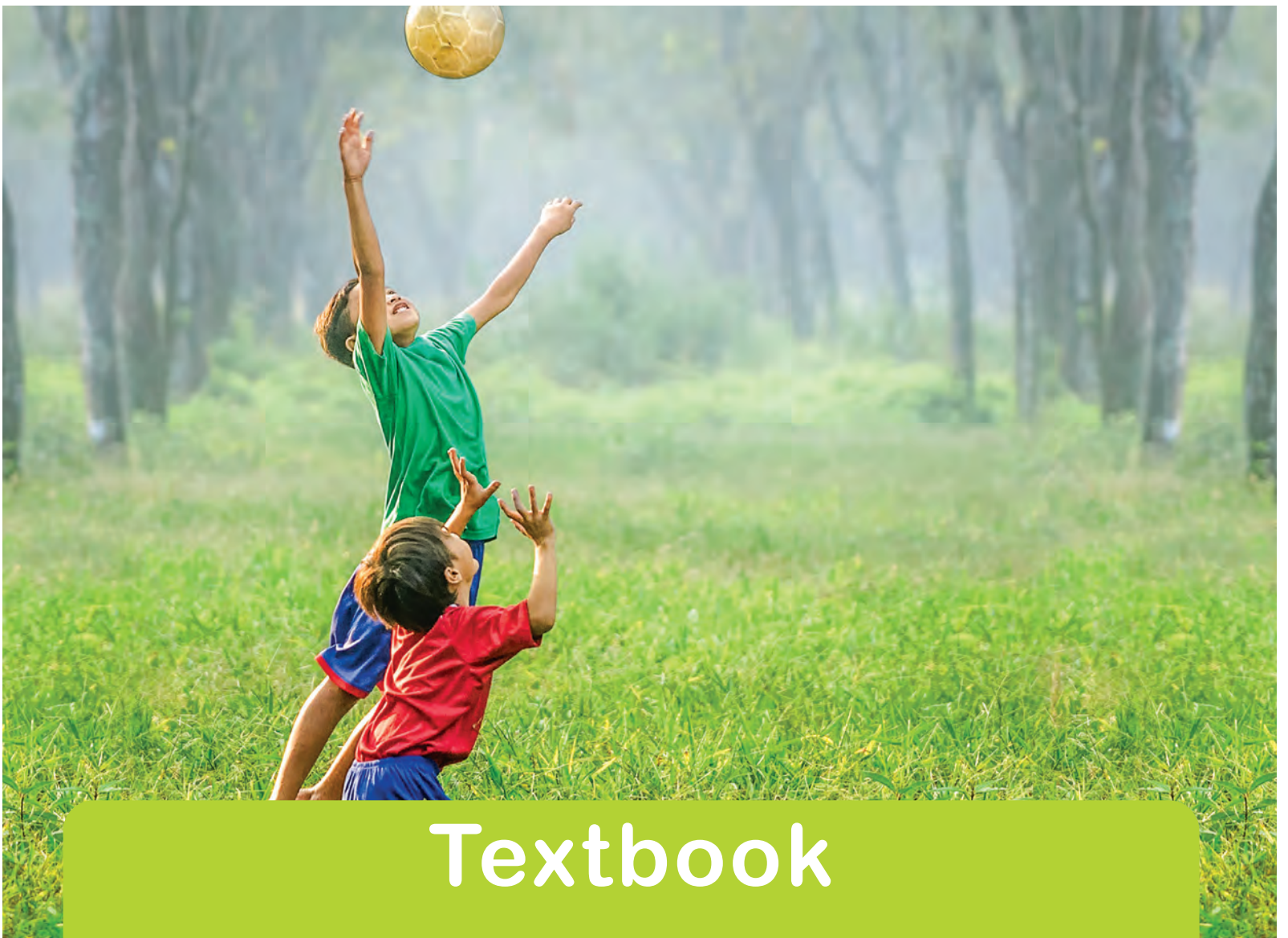


Grade 6

BEYOND LANGUAGE



Textbook

Grade 6

BEYOND LANGUAGE



Name: _____

Class: _____

Textbook



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Beyond Language Textbook

Grade 6

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Beyond Language builds learning through a simple approach: knowing self, loving the family, appreciating the community, and discovering the world.



Reading the Text

The texts included for reading extend across genres, cultures, and centuries, in order that students gain literary and cultural knowledge.



Vocabulary in Context

This component helps students to understand words and their meanings as used in the passage. A short exercise is included so that students can pick out other words and find the meanings on their own to build vocabulary.

Reading the Text

A Day's Wait

adapted, a short story by Ernest Hemingway

"Schatz, what's the matter? Are you feeling alright?" I asked, when I saw the nine-year-old boy, so white and frail, as if walking was breaking every bone in his body.

"I am fine. I'm just going to get dressed for the evening," he said as he walked out of the room.

I got dressed quickly and found the little boy sitting all cleaned up by the fire except that his face looked pale, as if it was drained of all blood. I walked up to him and placed my hand on his forehead.

"You're sick. Your body is like a heated oven. Go get some rest," I said.

"I'm alright," he insisted.

The doctor came in as soon as I had called. He took the boy's temperature and read the reading on the thermometer.

"Well, what is it then?" I asked him.

"A hundred and two," replied the doctor.

Downstairs, the doctor revealed more to me. "There is nothing to worry about, as long as the fever does not go above a hundred and four degrees. In that case, we might have to worry about influenza. There is no danger if we avoid pneumonia," said the doctor as he put down three different colored medicine on the table. One was for the fever, the second was a purgative and the third was to overcome the acid condition.

I took the medicine upstairs. The little boy stared at the medicine while struggling to get over his bad health. I gave one for that moment. I noted the temperature and time to keep the timing of the doses in place. As I sat near the bed, I observed Schatz, who seemed to be lost in deep thought.

