid getting stressed out?

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# Self-reflection

Do you ever feel like you are running from one activity to another, or studying a **mad rush** of one subject after another?

When things happen at **such a fast pace**, it is easy to **lose sight** of what you are doing or what you are learning.

It is important to stop yourself every now and then to think about what you've been doing or learning.

Self-reflection means stopping the mad rush activity and calming yourself and your mind so your brain can evaluate the **input** it has already received.

Some people prefer to do their reflection **mentally**, while others keep a journal or written notes of **some kind**. **Either** method can work, depending on what your own personal style is. Whether written or purely mental, the process is the same.

School textbooks are often divided into chapters and units of study. This can make it easier for someone who wants to begin the process of self-reflection.

To get it started, watch for the times when you complete a unit of study in any of the subjects you are learning; math, social studies, science, art or any other topic that might be specific to your school. Sometimes you are reminded that the unit is over because there is some kind of test or quiz. Use these natural breaks as opportunities to stop and reflect. Find a quiet place! This can be even sitting at your desk at school when you finish something early and the other students are still working.

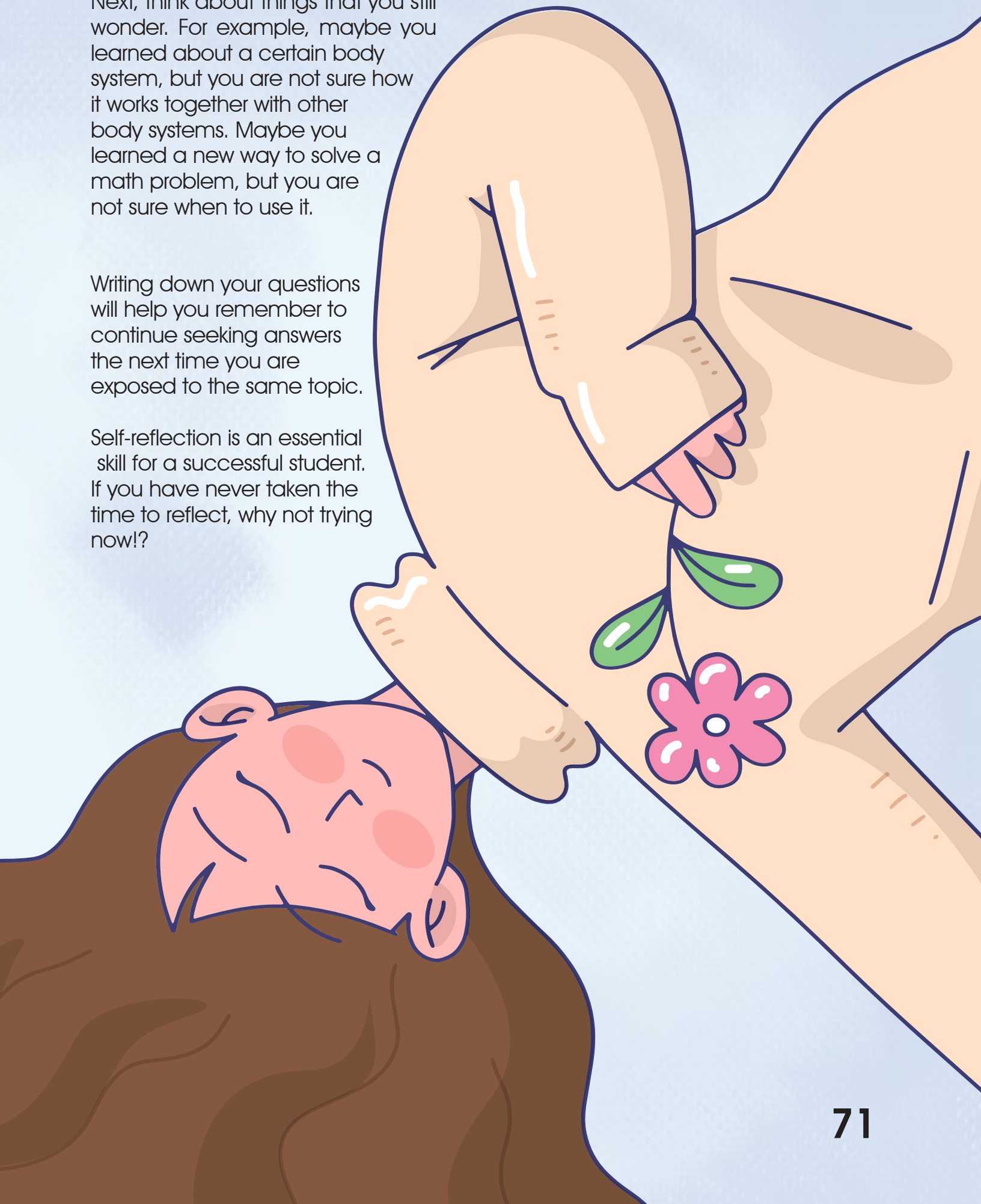
If you are going to take notes, take out a paper or your reflection journal. Write down some notes on things that you learned in this unit that you did not know before you began. Let your mind **ponder** on the notes you have written and make some connections.

Sometimes just pausing to think deeply allows your brain to make connections, so that new information can be quickly **retrieved** when you need it again.

Next, think about things that you still wonder. For example, maybe you learned about a certain body system, but you are not sure how it works together with other body systems. Maybe you learned a new way to solve a math problem, but you are not sure when to use it.

Writing down your questions will help you remember to continue seeking answers the next time you are exposed to the same topic.

Self-reflection is an essential skill for a successful student. If you have never taken the time to reflect, why not trying now!?





## Read and answer the questions.

1. According to the text, what is self-reflection?

---

2. What methods for self-reflection were mentioned?

---

3. The moment you find a test or a quiz, it may mean that...

---

4. Why is it useful to write down your questions?

---

## Write some notes on the things you have learned in this module / block.

**Mathematics**

---

---

---

**English**

---

---

---

**P.E.**

---

---

---

**Computing**

---

---

---

## Discuss and write.

- What are some things you can do every now and then to improve your learning?

**I can improve my learning by...**

---

---

Think about two of the subjects you study at school and glue pictures to illustrate the information you'd like to give. Then use the pictures to tell a friend about it.

- The subject I find difficult to learn!

Name

Contents

Types of activities

Types of homework

Items I use

Things I'd like to do

Most difficult part

Benefits of learning about this subject

- The subject I find fun and easy to learn!

Name

Contents

Types of activities

Types of homework

Items I use

Things I'd like to do

Most difficult part

Benefits of learning about  
this subject



Find the words in the board and discover what they mean.  
 The meanings come after the words. Look carefully.  
 There is one example.