"How are you feeling now?" I asked him.

"Bored and weak," he replied softly.

12 Unit 2: Overcoming Obstacles

"You are not going to die. What is the matter with you?"

"You said my temperature is a hundred and two degrees. The boys at school in France once told me that you can't live with forty-four degrees," he said.

"Oh, poor Schatz, it is like kilometers and miles. That's a different thermometer, where thirty-seven degrees Celsius is equal to ninety-eight degrees Fahrenheit in our thermometer. Just like kilometers is to miles."

"Are you sure?"

"Yes, Schatz. You are not dying, that's for sure," I said, as I watched him relax his hold over himself. The next day, he was back to normal, crying easily over little things that were hardly important.

Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
frail	very weak
influenza	a contagious viral infection
bolt	a sudden, jarring happening
purgative	laxative
dose	an amount of medicine to be taken over some time
detached	not joined

14 Unit 2: Overcoming Obstacles



Reading for Details

This component trains students to read closely to determine the central idea of the text, draw inferences using contextual clues, as well as provide a summary of the text.



Identifying Key Words and Key Ideas

Apart from understanding the text in summary, this component allows students to share their personal opinions or judgments, what they think of the text, or the intentions of the author. It will also help students to learn how to cite evidence to support analysis of the text and their own observations.

Reading for Details

Discuss.

- Which parts of the passage reveal the main theme of the story?
- What risk did Yuuki take when he set fire to the rice fields?

Identifying Key Words and Key Ideas

Jot down your notes and ideas.

1 Summarize the events that led to Yuuki burning the rice fields in the village.

2 Complete the table to show how the villagers responded to each event.

Event	Responses
Preparation of the festival	
Sea rolling back to the horizon	
Seeing the rice fields on fire	
Yuuki's apology to the villagers	

3 One of the characters made an important discovery.

(a) What was the discovery?

(b) How is the discovery important in the story?

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Grammar

Some units include this component to recap important grammar items and rules to prepare the students for writing exercises in the workbooks.

Read More

Read an excerpt about Hughes Means.

Hughes Means, or William Hughes Means, was born in the year 1875. He was an American poet and educator. Means was a Professor at the Philadelphia School of Pedagogy from 1905 until 1920, after graduating from Harvard University and the University of Pennsylvania. Means is best known for his poem "Antigonish" (or "The Little Man Who Wasn't There"), but his ideas about encouraging children's natural creativity, especially those aged 3 to 8, were groundbreaking at the time.



William Hughes Means, 1875 - 1965

"He typed notes of their talks; he learned how to make them forget there was an adult there; never asked them questions and never showed astonishment no matter what they did or said." — these were stated about Means. He was arguably considered the founder of academic creative writing in the United States from 1930s to 1940s.

Presentation of Ideas

Hughes Means believed that every child is capable of creative expression in one form or another. What do you do best? It can be an activity, a part of your personality, or a special talent you have. Describe what it is and why you do it well.



Read More

A second shorter text is included in selected units to extend their knowledge in a similar topic. This deepens reading for general knowledge.

Past Perfect Tense

The **past perfect tense** refers to a period of time prior to the present. It is used to show that one event occurred before another in the past. It does not matter which incident is mentioned first; the tense indicates which occurred first.

Read the following examples.

- She **had met** him at a meeting prior to the party.
- By the time I arrived at the airport, the jet **had already taken off**.

Notice that the past perfect tense is formed by "had" followed by the past participle of the verb.

Imagine that the pandemic has ended. Rewrite the following in the past perfect tense to relate the same information.

- The virus is widely propagated and has harmed millions of people all around the world.
- We hear many cases of the elderly helplessly suffering alone.
- He also takes part in the neighborhood's regular round of applause for those working at the frontline in essential sectors.

Presentation of Ideas

The passage "The Sweet History of Chocolate" talks about the origins of chocolate. Research on the Internet, the process of making chocolate. Include diagrams to illustrate the points.



Presentation of Ideas

This component allows students to develop their skills in writing informative or explanatory texts to convey ideas, or write arguments to support claims. It will also strengthen organization skills in writing, and train students to develop effective techniques to produce clear and coherent texts.

72 Job & The World

ASSIGNMENT

Summary of Understanding

COMPREHENSION
Answer the following questions in complete sentences.

- Summarize the main idea of the passage in one sentence.
- How did Christopher Columbus come across the cacao beans?
- Write down a sentence from the passage that tells us that cacao beans were valuable.
- Name the two companies that started mass production of solid chocolate.
- Why was it significant that chocolate found its sweet taste?

ASSIGNMENT

CRAFT AND STRUCTURE

Write True (T) or False (F).

- Scientists found Aztec records that listed the price of a turkey at 100 beans.
- Chocolate had become very popular by the 17th century in European countries.
- Chocolate later found its sweet taste when it was imported to Europe by the British.
- Today, chocolate drinks are also known as "Chilate" and are made by locals in the South of Mexico.
- By mid 19th century, well-known chocolatiers like Cadbury and Hershey's were already mass-producing solid chocolate.



Summary of Understanding

Comprising of two parts, this final component can be used as an assignment. This section wraps up the unit with questions to ensure students have understood the text and are able to gather information, analyse texts, and cite materials accurately in the first part, **Comprehension**. In the second part, **Craft and Structure**, the questions summarize the structure of the text, specific sentences or paragraphs, and choice words and phrases used.

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Unit

1

Natural Disasters



What are some early warning systems — man-made or natural — that tell us that a natural disaster is about to happen?



Yuuki and the Tsunami

(A Japanese Folk Tale)

Yuuki tossed the Frisbee with all of his might at his friend, Haru, who wasn't paying attention to the game at all. "Haru! Catch!"

Haru screamed in pain as the Frisbee smashed into the back of his head.

"Haru, you are distracted! You didn't even hear me call you! What are you looking at?" Yuuki complained with an annoyed look on his face as he ran towards Haru.

"Look! I see something strange on that side of the sea today," Haru said. Yuuki slowed his steps and stood alongside Haru, peering in the direction he was pointing. Indeed, the sea was odd, as Haru had indicated. The waves were not crashing as much against the rocks as they were slamming into them.



Yuuki then turned to face his village, which was situated along the shore, below the mountain they were playing on. He watched the people exultant and busy preparing for Koshogatsu, the festival that was about to take place that very night to celebrate the rice harvest. It is, without a doubt, the night that everyone looked forward to every year.

However, Yuuki had a gut feeling that something was not right. While he was pondering on this, a powerful jolt sent Yuuki and Haru falling to the ground. It was as though there had been an earthquake. This, however, felt different. Yuuki had grown up in Japan and was familiar with a wide range of earthquake-related shaking. There was something strange about this motion: it was lengthy, slow, and spongy, and it was moving everything around him. Yuuki observed the sea had darkened and was pushing toward the horizon, as if it were fleeing away from the shore, leaving the beach moist with glittering sand.

Yuuki's spine tingled. His grandfather's words came flooding back to him about his great grandfather's encounter with the sea when he was a young child. The sea had rolled back to the horizon in the same manner as it was doing now. It was a tell-tale sign that a massive tsunami was coming.

Yuuki dashed down the slope. He had to warn everyone about the impending threat. Many people had already flocked to the beach to see the massive new growth of the ribbed sand.

“Get away from the beach!” shouted Yuuki. “A tsunami is coming!”

Instead of reacting as he expected them to, Yuuki found the villagers laughing and scoffing at him. He realized that he needed to act fast. He bit the bullet, and holding a lit torch in his palm, he dashed from one end to the other, and set the golden fields alight. The ripe fields turned a furious orange.

“Fire! Fire!” yelled Yuuki. “Hurry to the top of the mountain, everyone!” Instinctively, at the sight of smoke and blaze, everyone dashed toward the mountain. The sea, meantime, continued to retreat toward the horizon. As the villagers gasped in horror at the fire that was fast consuming the entire village, they noticed Yuuki, who was still holding the lit torch in his hand. They immediately turned against Yuuki, enraged by what he had done to the fields.

“You, you set the fields on fire! You did it on purpose!” yelled the throng of villagers, clenching their fists.

Before Yuuki could utter a word, a great roar drowned the angry commotion. A clap of heavy thunder drew their attention to the dark coastline. In a blink of an eye, a great ominous shadow could be seen hovering over the surface of the water.

The villagers screamed in panic, “Tsunami!” For a brief period, the enormous wave stood high, almost motionless, and it seemed as if time had stood still. Then in a split second, the colossal sweep of the waves raged swiftly toward the village, sending a shudder through the rocks. The white foam from the breaking waves swept everything away in a single enormous scoop. As the villagers witnessed the aftermath of the sea’s first attack they stood in silence, mouths agape, not fully comprehending what was really happening. Several crashes later, the sea began to ebb.



The ferocious, frothy waves became meek and peaceful once more, the scattered huts and lifeless livestock left behind as a reminder of Nature’s temper tantrums to the people. There was an eerie silence.

“I am sorry for burning the fields,” said Yuuki finally, in a quivering voice. “It was the only way to get all of you up the mountain.”

“No, my son, you were the one who saved us all,” Yuuki’s father turned to him, tears streaming down his cheeks.

Everyone agreed, relieved and overjoyed. “We were preparing to have a harvest celebration. But now, thanks to Yuuki, we can rejoice in life!”

Because of his quick thinking and his great sense of responsibility, Yuuki saved four hundred lives that day.



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
exultant	overjoyed
Koshogatsu	Japanese new year celebration
impending	something that is about to happen soon
tsunami	an extremely large sea wave which is caused by an earthquake
scoffing	mocking
drowned	completely prevented something from being heard
hovering	lingering or staying in one place
colossal	massive
ebb	water moving away from the land
quivering	shivering
responsibility	a duty to do something



Reading for Details

Discuss.

- Which parts of the passage reveal the main theme of the story?
- What risk did Yuuki take when he set fire to the rice fields?



Identifying Key Words and Key Ideas

Jot down your notes and ideas.

- 1 Summarize the events that led to Yuuki burning the rice fields in the village.

- 2 Complete the table to show how the villagers responded to each event.

Event	Responses
Preparation of the festival	
Sea rolling back to the horizon	
Seeing the rice fields on fire	
Yuuki's apology to the villagers	

- 3 One of the characters made an important discovery.

(a) What was the discovery?

(b) How is the discovery important in the story?

- 4 Read the story again. Draw a scene from the story. Imagine the conversations among the characters using speech bubbles.



Read More

Read an excerpt about tsunami.

A tsunami is a massive ocean wave that is typically triggered by an undersea earthquake or volcanic eruption. It is different from a tidal wave. The effects of the sun, moon, and planets on the tides, as well as the wind as it passes across the sea, generate tidal waves. Generally, water flows in circles in regular waves. However, water flows aggressively straight in a tsunami. This is why tsunamis are so destructive!

Tsunamis are caused by a huge, abrupt change in the sea level. The most common source of a tsunami is the elevation of the sea floor caused by an earthquake. Landslides into or beneath the water's surface, volcanic activity, and meteorite impacts can also cause tsunamis.



On average, the earth experiences two tsunamis each year, causing devastation close to the source. Every 15 years or so, a disastrous ocean-wide tsunami happens.