<del>defy</del>	homage	barrenness	reside	plough
blow	mourn	come across	onwards	lack

b e r r e s i d e i s t o l i v e o r h a v e f y  
 a m o u r n i s t o f e e l o r h t a b w c y y f  
 r f b t h c o n t i n u i n g e x p r e s s o d u  
 r u l o o d s s w r y g v b a f t e r i j g u m q  
 e h o b n n t p l o u g h i s t o p v t e r r g a  
 n h w i w a n c m e d u i j f v d r b h w e h n p  
 n o i s a e a o f t y g v c d f g e b w x a o i b  
 e m s e r m l m b h d t e s g k j p n t f t m h o  
 s a a n d i p e t i p d w n j h r a c g y s e t n  
 s g h o s t e a c t y g s w e t v r n k y a p e z  
 i e a p i r c c s d y v h d j u r e v j y d d m q  
 s i r a s a u r n e w u c g f j s l c e h n g o c  
 t s d e b l d o e u d f j v g e d a c h g e n s q  
 h d h w e u o s f u g b e s t c f n d h j s p f s  
 e e i a g c r s g b y c h a n c e d w y f s c o s  
 c e t r i i p i n s l x g b h e b t s q k u t h s  
 o p w o n t o s i v a n y s g c s o c h y d f g e  
 n r i d n r t t h s c b h y w g j g v y e d s u d  
 d e t n i a e o t n k c t e e d a r l j y t f o d  
 i s h a n p l f e c i n h g t r f o s w s d g n o  
 t p a h g a b i m n s e w s f c c w c r o p s e g  
 i e s w a t a n o a w h e n t h e r e i s n o t a  
 o c w s d f n d s v g y d e i t y i s a g o d o r  
 n t z a x q u s c w d v e f b r g n t h n t h n h  
 o f b e i n g s d f g h j n b v c e r t y u f d s

# The Gold Giving Serpent

## The Panchatantra – Ancient Collection of Indian Animal Fables

Once upon a time, there was a poor Brahmin named Haridatta. He used to work hard in the fields, but could not get the results **out of it**. One day, after the **tiring** working hours, he lay down in the shade of a tree, in the middle of the field. Just then, he saw a terrible snake with a big **hood** coming out of an **anthill**.

The poor Brahmin thought that the serpent might be the guardian **deity** of the field and he had not paid **homage** to it for once.

This could be the reason for the **barrenness** of the field. Instantly, he went to bring some milk and offered the milk to the serpent in a bowl. While offering the milk, with **due regard**, he addressed the serpent, "Oh, Guardian of this field! I didn't know that you **resided** here – that's why I never offered you anything. Please, **forgive** me!"

After the whole event, he went to his home. Next day, when the farmer came to **plough** the field, he found a gold coin in the bowl near the anthill. Now this became a regular **feature** of Brahmin's life. Daily, he served milk to the serpent and found a gold coin.

One day, Brahmin had to go to the **foreign** lands, and due to this reason, he asked his son to take care of the serpent. The son brought the milk to the anthill and offered it to the serpent. Next day, when he came back, he found a gold coin in the bowl. After taking the gold coin, he thought, "This anthill must be full of gold coins. I will kill the serpent and take them all!"

Brahmin's son decided the plan and next day came to the field with the milk and a stick. He offered the milk to the snake and struck its hood with the stick. The snake escaped the blow of the stick and bit the boy to his death.

The whole village **mourned over** the sad death of Brahmin's son. Two days later, the Brahmin returned to his village and came to know about the death of his son.

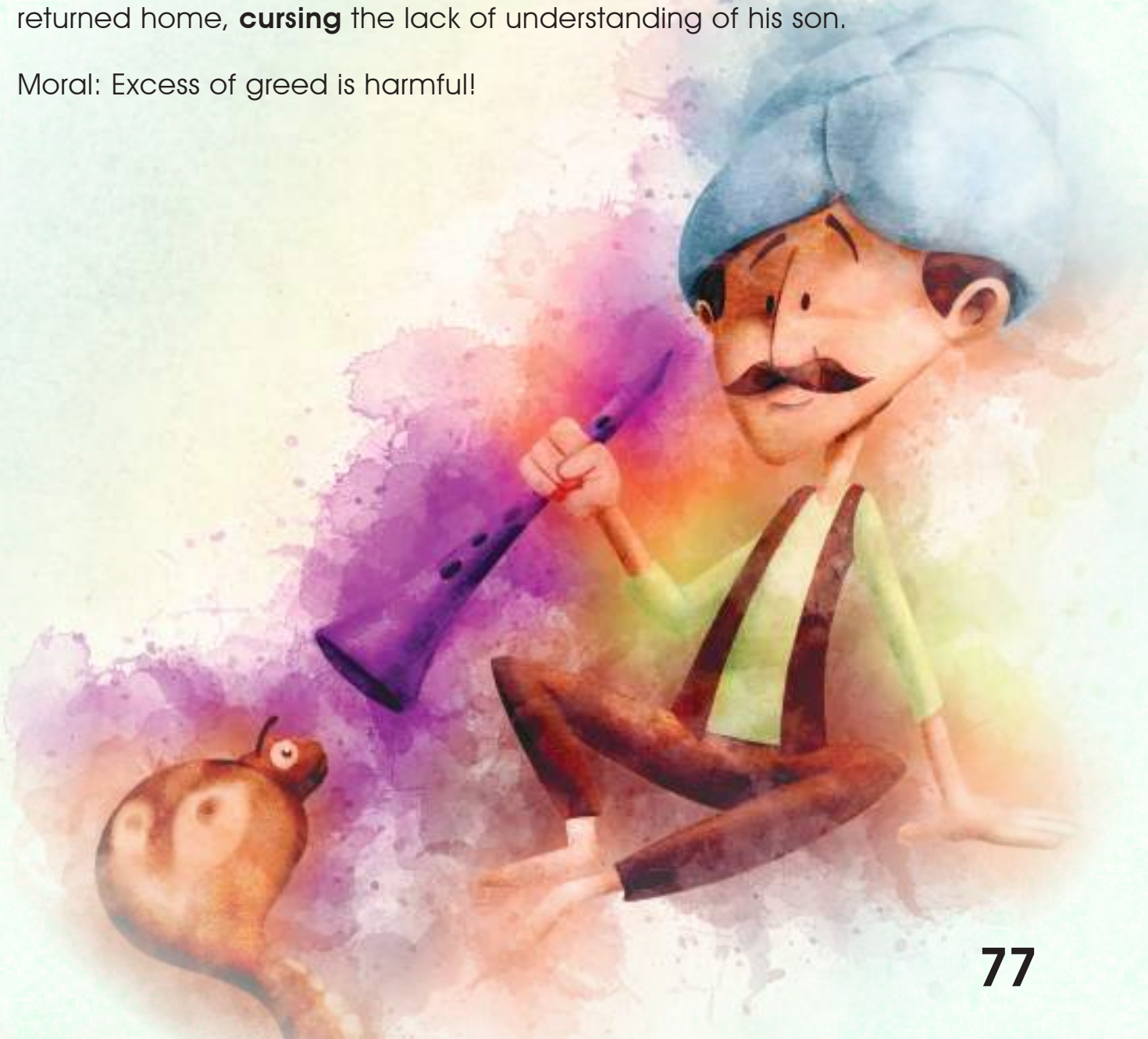
He **came across** the whole incident and again went to the field to serve the milk to the serpent. He **praised** the snake in a loud voice and kept the milk near the anthill.