To avoid the direct impact of a tsunami, get as high and as far away as possible from it. Ideally, the safe place should be above 30 meters (or 100 feet) above sea level or more than 3 kilometers (or 2 miles) away from the tsunami. Every step inland or uphill could mean an outcome between life and death.



Vocabulary in Context

Here are some words from the excerpt. Write down their meanings as used in the excerpt.

Word	Meaning
massive	
triggered	
abrupt	
source	
ideally	
outcome	



Presentation of Ideas

Imagine you were Yuuki's friend, Haru. Write what went through your mind when you watched Yuuki in action in his bid to save everyone.

A spiral-bound notebook with lined pages. The notebook is light blue with a silver spiral binding on the left side. On the right side, there is a colorful tab with green, blue, orange, and red sections. The pages are white with horizontal lines.



Simple Past Tense

We use the **simple past tense** when we talk about events that occurred in the past. The duration of the action is not important when using the simple past tense. It is used to tell that the action happened in the past, whether recently or some time ago.

In stories, the simple past tense is often used to describe events.



Read the following examples.

Regular verb

- Joe **walked** up the mountain in big strides. (walk)
- Mavis **skipped** lunch today. (skip)

Irregular verb

- We **went** to the beach to pick some seashells. (go)
- She **cried** out for help. (cry)



Do the following.

- 1 Write down a sentence from the passage that uses a regular verb. Circle the regular verb.

- 2 Write down a sentence from the passage that uses an irregular verb. Circle the irregular verb.

- 3 Form five sentences using the simple past tense of the following verbs.

help stand share carry get



ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

- 1 Read this line from the story.

“I see something strange on that side of the sea today,” Haru said.

What was the “strange” thing that Haru saw?

- 2 Why did Yuuki have to “bite the bullet” to burn the fields?

- 3 What is meant by “Nature’s temper tantrums” in the story?

- 4 Name two things that you have learned about Japan from the story.

- 5 Haru was the one who first observed something was unusual that fateful day. Would you agree that Haru should be applauded for saving the villagers’ lives, too? Give reasons to support your answer.

ASSIGNMENT

CRAFT AND STRUCTURE

Write True (T) or False (F).

- 1 The story is about a young boy who saved many people from a national disaster.
- 2 Yuuki was observant and knowledgeable about the changes in the water.
- 3 Haru was the first one to notice the changes in the sea.
- 4 Everyone believed Yuuki's warning about a tsunami.
- 5 The people gathered at the beach when the waves retreated.
- 6 Yuuki mocked at the villagers' ignorance when they were on the mountain.



Unit

6

Family Relations



How would you describe your relationship with each of your family members?



Tom Comes Home

adapted, chapter from *The Mill on the Floss* by George Eliot

It was tough, but Maggie had been waiting for Tom's homecoming for a week. He was returning home for the summer after studying in a different city. Their father was determined that Tom should not follow in his footsteps as a miller. Maggie and her mother, Mrs. Tulliver, sat on the porch of their house, waiting for Tom's carriage to come. Time seemed to crawl slowly and Maggie's patience was running thin.

Soon, Maggie heard the sound of an approaching carriage. She dashed up to Tom the minute he stepped out of his carriage. She wrapped her arms around his neck, almost strangling him.



"Oh, easy, tiger! Trying to strangle me?" exclaimed Tom with a masculine reticence. He then gingerly placed Maggie on the floor and walked up to his mother to give her a hug.

Mrs. Tulliver gestured to Maggie and said, "Come on, Maggie, your brother must be exhausted. Let him take some rest first."

"Mother, she'll be with you in a minute," Tom replied as he led Maggie to a quiet nook. He patted his pockets and nodding his head up and down to pique her interest, he asked, "Do you know what I have in my pockets?"

Maggie could not tell from the bulge in his pockets but she answered anyway. "How full they appear to be, Tom! A set of marbles, maybe?"

"Marbles! No, I traded all of my marbles with the young tykes. But have a look at this!" He took half of something from his right-hand pocket. Maggie's eyes opened wide.

"What is it?" she asked in hushed tones. "I can only see a sliver of yellow."

"Why, it's a whole new... Maggie, make a guess!"

"Oh, I can't guess, Tom," Maggie remarked anxiously.

“Don’t be a spitfire, or I won’t tell you,” Tom muttered with a determined expression on his face, his hand shoving it back into his pocket.

Maggie could not take it any longer. She begged Tom to reveal it to her, so Tom slowly removed the gift he had been clutching. “I’ve got you a new fishing line,” declared Tom. “We’re going to go fishing down by the Round Pool. As you can see, I got myself a different one, so this is entirely yours. You may put worms on the hook, catch fish by yourself, and much more. Now, am I not a good brother?” Tom had convinced Maggie, whose eyes had now lit up like the stars in the sky, sparkling in excitement.



“Oh, Tom, you’ve always treated me so well! You brought such a lovely present. I truly adore you,” Maggie exclaimed, leaping to her feet and wrapping her arms around his neck once again.

“My classmates harassed me about it, but I refused to give in,” Tom explained.

“Oh, my goodness! Did they cause you any harm?”

“Did you mean if they hurt me? No, they can’t even get close to me!” Tom boasted.

“Tom, you are so brave. I bet if a lion comes in here, you’ll jump in to save me just like Samson,” she said, imitating a lion.

“Samson?”

“Yes, Samson. The one who was so powerful he could slay a lion with his bare hands?” Maggie tried to conjure up the image of the character.

“Oh, Maggie, you’re being foolish!” Tom laughed as he approached the front door, fishing line and hook in hand. “I’m going into the house to look for Father’s fishing rods and see my rabbits, too.”

Maggie realized that the terrible truth could not be kept from him any longer. Her heart started fluttering with fear. Tom’s rage was one thing she could not stand to confront. He would never listen to her again, and he would probably quit speaking to her forever!

“How much did your pet rabbits cost you, Tom?”

“Two half-crowns and a sixpence,” said Tom. “Why are you asking?”

“Just curious, Tom. I’ll ask Mother for extra money so we can get you some more rabbits.”

“Why would I need more rabbits?” Tom asked suspiciously. “My two rabbits are very adorable.”

“Oh, Tom...,” Maggie’s voice faltered. She simply could not muster the courage to tell him.

“Can you tell me what happened?”

Maggie’s tears streamed down her face as she burst out, “Your rabbits... They’re dead.”

“I had a feeling about that. Isn’t it true that you can’t do a basic job? You only had one small but crucial responsibility which is feeding them on time. You’re not coming fishing with me. Please return this fishing pole to me!” In a fit of rage, Tom ripped the pole from Maggie’s grip. As the jagged rod slashed Maggie’s finger, she yelled in pain.



Tom stormed into the house, leaving Maggie rooted to the ground. What should she do to seek his forgiveness? She walked back to the house, went up the attic, and sat there for hours.

“Where is your sister, Tom? Wasn’t she with you?” Mrs. Tulliver inquired much later.

“She isn’t here with me,” Tom replied. “I was under the impression she was with you.”

“Were you mad at her again, Tom?” Mrs. Tulliver remarked. “You know how sensitive she is about you.” Tom took a deep breath and hesitated for a moment. Maybe he was too harsh on her, and she was too young to take on so many responsibilities and so much indignation!

Tom frantically ran throughout the house, screaming her name but receiving no response. When he entered her room, he noticed that her dolls were missing from her bed. He knew at once where she could be.



Tom went to her secret hideaway and looked in the far corner.

“Tom? Why are you here?” she murmured.

“I couldn’t locate a tape to repair your heart.”

“I’m sorry, Tom,” she whispered, her eyes welling up with tears again.

Tom hugged her tight. “It’s alright. Come on, let’s go fishing.”

Off they went out of the room, with Maggie smiling like a Cheshire cat, wiping her hands on her tear-stained yellow dress.



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
miller	person who works in a mill
reticence	quietness
tykes	children
spitfire	a person who is easily angered
convinced	trying to make a person believe
indignation	insults and anger
Cheshire cat	a cat from the story “Alice in Wonderland” that has a wide smile



Reading for Details

Discuss.

- Describe how the family greeted Tom when he arrived. What does this tell you about the relationships among the family members?
- What do you think was the most important part of this story?
- What kind of “punishment” did Tom impose on Maggie when he learned about his rabbits?



Identifying Key Words and Key Ideas

Jot down your notes and ideas.

- 1 When Maggie wrapped her arms around Tom, he responded to her affection with “masculine reticence”. Why do you think he behaved this way?

- 2 Describe the relationship between Tom and Maggie.

- 3 Why was Tom’s forgiveness so important to Maggie?

- 4 Forgiveness can lead to feelings of understanding, empathy, and compassion for the one who hurt you. At what point did Tom forgive his sister? Cite examples from the passage.



Read More

Read an excerpt about George Eliot.

George Eliot was born in 1819 near Nuneaton, Warwickshire, England, as Mary Ann Evans. Her father, Robert, worked as an estate manager at Arbury Hall, and her mother, Christiana, was a mill owner's daughter. Chrissey and Isaac, Mary Ann's older sister and brother, raised her. Even though their parents had five children altogether, the twin boys born to them passed on shortly after delivery.

Mary Ann met author and philosopher, George Lewes, in 1851. They grew to be close friends. He and Mary were friends until George's death in 1878.

Mary Ann had a lot of encouragement from George, and he was the one who pushed her to write. Under the pen name George Eliot, she launched a series of stories set in Warwickshire in 1856, which were published in "Blackwood's Magazine." Her first complete work, *Adam Bede*, was published in 1859 and was a huge hit. People started getting curious about George Eliot. There were others who attempted to claim credit, but Mary Ann eventually disclosed her true identity.



Mary Ann Evans, 1819 – 1880



Presentation of Ideas

The passage shows the relationship between two siblings, Tom and Maggie. Think about your relationship with a family member. Write a short paragraph about his/her role in your life.



Relative Pronouns

A **relative pronoun** begins with a dependent clause and joins it to an independent clause.

The most common relative pronouns are **that**, **which**, **who**, **whom**, and **whose**.

We use **who** to refer to people.

We use **which** and **that** to refer to animals and things. We also use **that** to refer to people.

We use **whose** to show possession for people and animals.

We use **whom** in formal writing to refer to people. It is often used together with a preposition.



Read the following examples.

- My teacher was the one **who** called me last night.
- Tom got Maggie a new fishing line **which** was yellow in color.
- The boy **whose** father was arrested by the police begged for his release.
- Tom **whom** Maggie adored was returning home for the week.



Circle the correct relative pronoun.

- 1 We trust people _____ speak the truth.
(a) who (b) whom (c) which
- 2 Do you know the children _____ live across the street?
(a) who (b) whom (c) which
- 3 The book _____ you borrowed from the library is lost.
(a) whose (b) that (c) who
- 4 She has gone to Mexico, _____ is her birthplace.
(a) which (b) who (c) whom
- 5 I do not know to _____ this letter should be sent.
(a) which (b) that (c) whom
- 6 Malcolm, _____ sister is two years older than him, is taller than her.
(a) who (b) that (c) whose

ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

1 How did Tom get Maggie to be interested in what he had in his pockets?

2 What did Maggie fear most when she had to tell Tom about the rabbits?

3 Tom said he was a good brother to Maggie. How far do you agree with the statement?

4 Describe Tom's character in the story. List down some examples from the story.

5 Read these lines from the story.

“Were you mad at her again, Tom?” Mrs. Tulliver remarked. “You know how sensitive she is about you.”

What do these lines tell you about Tom's attitude towards Maggie?