The snake came out of the anthill and replied, "Brahmin, you have come here from **greed**, even you have left your **grief** for your son who has just passed away. Now onwards, the friendship between you and me is not possible. Your **youthful** son who **lacked** understanding struck me and I bit him. How can I forget that stick's **blow**? How can you forget the pain and grief for your son?"

After saying this, the serpent gave him a diamond and said, "Never come to me again. That is why I am giving you a **costly** diamond!"

The serpent disappeared into the anthill. The Brahmin took the diamond and returned home, **cursing** the lack of understanding of his son.

Moral: Excess of greed is harmful!



## Read and answer the questions.

1. What did the man think about the snake when he saw it?  
\_\_\_\_\_
2. Why did the man not offer anything to the snake before the event?  
\_\_\_\_\_
3. Why did the man say, "Forgive me!"?  
\_\_\_\_\_
4. What did the man find every day near the anthill?  
\_\_\_\_\_
5. Why did Brahmin's son have to take care of the serpent?  
\_\_\_\_\_
6. Why did the boy think the anthill was full of coins?  
\_\_\_\_\_
7. Whose death was the village mourning over?  
\_\_\_\_\_
8. Why did the snake say, "...the friendship between you and me is not possible."?  
\_\_\_\_\_
9. Why did the snake give the man a diamond?  
\_\_\_\_\_

## Read and complete the definition.

to	by	of	that	means
or	and	to	many	leads

According \_\_\_\_\_ the Cambridge Advanced Learner's Dictionary, greed \_\_\_\_\_...

A very strong wish \_\_\_\_\_ continuously get more \_\_\_\_\_ something, especially food \_\_\_\_\_ money.

There have been \_\_\_\_\_ real life examples \_\_\_\_\_ which we can realize \_\_\_\_\_ greed \_\_\_\_\_ to selfishness \_\_\_\_\_ destruction.

## Read and write a number to match the values with the definitions.

1. to be nice to / with others
2. to live without hostilities
3. to be able to handle your obligations
4. to live under a good ethical code
5. to be someone who gets others confidence
6. to be able to give
7. to believe, no matter if you cannot see
8. to decide what you want without pressure
9. to be fair in your decisions
10. to care about other's conditions
11. to live with others showing tolerance
12. to have a transparent behaviour
13. not betray others
14. to have feelings and care about others


- FREEDOM
- LOVE
- RESPONSIBILITY
- INTEGRITY
- HONESTY
- GENEROSITY
- COMPASSION
- PEACE
- FAITH
- COURTESY
- LOYALTY
- TRUST
- RESPECT
- JUSTICE



Talk to some friends and write, briefly, when or how each of the values can be put into practice.

**FREEDOM**

---

---

---

**LOVE**

---

---

---

**RESPONSIBILITY**

---

---

---

**INTEGRITY**

---

---

---

**HONESTY**

---

---

---

**GENEROSITY**

---

---

---

**COMPASSION**

---

---

---

**PEACE**

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**FAITH**

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**COURTESY**

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---

**LOYALTY**

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**TRUST**

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---

**RESPECT**

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**JUSTICE**

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---

Answer the questions with a friend and write some ideas in the chart.

1. What makes a hero?	3. Who are your heroes?
2. What does "Real-life Heroes" mean?	4. Is there a hero within you?

**Strength**

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---

---

**Weakness**

---

---

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---

**SUPERHEROES**

**What they always do**

---

---

---

---

**What they never do**

---

---

---

---

Talk and write.

- Could you tell someone is a real-life hero?

How: \_\_\_\_\_.

When: \_\_\_\_\_.

Why: \_\_\_\_\_.

# Hercules and the Hydra

**Hercules**, an ancient hero known for his **strength, courage** and **wisdom**, was given twelve **labours** to perform by King Eurystheus of Tiryns.

The second labour of Hercules was to kill the Hydra which lived in the **murky waters** of the **swamps** near a place called Lerna.

The Hydra was a monstrous serpent. It had nine heads and one of the heads was immortal. Each breathed out **poisonous venom**. The venom spread like a **mist** throughout the land and made life impossible in its surroundings.

Hercules arrived in Lerna with his nephew Lolaus to destroy the Hydra. They saw the Hydra sleeping in its **den** in the swamps. They could not go too close to the mist that the Hydra was breathing out **lest** they died. They stood at the edge of the mist and Hercules **lured** the **coily** creature from the safety of its den by shooting **fiery arrows** at it.

Hercules knew he must not breathe in the Hydra's poisonous breath. So, he held his breath before the monster came out. Once the Hydra emerged, Hercules tried to **seize** it. It was not so easy. He pulled out his wooden club and started **smashing** the Hydra's head, but each time a head was smashed, another grew in its place!

Hercules now pulled out a **sword** and began to cut off the Hydra's heads. As soon as one head fell off, another one grew in its place!

Lolaus was watching the struggle and was looking for a way to help his uncle. He knew Hercules could not hold his breathe much longer. He lit a branch that was on the ground and rushed to help Hercules.

Each time Hercules cut off one of the Hydra's heads, Lolaus burnt the headless neck with the flaming branch so that a new head could not grow again. In this way, together they destroyed eight of the monster's heads forever.

Once they had removed and destroyed the eight mortal heads, Hercules cut off the Hydra's ninth immortal head. It fell to the ground but was still alive. It looked impossible to kill this head, so Hercules lifted a huge rock and buried the Hydra's ninth head beneath it.

Thus, Hercules succeeded in destroying the monstrous Lernean Hydra.