6 Why do you think Maggie chose to go to the attic after Tom lashed out at her in anger?

ASSIGNMENT

CRAFT AND STRUCTURE

Write True (T) or False (F).

- 1 Tom and Maggie were siblings.
- 2 This story reveals the relationships among every member in the Tulliver family.
- 3 Maggie was waiting impatiently to meet her brother.
- 4 Tom's friends wanted his fishing lines.
- 5 Tom had a temper.
- 6 Tom intentionally hurt Maggie with the fishing rod.



Unit
12

Unity Among Different People



What do you understand by "unity without uniformity, and diversity without fragmentation"?



The Legend of Four Rivers

adapted, an Asian folklore

Once upon a time, many years ago, in a remote part of China, four enormous dragons lived in the Eastern Sea. They were Yellow Dragon, Long Dragon, Pearl Dragon, and Black Dragon. The dragons were as tall as the tallest buildings in our present world. Their bodies had pearly scales that shone with different colors, and on their very long tails were pointed spikes. The dragons could also fly, and they would soar above the clouds, all the way to the stars.

One day, the four dragons were gliding among the soft cotton clouds when Pearl Dragon observed something unusual. He immediately pointed it out to the others. The people who lived in one of the remote provinces of China had gathered on the streets. Their expressions showed that they were in pain. They were crying, “We need water! We have no crops in our fields. We are hungry because there is no more food!”



“If they can’t get any water, there will be no crops in the field. The people will die,” Black Dragon said, holding back the tears in his eyes.

“Let’s go and see the emperor of all China. He is the ruler of the land. He can fulfill the requests of these poor people,” Pearl Dragon said hopefully.

“Yes, let’s do that!” agreed the others.

Whoosh! Off they flew quickly to meet the emperor.

The four dragons arrived at the royal court, hopeful that the emperor would see them.

“What are you doing here unannounced? Shouldn’t you be in the sea right now?” the emperor gestured dismissively.



The four dragons were determined not to leave without presenting the desperate plight of the people. They stepped forward boldly.

“Your Majesty, the great emperor of all China, the people who live in one of the remote provinces of your land have been crying out for water. You are the ruler of all China. We humbly request you to dispatch a caravan with water supplies there,” Yellow Dragon said with his head bowed low.

“Very well. I will send them a caravan with water supplies,” replied the emperor, sitting on his throne.

The dragons left the palace joyously. Every day after that, the dragons would fly to check on the people to see if they received some respite, but each day came and went, and there was no sign of any help.



Ten days passed. The dragons saw how the people were trying to suppress their hunger and thirst by eating the roots of the grass and tree bark. Some even resorted to eating soil and clay! By now, their eyes were dry and their cheeks had sunken in.

“The emperor has not fulfilled his promise!” Yellow Dragon burst out in frustration, his eyes burning red like fire.

“How can he be so heartless? Isn’t he supposed to care for the people who live on his land?” Black Dragon said with deep disappointment.

“I have an idea,” Long Dragon said suddenly, snapping his fingers. “Since we live in this large sea, why don’t we use this water to help them?”

“What do you mean?” asked Pearl Dragon.

“Let’s use the water from the sea. If we spray the seawater from the sky, it will be like rain!” Long Dragon’s eyes gleamed with hope as he spoke. “Their crops will grow and they will not be hungry anymore,” continued Long Dragon.

“But if the emperor of all China finds out, he will be very angry with us. The water of the sea is guarded by the guardian of the sea, and we will be using it without permission,” Black Dragon said, looking very worried.

“The emperor of all China does not care about what is happening to his land and his people. We must help them, no matter what!” retorted Long Dragon.

Although it was risky, the four dragons decided to go ahead with their plan. Without further delay, the four dragons immediately flew to the Eastern Sea. They scooped the water from the sea in their mouths and sprayed it from above the clouds in the sky. The people were startled by the amount of water falling on them. Never had they experienced something like this. The villagers were delighted. The water would help their crops to become green and healthy again. The remote province was saved.



However, the guardian of the sea was unhappy. The dragons had used the water without permission. He rushed to the palace to complain to the emperor of all China. The emperor summoned the four dragons to see him at once. Knowing that the emperor was angry with them, the dragons refused to go. The emperor then sent large armies of soldiers to bring the dragons to his court. The dragons were outnumbered and could not fight against the emperor’s men. Eventually, they gave in and were escorted to the royal court.

“You have used the water of the sea without permission. Tell me, do you deserve to be punished?” asked the emperor angrily.

“Your Majesty, we waited many days for you to fulfill your promise. Every day, we flew over the remote province, wondering when you will help them,” Long Dragon replied.

“As the days passed, it got more and more difficult for us to see the depressed faces of the people. They felt more and more hopeless. Little children asked their parents every day for water and food, but their parents had no answers for them. We could not bear to watch them in pain any longer, so we did what we thought was right. We are happy that we helped the people and gave them water. Now, they can live in peace,” Pearl Dragon replied bravely, with pride in his voice.

“I don’t want to hear your excuses! You have done wrong by disobeying my command and making the guardian of the sea angry. You will be punished!” the emperor said in a thunderous voice. He called out to the sentinel of the mountain and instructed him to bring four huge mountains. “You will remain under these mountains for the rest of your lives!” roared the emperor.

Thus, the four dragons were kept under four huge mountains and then placed at the four corners of China, where they were to spend the rest of their lives. However, the love that the dragons had for the people was much stronger than their physical strength. They turned themselves into rivers and flowed from the top of these mountains. The rivers flowed through the mountains, through the fields and valleys, and finally returned to the sea. This way, the people always had sufficient water supplies. Today, the four rivers are known as China's four great rivers – the Heilongjiang (Black Dragon), the Huanghe (Yellow Dragon), the Changjiang (Long Dragon), and the Zhujiang (Pearl Dragon).