## Read and answer the questions.

1. What was Hercules known for?

---

---

2. How would you describe the place where the Hydra lived?

---

---

3. What is the place near the murky waters of the swamps called?

---

---

4. What was the Hydra's poisonous weapon?

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---

5. Why was it difficult to destroy the Hydra?

---

---

6. What did Loloaus do to stop the heads from growing again?

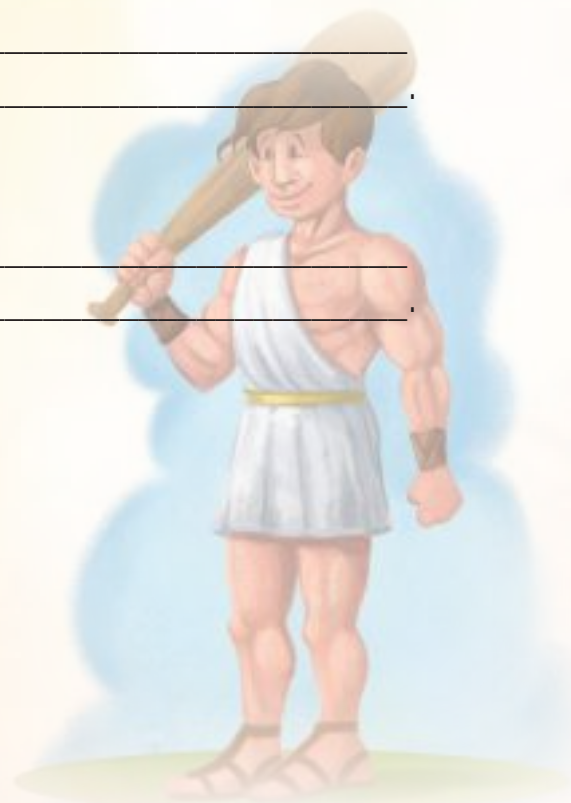
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---

7. What did Hercules do to the immortal head?

---

---



**Go back to the text and find the words that have the following meanings. You can use a dictionary.**

1. \_\_\_\_\_ in or to a lower position than, under.
2. \_\_\_\_\_ the ability to control your fear in a dangerous or difficult situation.
3. \_\_\_\_\_ the home of particular types of wild animals.
4. \_\_\_\_\_ bright red light, like fire.
5. \_\_\_\_\_ to persuade someone to do something.
6. \_\_\_\_\_ thin fog produced by very small drops of water collecting in the air.
7. \_\_\_\_\_ dark and dirty or difficult to see through.
8. \_\_\_\_\_ to take something quickly and keep or hold it.
9. \_\_\_\_\_ to cause something to break noisily into a lot of small pieces.
10. \_\_\_\_\_ an area of very wet soft land.
11. \_\_\_\_\_ the ability to use your knowledge and experience to make good decisions and judgements.



Look at the pictures and think up a story of a new hero. Number the pictures according to how your story goes. Write one sentence about each picture and tell the story to the class.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Find the words in the board. Then write them in the correct column.

partially	submerge	savour	create	deserted
stoop	rapidly	bow	excursion	bizarre
tentatively	disconsolately	nourishment	ravenous	

n o u r i s h m e n t e d g h  
d i s c o n s o l a t e l y y  
e t y s t o o p e d f s b v n  
x x b h y w d r g y h j w s d  
r h c b r a p i d l y y s o e  
a e w u c g t y h l d v a n s  
v p l k r c f r e w s x v c e  
e q a z e s d v c r g g o g r  
n g y h e c i w s d r t u f t  
o c b f t t s o b i z a r r e  
u r f d a w u j n h g g v e d  
s f g t e v p a r t i a l l y  
f d n n r y h n a g m c l e w  
g e n v c t f d s e b r b g o  
t h y s u b m e r g e r g v b

Verbs	Nouns	Adverbs	Adjective



## A sweet adventure

It was a rainy grey Saturday morning. I was bored. All of my friends were out of town, and I had nothing to do. My two little sisters, Allison and Brooke, were playing in the next room.

I decided to see what they were doing. I walked into the room that they shared and I saw the **bags of sweets** they had brought home from the party the night before.

Our mother had said that they should not eat too many sweets, so I **stooped** down to pick the bags up and put them away. As soon as my hand touched them... **Whoosh!!!**

I was **whizzing** down a red **liquorice slide**. I was moving so quickly that everything was a giant **blur!**

**Plop!!!** I landed on what appeared to be a **deserted** beach. I put my hand down to help myself up. I **marveled** at the strange feel of the sand. I **sifted** the sand through my fingers, trying to decide how it was different from regular sand. It felt more like **powdered** sugar than sand.

“Wait a minute!” I thought. I **tentatively** placed a finger in my mouth. It was powdered sugar. I **licked** my fingers clean and **stood** up to go and explore. I **certainly** wasn’t bored anymore!

I walked toward the **shimmering** water. I noticed many **seashells** along the water’s edge. I had a huge collection of shells at home from our last **excursion** to the beach and I quickly decided to bring home a few shells from this unique beach. The shells were **colourful**. Some were **partially** covered with the powdered sugar sand. I **bowed** down to pick one up. It was **stickier** than I expected. I **hesitated** for a moment, but then my curiosity overcame me. I had to find out if the shell was as **tasty** as the sand in which it was covered! I **nibbled** at the edge of the shell. It was even better than the sand! The taste of chocolate was so wonderful that I **shoved** the whole shell into my mouth.

I **suddenly** realized I was **ravenous**. I quickly bent down and shoveled into my mouth until I wasn't quite so hungry.

Then I slowed down and began to savour the tastes. The shells were many different flavours. I tasted vanilla, chocolate, caramel and even strawberry. After a while, I realized that I was **parched**. I hadn't had anything to drink since my orange juice that morning. I looked **longingly** towards the ocean. I knew that drinking **salty** water would only make me **thirstier**. Then a wonderful thought occurred to me! If the sand was sugar and the shells were sweets, then perhaps the water wasn't salty! I walked to the water's edge, I bent down and occupied my hands together. I **submerged** my hands into the light blue liquid. I slowly brought my hands towards my mouth and took a little **sip**. It was definitely not salty! In fact, it tasted just like blueberry juice! I drank several **gulps** and then I sat back down again in the sugar to think about my strange day.



I was beginning to wonder how I had arrived in this **bizarre** place. It certainly was unusual. The last thing that I remembered doing at home was picking up the bags of sweets. That was it! It suddenly made sense. I had somehow been transported via the bags to a land made of sweet things.

It occurred to me that I was going to have to figure out how to get home. I knew that I would **eventually** miss my family and ever get hungry for some **nourishment** other than sweets. I stood up and began walking. I remembered sliding down a licorice slide. I saw a playground in the distance. I began **rapidly** running toward the red slide.

I **immediately** tried to climb back up the slide to see if it would take me home. The only place it took me was the top of the slide. I slid back down the slide and began looking in **earnest** for some way to get home. I looked up and down the beach for signs but didn't see any.

I sat down **disconsolately** on a **taffy** towel that I found in the sand and began to cry. My tears landed on the sand and Swoooooosh!!!

I felt the world start to **swirl** and fell through the hole that my tears had created. **Suddenly**, I found myself lying on my sister Allison's bed. I felt as if I had just woken up after a long sleep. I looked around and... "What a realistic dream!" I thought. It was almost as if it had really happened. I got out of bed and looked down. There was a pile of sugar on top of the sweets.



In this story, there were some uncommon words. It is possible that you don't know them quite well yet.

For example...

- The word parched is an adjective and it means extremely thirsty.  
After a while, I realized that I was parched.
- The word ravenous is an adjective and it means extremely hungry.  
I suddenly realized that I was ravenous.

Make a 10-word list and use a dictionary to find out what the words mean. Write what type of word each is: a verb, a noun, an adverb or an adjective.

N.	Word	Meaning	Type of word
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____



## Read and answer the questions.

1. How do you think the girl felt while exploring the land?

---

2. Why is it possible that the girl had really visited a sweet land?

---

3. Why do you think the girl wanted to put away the bags of sweets?

---

4. When did the girl discover that the sand was not regular sand?

---

5. What flavour was the first shell the girl tasted?

---

6. What other flavours were the shells?

---

7. Why did the girl cry?

---

## Read, find and write.

- What are the six most important moments in the story?

1	2	3
4	5	6

Look and complete the chart.

Write words according to the spelling level (difficulty).

easy = 1 point

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regular = 2 points

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a bit hard = 3

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---

---

difficult = 4 points

---

---

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---

---

really hard = 5 points

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insane = 6 points

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Test your friends on spelling. Ask them how many points they'd like to get. Then say a word for them to spell. If they do it correctly, they get the points and can go for another one.

Notice:

- If they can go backwards on a word, their points will be doubled!!!

N.	Name	1	2	3	4	5	6	7	8	9	10	Score
1.												
2.												
3.												
4.												
5.												

# The history of the Spelling Bee

by Daven Hiskey, May 23, 2012

Though spelling competitions were very likely around **long before** “Spelling Bees”, the first documented case of a Spelling Bee called such was in **1825**. It wasn’t until a century later that the first National Spelling Bee was held in **1925** and was **sponsored** by the Louisville Courier – Journal. At first, they were only going to include contestants from Kentucky, but ultimately decided to invite other newspapers to sponsor champions of other states.

Nine finalists competed in that first Spelling Bee in Washington D.C. The winning word that year was **“gladiolus,”** spelled by **11 year old Frank Neuhauser** who died on March 22, 2011 at the age of 97.

If you’re wondering how “bee” came to be attached to “spelling” to refer to a spelling contest, it’s because “bee” meant at the time something to the effect of **gathering**.

It first **popped up** in this sense in the **mid-18th** century referring to **people getting together** to do some work or labour, like building a barn or **the like**.

When the first Spelling Bee was held, there were also “apple bees” (which also is where the restaurant chain got its name from), brain bees, sewing bees, corn husking bees and somewhat more minacious, lynching bees, among others.

It was **customary** at these bees for everyone to get together to perform whatever task, then **afterwards**, have a party with **refreshments**.

## Other Spelling Bee factors

The first almost fully **deaf** person to compete in the National Spelling Bee was Jimmy McCarthy in 1996.

He **ended up** finishing at 48th place out of 247 students, which is even more impressive considering that in order to spell the words, he has to first know what the word is, something that was somewhat problematic in conveying to him, due to his **deafness**. In order to do this, he had an **interpreter** who would mouth the word, sight it (but not spell it, obviously), and he had a **radio device** that helped him hear the announcer slightly. However, this still was difficult, given the abstract words they often used for him.

For example, one word "**dormition**" was particularly hard to convey as there is no such word in sign language (as there are only about 40 000 words in the particular sign language he knew, compared to nearly half a million words in English).

In order to convey "dormition," meaning "**being taken up into heaven,**" the interpreter mouthed it and signed "death" and "sleep" at which point McCarthy figured out what word it was they wanted him to spell and he spelled it correctly. He lost when he failed to spell "**ululant**" (meaning "howling" or "wailing").

He instead spelled "**undulant**" meaning "resembling waves." So it would appear he lost not necessarily because he couldn't spell the word, but because he was spelling a different word, due to not being able to tell what they wanted him to spell.





Even though home – schooled students account for just 2.9% of students in the United States, they tend to **comprise** about 10% of the contestants in the Scripps National Spelling Bee every year. Contrary to popular belief, though, they do not always win, as only four home – schooled students have won the Bee in its entire history. However, given their elevated representation in the National Bee, it appears they do win the **qualifying rounds** disproportionately to their numbers.

The only person not from the United States to win the Scripps National Spelling Bee was Jody – Anne Maxwell in 1998. She is Jamaican.

The official Dictionary of the Scripps National Spelling Bee is Webster’s New International Dictionary, which contains about 437,000 words at present for the students to potentially have to spell.

Oddly enough, since the invention of spell check a few decades ago, attendance at the National Spelling Bee has nearly doubled.

In the history of the Scripps National Spelling Bee, the most common word used in the competition is “**connoisseur**”.



## Read and number the actions in the order they happened.

1. When and where was the first National Spelling Bee held?

---

2. How many finalists were there in the first Spelling Bee?

---

3. Which was the winning word in the first Spelling Bee?

---

4. Who was Frank Neuhauser?

---

5. What is the original meaning of the word "bee"?

---

6. Who was Jimmy McCarthy?

---

7. What did he have to do to understand what words he had to spell?

---

8. Did he spell the word "dormition" correctly?

---

9. How many home – schooled students have won the Bee?

---

10. Who was Jody-Anne Maxwell?

---

11. Which is the official dictionary for the Spelling Bee?

---

12. Why do you think that the attendance at the National Spelling Bee has doubled?

---

Discuss and write three tips on how to improve at spelling.

Tip 1

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Tip 2

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Tip 3

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Visit the official website of the Spelling Bee ([www.spellingbee.com](http://www.spellingbee.com)) and write a note for each section.

**Teachers**

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**Parents and Students**

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**Sponsor**

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**Fans**

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**Take the Test**

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**About the Bee**

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Look and describe the characters and the place.

Thor



Freya



Loki



# Thor's wedding 1

Thor, the thunderer, the **hallowed** hammer, the God of Thursday, **oak trees** and healing, slept with his weapon by his side. This was **Mjolnir**, the hugest, hardest hammer that ever was.