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
expressions	looks (on faces)
pleaded	begged
plight	difficult and unpleasant situation
sunken	hollow and fallen in
gleamed	shone



Reading for Details

Discuss.

- What is the main theme of the story?
- The four dragons decided to approach the emperor of all China to help the people at first. Why do you think they decided to do that?
- What risks did the four dragons take when they agreed to help the people by providing them with water?



Identifying Key Words and Key Ideas

Jot down your notes and ideas.

1 What was the “unusual” sight that Pearl Dragon saw?

2 Why did the dragons think that emperor of all China could help?

3 What is the difference in attitude between the emperor and the four dragons toward the people’s plight?

4 What were some reservations the dragons had when they decided to help the people themselves?

5 Imagine the scene and draw how the dragons delivered water to the people.



Presentation of Ideas

There are many rivers running through China. The passage focuses only on the four great rivers. Choose any two rivers. Do some research on the Internet and state their importance to the people in the country.

A large, light blue spiral-bound notebook page with horizontal purple lines. The spiral binding is on the left side. On the right edge, there is a vertical strip of colored tabs: green, blue, orange, and red.



Homophones

Homophones are pairs of words that sound the same but have different spelling and meanings.



Read the following examples.

- A **stake** is a wooden post.
A **steak** is a piece of meat.
- To **steal** is to take someone else's belongings without permission.
Steel is a type of metal made up of iron and carbon.



Read each sentence. If a word is used wrongly in the sentence, rewrite the sentence and replace it with the correct word. Otherwise, write, "The sentence is correct."

1 I went to bed so late that I had trouble falling asleep last knight.

2 You are so lucky that you are able to sail to Europe this summer.

3 Our fruit salad had apples, oranges, and pairs.

4 Don't stare at me!

5 There are too people in line in front of us.

6 I new it was Amanda hiding behind the door.

ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

1 What makes the Eastern Sea in the story, “The Legend of Four Rivers”, special?

2 The first paragraph describes the physical characteristics of the four dragons. How are they similar or different?

Similar: _____

Different: _____

3 The people were startled when they received so much water after a long dry spell.

(a) Where did the water come from?

(b) How did the people come to receive the water?

(c) What do you think went through the people’s minds at that moment?



ASSIGNMENT

4 How fair or unfair was the punishment meted out to the dragons by the emperor?

Fair: _____

Unfair: _____

5 Name the four great rivers of China.

6 The four dragons continued to help the people even after they were gone. Explain how they did so.

CRAFT AND STRUCTURE

Write True (T) or False (F).

1 The emperor was not interested in the plight of his people.

2 The dragons were troubled by the emperor's anger when they met him for the first time.

3 The people had to go with what they had when there was no food and water.

4 The guardian of the sea suggested to the emperor to put the dragons under the mountains for the rest of their lives.

5 The four dragons turned themselves into snakes so that they could meander through mountains, valleys, and fields.

Unit
15

Laughter, The Best Medicine



Why is "laughter" compared to "medicine" in the saying, "laughter is the best medicine"?



The Comedy of Errors

adapted for young readers, a play by William Shakespeare

Act I, scene II.

Dromio of Syracuse, Antipholus of Syracuse and the First Merchant enter.

First Merchant

You must remember not to mention your place as Syracuse, or else you will face the same fate as the merchant who was caught this morning with the same phrase. Say you are from Epidamnum.

Antipholus of Syracuse

Take this money. Be careful, Dromio, and carry it to the Centaur Inn, where we will lodge tonight. I will see you at lunchtime. Let me just browse around the markets, admire the buildings, and stroll along the streets for some fresh air. Now, don't just stand there. Go on!

Dromio of Syracuse

Be careful, some people might be watching and thinking of taking all this money away!

Dromio of Syracuse leaves.

Antipholus of Syracuse

Do not be bothered by his words. He loves to amuse me with his jokes and melancholy sense of humor but he is a servant worthy of my trust. Now sir, will you join me for dinner at the inn this evening, and perhaps take a walk around this beautiful city?

First Merchant

Some merchants in the city asked to see me. I need to meet them as I have been invited. I hope to make some profit through them. I apologize, so please excuse me. If you don't mind, I would like to join you in the evening, say five until the end of the day. So, will you excuse me as my business requires me to leave now?

Antipholus of Syracuse

Yes, certainly. Farewell, then. I have to meet Dromio soon, too, I will just wander around the area and take in the sights.



First Merchant

Well then, let me leave you to enjoy your time alone.

First Merchant exits.

Antipholus of Syracuse

It is funny how he accepts that I will enjoy my time alone. I am like a drop of water in the big ocean in search of another droplet that happens to be like me, thinks like me, and understands things like me. But I am losing hope. All I am left with is one emotion, unhappiness.

Dromio of Ephesus enters.

Ah, wasn't I supposed to meet you later? Why are you back so soon?

Dromio of Ephesus

Soon? You call this soon? I am late! The meal has been overcooked, the chicken is burnt to coal, the clock has already struck twelve, and the mistress is about to struck me one right on my cheek. She's boiling hot as the meat is now cold, and the meat is now cold because you haven't reached home yet, and you haven't reached home yet because you're not hungry, and you're not hungry because you've already had your meals. So we, as servants, don't deserve to be punished for all your faults in one day.



Antipholus of Syracuse

Wait, hold your blabber. Answer me first. Where is the money I entrusted you to deliver?

Dromio of Ephesus

Oh, you mean the six pence you gave me last week to purchase some goods made out of leather for my mistress? If I remember it right, it is with the saddle maker.

Antipholus of Syracuse

Now is not the time for your jokes, Dromio! Answer my question. I am in no mood for your humor. Don't act like you don't know what I am talking about. Tell me, where is the money that I entrusted you with?

Dromio of Ephesus

Sir, jokes will not fill your stomach, nor mine, nor my mistress'. She has asked me to get you at once, or else she will punish me for your wrongdoings by cracking open my skull on the ground. Let us not work up our appetite like a clock, running every second without stopping. Let us go home. I'm just a messenger.

Antipholus of Syracuse

If you're not going to answer me, then I'll be the one cracking your skull open! This is enough! I do not want to hear any more of your jokes! Save them for another time! And what mistress are you referring to? Where is my gold? Where are the marks I gave you?

Dromio of Ephesus

Master, the only marks I received are from my mistress on my back, who also happens to be your wife, and who punishes me for your faults every single time. If you want those, I don't think you will receive them kindly, the way I am with you now.



Antipholus of Syracuse beats up Dromio of Ephesus. Dromio of Ephesus exits.

Antipholus of Syracuse

I think I have to run to the Centaur. Truly, none can be trusted.



Vocabulary in Context

Here are some words and their meanings as used in the passage. Choose three other words from the passage and write down their meanings.

Word	Meaning
lodge	to stay
bothered	annoyed and affected
melancholy	sad and gloomy
profit	money gained through business
farewell	an old-fashioned way of saying goodbye
entrusted	made responsible for



Reading for Details

Discuss.

- How many characters are introduced in this scene?
- What did Antipholus of Syracuse entrust his servant to do?
- Describe the character of Dromio of Syracuse.
- Explain why Antipholus of Syracuse beat up Dromio of Ephesus at the end of the scene.



Identifying Key Words and Key Ideas

Jot down your notes and ideas.

- 1 Summarize the main story in this scene.

- 2 There are two characters with the same name in this scene. Give as much information about them as you can gather from the dialogs.

Dromio of Syracuse

Dromio of Ephesus

3 Why was Antipholus of Syracuse frustrated with Dromio of Ephesus?

4 What do you think caused the confusion between Antipholus of Syracuse and Dromio of Ephesus? (Hint: The illustrations may provide some clues to the answer.)



Read More

Read an excerpt about “The Comedy of Errors”.

“The Comedy of Errors” is one of Shakespeare’s early works; the first documented performance was on December 28, 1594, at Gray’s Inn, and it was published in the *First Folio* in 1623. Scholars have speculated that “The Comedy of Errors” was written a few years earlier due to thematic similarities to other plays.

The drama was most likely based on a play called “Menaechmi”, written by Plautus, a Roman playwright. Although Shakespeare’s English translation of Plautus’ “Menaechmi” did not appear until 1595, the similarities between the two plays are too obvious to suppose otherwise. In the plot of “Menaechmi”, a Syracusan businessman has twin boys, one of whom he sends away. During the journey, his son gets separated from him and is taken to Epidamnum by a childless trader. The father is devastated, and he passes away a few days later. When the father and son’s deaths are reported in Syracuse, the other brother’s name is altered to that of his missing brother.



In “The Comedy of Errors” the father of the Antipholi, Egeon, may have been Shakespeare’s most crucial addition to the play. To begin with, Egeon’s two appearances, one at the beginning and one at the end of the play, allow Shakespeare to clearly demonstrate the play’s temporal span from sunrise to sunset. Second, Egeon permits Shakespeare to begin the play with a sense of impending doom: Egeon will be slain at sundown if his ransom is not paid.

“Shakespeare appears to be dedicated to the idea that good endings must be achieved from a profound battle with morality, violence, and time,” wrote Anne Barton in *The Riverside Shakespeare*.



Vocabulary in Context

Here are some words from the excerpt. Write down their meanings as used in the excerpt.

Word	Meaning
speculated	
devastated	
crucial	
permitted	
slain	
thematic	
altered	
temporal	
impending	
profound	



Presentation of Ideas

Find out some interesting facts about Shakespeare and his writings on the Internet. Write a short report about him.

A large, light green spiral-bound notebook with horizontal purple lines. The spiral binding is on the left side. On the right edge, there are four colored tabs: green, blue, orange, and red.



Modal Verbs

Modal verbs are always followed by a main verb. Some examples of modal verbs are **can**, **could**, **may**, **must**, **might**, **should** and **ought to**.

We use modals verbs to express ability, attitude, possibility, opinions, permission, obligation, advice, and so on.



Read the following examples.

- **May** I leave the room now? (permission)
- The train **might** be late. (possibility)
- You **ought to** apologize to her. (opinion)
- He **can** operate a crane. (ability)



Read “The Comedy of Errors” again. Write down five sentences that use a modal verb.

1

2

3

4

5

ASSIGNMENT



Summary of Understanding

COMPREHENSION

Answer the following questions in complete sentences.

- 1 What did First Merchant advise Antipholus of Syracuse at the beginning of the scene? What was the reason?

- 2 What errand did Antipholus of Syracuse send Dromio of Syracuse to do?

- 3 What can you gather about the relationship between Antipholus of Syracuse and Dromio of Syracuse from their dialogs?

- 4 What was the misunderstanding between Antipholus of Syracuse and Dromio of Ephesus?

- 5 What did Anitpholus of Syracuse mean when he said, "Truly, none can be trusted"? Elaborate.

ASSIGNMENT

CRAFT AND STRUCTURE

Write True (T) or False (F).

- 1 Antipholus of Syracuse trusted his servant Dromio of Ephesus with his life.
- 2 First Merchant did not trust Dromio of Syracuse at all.
- 3 Antipholus of Syracuse entrusted Dromio of Syracuse with his money.
- 4 Dromio of Ephesus wanted to take Antipholus of Syracuse to his home quickly.
- 5 Antipholus of Syracuse hurried to The Centaur because he did not know if Dromio of Syracuse did as he was told.





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