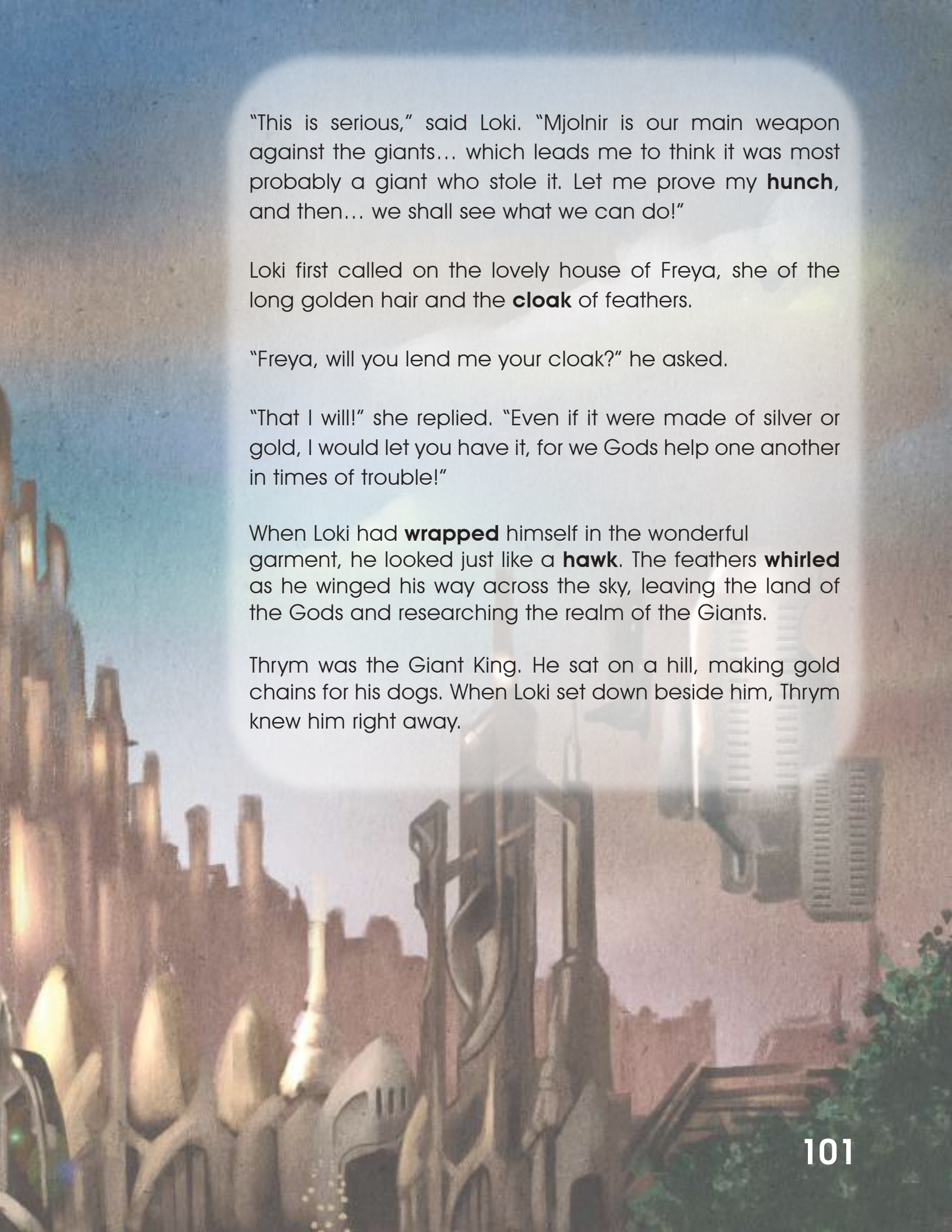
With Mjolnir, Thor could **knock down** mountains, **squash** cities and **bash** whole armies. He was a God after all, and Gods can do things like that if they want to. Giants can too. But generally speaking, Gods do things bigger and better.

One night, when Thor was **snoring** (and that was pretty noisy, I can tell you), a giant **tiptoed** by his bed and **stole** Mjolnir. In the morning, Thor discovered the lack of his hammer. "Oh, my...!" How his **tantrum** shook the ground and **quivered** the treetops. The sun ran scared and hid behind the horizon. The clouds blackened, **whizzed** around the sky, smashed into one another and turned into hard cold rain. The human priests called out, "People, hide! The sky is falling down!"

Thor, when at last he grew **weary of** rage, **vowed** to get back his hammer. The task called for brains, which he did not have in quite such quantity as brawn.

Now Loki, he was a different kind of God. His **wits** were as quick as a flame. He had as many tricks as a fire has sparks. He came to Thor's aid in a flash.

"Loki!" called Thor. "Help me find my hammer!"



"This is serious," said Loki. "Mjolnir is our main weapon against the giants... which leads me to think it was most probably a giant who stole it. Let me prove my **hunch**, and then... we shall see what we can do!"

Loki first called on the lovely house of Freya, she of the long golden hair and the **cloak** of feathers.

"Freya, will you lend me your cloak?" he asked.

"That I will!" she replied. "Even if it were made of silver or gold, I would let you have it, for we Gods help one another in times of trouble!"

When Loki had **wrapped** himself in the wonderful garment, he looked just like a **hawk**. The feathers **whirled** as he winged his way across the sky, leaving the land of the Gods and researching the realm of the Giants.

Thrym was the Giant King. He sat on a hill, making gold chains for his dogs. When Loki set down beside him, Thrym knew him right away.

"How are the **Gods**?" he asked. "And... what news of the **elves**?"

"The Gods are doing far from well." replied Loki. "And... the elves a little better. We've lost a hammer. You wouldn't know anything about that, would you?"

"That I do!" replied Thrym. "I've buried the hammer of Thor eight miles under and I shall not return it until Freya is my wife."

Loki spread his wings and **took off**. His feathers whirled as he winged his way across the sky, leaving the land of the Giants and reaching the realm of the Gods.

Thor was waiting in the courtyard of the palace. Loki set down beside him.

"What news of my hammer?" he enquired.

And Loki replied, "Thrym has buried it eight miles under and he will not return it until Freya is his wife!"

"Right, then!" said Thor. And straight away the two Gods made their way to the lovely house of Freya, she of the long golden hair.

"Freya, take a **bridal** veil." said Thor. "Set a pretty **cap** upon your head. Choose a long dress with flowers and precious gems **embroidered** into its hem. Let your necklace, the **wondrous** work of **dwarfs**, shine upon your breast. You must marry the Giant King, Thrym before he will return my hammer. He has hidden it eight miles under and there is no other solution. In times of trouble, we Gods always help one another. So... cheer up, put a smile sweetheart, today is your wedding day!"





## Read and answer the questions. Stories using the pictures.

1. Who / What was Mjolnir?

\_\_\_\_\_

2. Who can do bigger and better things, Giants or Gods?

\_\_\_\_\_

3. Why didn't Thor hear someone walking towards his bed?

\_\_\_\_\_

4. Why did human priests call out, "People, hide! The sky is falling down"?

\_\_\_\_\_

5. Who was Thrym?

\_\_\_\_\_

6. Who was Freya?

\_\_\_\_\_

7. What is your opinion about Thor asking Freya to marry the Giant?

\_\_\_\_\_

## Read and colour. Match the words with the meanings. There are two examples.

1. hallowed	2. tantrum	3. Osnore	4. squash	5. weary
6. realm	7. whizz	8. vow	9. cloak	10. cap
11. bash	12. quiver	13. tiptoe	14. wits	15. brawn
16. hunch	17. embroidered	18. knock down	19. wondrous	20. bridal

<input type="radio"/> noisy breathing	<input type="radio"/> crush something	<input type="radio"/> destroy something	<input type="radio"/> decorated clothing	<input checked="" type="radio"/> 2 uncontrolled anger
<input type="radio"/> promise	<input type="radio"/> guess / idea	<input checked="" type="radio"/> 1 holy	<input type="radio"/> strength	<input type="radio"/> hit hard
<input type="radio"/> loose clothing	<input type="radio"/> guess / idea	<input type="radio"/> extremely good	<input type="radio"/> lid / cover	<input type="radio"/> shake
<input type="radio"/> of a woman - before wed	<input type="radio"/> area	<input type="radio"/> strength	<input type="radio"/> move fast	<input type="radio"/> quiet walking

Look and describe the characters and the place.

Heimdall



Thrym



Sif



# Thor's wedding 2

Freya did not do as she was told!

"Cheer up? Cheer up? You must have lost what's left of your tiny little mind my big **brutish** friend. If you think I'm going to wed a Giant then you've got another thing coming! You've lost your hammer miles under? Well, here is my advice to you... Start digging!"

Then she took off her **mighty** necklace, the wondrous work of the dwarfs who live **beneath** the ground and lashed the thunder God with it. Something had to be done!

The "far famed" Gods and Goddesses came to a council to decide. There spoke Heimdall, whitest of the Gods, the sleepless watcher of the world. He knew the future well and his advice was always worthy of attention.

This is what he said: "Thor, take the bridal veil, set a pretty cap upon your head. Choose a long dress, with flowers and precious gems embroidered into its hem. Let Freya's necklace, the wondrous work of dwarfs, shine upon your breast. Now come on, Thor, my boy, why these angry **scowls** and **growls**? Cheer up, for today, you shall wed Thrym, the King of Giants."

"I shall not be **unmanned**!" thundered Thor.

Thor saw that he must go along with the plan, for in times of trouble, the Gods help one another. He took the bridal veil. The Goddesses set a pretty cap upon his head. Freya chose a long dress for him with flowers and precious gems embroidered into its hem. Then she placed her necklace, the wondrous work of dwarfs around his neck so that it shone upon his breast!

"Truly, you are the loveliest bride I ever did see!" swore Loki. Then he too dressed as a maid. Together they left the land of the Gods and reached the realm of the Giants.

When the "far famed" Gods and Goddesses finally stopped laughing, Loki **stepped forth** and declared:

"Thor, don't you see? The deception will be a fine trick to play in Thrym the thief. If you agree to this, then I shall dress up as your bridesmaid and stand by your side on your big day. If you do not agree, then, my friend, the Giants will soon be here in Asgard **wielding** the mighty hammer against us and smashing down the walls of this very palace!"



Thrym saw the bridal party on their way.

He called out, "Giants, set out the **benches** and the tables for a feast. I have many goats and sheep, a multitude of black – eared oxen, chest **brimming** with jewels and every possession that a Giant could delight in. But one thing I lack, the beautiful Freya for my wife. Now they are bringing her to be my bride. Giants, **rejoice!** This shall be our wedding day!"

The Giants brought giant quantities of drink and food. Thor alone ate an entire ox, eight salmon and all the **dainty** little dishes that were set out for the women. He washed down his food with three barrels of **mead**. Thrym marveled at such appetite. "Who ever saw a bride with such a greedy **gobble**, a bite so big and a thirst so **unquenchable?**"

Quick as a flash, Loki, the bridesmaid replied...

"So excited was she, waiting for her wedding day to dawn, that she did not eat or drink in eight whole days!"

"Aww, what a sweetheart! Let me give her a kiss!" declared Thrym and he lifted up the bride's veil.

Thor glowered like a sky that was about to break into a storm.

Thrym stepped back **startled!** "What bride ever had eyes so red, a brow so **furled** and lips so **drawing?**" he asked.

Quick as a spark, Loki, the bridesmaid replied...

"So excited was she, waiting for her wedding day to dawn, that she did not sleep in eight whole nights!"

“Aww, what a sweetheart!” declared Thrym. “Bring Mjolnir, the hammer of Thor. Lay it on the bride’s **lap** so that the high priest may bless our wedding!”

At last this was something that made the heart of Thor rejoice. As soon as the priest returned his hammer to his **lap**, he **threw off** the bridal veil, the pretty cap and the long flowing dress and around his head he wielded the weapon, killing Thrym and every Giant who stood in his way.

So ended Thor’s wedding day, fortunately, before he was actually wed. Another time he married Sif, the Goddess of the golden corn, whose long hair Loki once stole as a trick.



## Read and answer the questions.

1. Why did Freya say "Start digging"?

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2. Why did Loki think getting Thor dressed like Freya was a good idea?

---

3. Why would Thrym need benches at the feast?

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4. Thrym declared, "Bring Mjolnir, the hammer of Thor. Lay it on the bride's lap." Where was the hammer put, exactly?

---

5. When did Thor's attack start?

---

6. Who was Freya?

---

7. Who was Sif?

---

## Read the definitions and write the words. They were all used in the text.

1. Small, delicate and often moving in a careful way \_\_\_\_\_

2. To fold and roll something \_\_\_\_\_

3. Rough, unpleasant and violent \_\_\_\_\_

4. To satisfy thirst \_\_\_\_\_

5. To hit with a lot of force \_\_\_\_\_

Look and answer the questions with a friend. Then read the descriptions on the following pages and choose a title for each. Then number the pictures on this page.





# Technology – small, cool and cheap gadgets

Electronic gadgets can be found everywhere and you can find anything you can think of! One of the things that people love about them is that they are getting smaller and smaller **day in a day out**.

Everybody has a Smartphone so some accessories have become something like **must-have** things. But this tech trend is not just about cellphones it covers almost everything.

Here is some information about some of the most common electronic gadgets you **may find out there**.

Clip-on camera lenses

Health trackers

Folding wireless keyboards

Drones

Star Wars Darth Vader  
Light – Saber Pointer

Power banks

1. \_\_\_\_\_

Worried about your health?

If that's the case, here's the perfect solution. This great idea is **a nice accessory to wear** and **a great advisor**.

While working out, you'll find out how to take care of your body, and, on the **other hand**, a very nice necklace or bracelet to help you look pretty.

2. \_\_\_\_\_

You may think this is nothing new, but it is not just a compact foldable keyboard model. **It is pocket friendly**, which could be the perfect solution given that people don't like carrying heavy things in their bags. **Besides, it's got a pretty classy look!**

3. \_\_\_\_\_

Are you a selfie lover? Or you just love taking pictures of anything that gets on your way?

What about helping your cellphone take better pictures?

Well, there will be **no more limitations!** Aluminium and glass clip-on camera lenses are available now. A **bundle** that contains a 1800-degree fisheye lens, a 0.4x super wide-angle lens, and a 10x marco zoom lens for great **close-up shots**.

What great pictures you could get with these, right!?

4. \_\_\_\_\_

USB or Wireless?

This is just one of the greatest things to take with you if you're going out. Yes, no more **worries** about **running out of** battery.

You forgot your **charger**, your USB **cord** or there's not a USB **port** round to give your cellphone a **boost!** Once again, no more worries!!!

You'll fix that by getting a **wireless** power bank. If it were not enough, the size of both is **pocket-friendly**. You'll always be online despite being on the go!

5. \_\_\_\_\_

Amazing and powerful! Don't spend a fortune on getting a great flying toy for yourself! **Quadcopters** have it all – an opportunity for you to get to know the basics of **piloting**, a small price and a small size.

Who said small things are not the best!!!?

6. \_\_\_\_\_

Do you ever give presentations to your class?

Why not using this **laser pointer**. It can be useful for you to make people pay attention to that piece of information you worked a lot on.

This pointer measures 3.75 inches and it's also a **keychain**. You will need a **button - cell battery**, but that's not a problem; it comes with three of those.

**So when the end of the school year is forthcoming**, put this pointer on your homework – shopping radar. It is fun to use!

Read and write what the notices mean.

Put this gadget  
on your  
Must-have list!

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*Forthcoming  
end of school year!  
Get it now!*

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What  
a small price  
for a bundle  
like this!!!

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No more worries  
about running  
out of battery!

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*You'll be able to  
take incredible  
pictures  
of anything that  
gets on the way!*

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These  
Quadcopters  
just have it  
all!

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Recommend other gadgets you know of. Write about them and glue pictures.

Name: \_\_\_\_\_

Price: \_\_\_\_\_

Creator: \_\_\_\_\_

Nationality: \_\_\_\_\_

Where to buy it: \_\_\_\_\_

Any disadvantages or flaws?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Picture

Name: \_\_\_\_\_

Price: \_\_\_\_\_

Creator: \_\_\_\_\_

Nationality: \_\_\_\_\_

Where to buy it: \_\_\_\_\_

Any disadvantages or flaws?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Picture

Name: \_\_\_\_\_

Price: \_\_\_\_\_

Creator: \_\_\_\_\_

Nationality: \_\_\_\_\_

Where to buy it: \_\_\_\_\_

Any disadvantages or flaws?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture

Name: \_\_\_\_\_

Price: \_\_\_\_\_

Creator: \_\_\_\_\_

Nationality: \_\_\_\_\_

Where to buy it: \_\_\_\_\_

Any disadvantages or flaws?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture

## Read and try. Then challenge some friends at each game.

- How fast are you in saying the alphabet?

Alphabet	Me	Friend 1	Friend 2	Friend 3
Time	_____	_____	_____	_____

Winner: \_\_\_\_\_.

- How far can you go counting by 15 in 30 seconds?

Counting	Me	Friend 1	Friend 2	Friend 3
Time	_____	_____	_____	_____

Winner: \_\_\_\_\_.

- How many verbs, in present, past and past participle forms, can you say in 30 seconds?

Verbs	Me	Friend 1	Friend 2	Friend 3
Time	_____	_____	_____	_____

Winner: \_\_\_\_\_.

**Try the tongue twisters on the following pages and find out who is the best at it!**

---

Tongue Twisters Champ  
Name and Signature



# Tongue Twisters

There was a fisherman named Fisher who fished for some fish in a fissure.  
Till a fish with a grin pulled the fisherman in. Now they are fishing the fissure  
for Fisher.

If Pickford's packers packed a packet of crisps, would the packet of crisps  
that Pickford's packers packed survive for two and a half years?

*I saw Susie sitting in a shoe shine shop. Where she sits, she  
shines, and where she shines, she sits.*

The thirty-three thieves thought that they thrilled the  
throne throughout.

I wish to wish the wish  
you wish to wish, but if  
you wish the wish the  
witch wishes,  
I won't wish the wish you  
wish to wish.

**Through three cheese  
trees, three free fleas flew.  
While these fleas flew,  
freezy breeze blew. Freezy  
breeze made these three  
trees freeze. Freezy trees  
made these trees' cheese  
freeze. That's what made  
these three free fleas  
sneeze.**



How much ground would a groundhog hog if a groundhog could hog ground? A groundhog would hog all the ground he could hog if a groundhog could hog ground.

A twister of twists once twisted a twist. A twist that he twisted was a three-twisted twist. If in twisting a twist one twist should untwist, the untwisted twist would untwist the twist.

**When I was in Arkansas, I saw a saw that could outsaw any other saw I ever saw saw. If you've got a saw that can outsaw the saw I saw saw, then I'd like to see your saw saw.**

How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as many cookies as a good cook who could cook cookies.





How many berries could a bare Berry carry, if a bare Berry could carry berries? Well they can't carry berries, which could make you very wary, but a bare Berry carried is more scary!

Whether the weather be fine or whether the weather be not. Whether the weather be cold or whether the weather be hot. We'll weather the weather whether we like it or not.

Betty Botter bought some butter, but she said the butter's bitter. If I put it in my batter, it will make my batter bitter. So, she bought some better butter, better than the bitter butter and she put it in her batter and her batter was not bitter. So, it was good that Betty Botter bought some better butter.

Yellow butter, purple jelly, red  
jam, black bread.  
Spread it thick, say it quick!  
Yellow butter, purple jelly, red  
jam, black bread.  
Spread it thicker say it quicker!  
Yellow butter, purple jelly. Red  
jam, black bread.  
Don't eat with your mouth full!



If I hadn't thought the thought that I thought, I wouldn't have thought the thought that I thought when I thought about thinking the thought I thought.

## **Tales 4U Sixth Grade**

**Serie:** Tales 4U

Libro para el desarrollo de las habilidades lectoras en inglés para nivel primaria.

**Texto:** Sergio Velázquez García

**Diseño:** Araceli Vanessa Cruz Maya

**Ilustración:** Martín Mariano Hernández Tena

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