

Intermediate Monkeys Fables



Name: _____

Teacher: _____

Date: _____

The Boy Who Cried Wolf



Long ago, in a small village, there lived a young boy named Peter. There were no supermarkets or restaurants in those days, so the villagers farmed their own food. They grew vegetables and kept animals. Each villager had a job to do, even Peter, who was a shepherd.

Every day, from sunrise until sunset, Peter protected the sheep on a tall hill. He guarded them from a greedy wolf that sometimes came to the village in search of sheep to eat for dinner. But Peter was a boy with a big imagination, and this was a boring job. One day, he decided to have some fun.

"Wolf!" he cried. "Wolf!" He jumped and waved his arms, and the villagers ran to the top of the hill to chase the wolf away.

"Where's the wolf?" asked the villagers.

Peter snickered at their angry faces. "I was just having some fun. There is no wolf." The next day, Peter decided to play the prank again.

"Wolf!" he cried. The villagers ran to the hilltop, and Peter was rolling in the grass, laughing.

The Boy Who Cried Wolf



"Nobody trusts a liar," they said as they went back to the village.

On the third day, Peter spotted something unexpected: the wolf, hiding behind a bush!

"Wolf!" he cried, but nobody came. "Wolf!" he cried. "Wolf! Wolf! Wolf!"

That evening, Peter returned to the village with his head hung low. "Where are the sheep?" asked the villagers.

"They're gone," wept Peter. "I cried 'wolf', but nobody came. The wolf ate the whole flock."

"We thought you were lying again," said the villagers. "If you had been honest, the sheep would still be alive."

Peter learned his lesson. From that day on, he always told the truth.

Week One

Reading Comprehension

Part A: Vocabulary

1. Word: _____ noun adjective verb adverb

Definition: _____

Sentence: _____

2. Word: _____ noun adjective verb adverb

Definition: _____

Sentence: _____

3. Word: _____ noun adjective verb adverb

Definition: _____

Sentence: _____

4. Word: _____ noun adjective verb adverb

Definition: _____

Sentence: _____

Part B: Vocabulary Check

Find words in the text with a similar meaning to the following words:

1. joke



2. laugh



3. group



Part C: Written Response Questions

Answer the following questions in full sentences.

1. Why do you think Peter decided to lie?

2. Whose fault do you think it was that the sheep were all eaten by the wolf?

3. What lesson can we learn by reading this story?

Part D: Multiple Choice Questions

Circle the letters next to the correct answers.

1. Peter's job was not very...

- ☐ a easy.
- ☐ b boring.
- ☐ c exciting.
- ☐ d important.

2. Why did Peter keep the sheep on a tall hill?

- ☐ a To hide from the villagers
- ☐ b To see a wolf coming from far away
- ☐ c To get some exercise
- ☐ d To look for a supermarket

3. What happens to people who lie?

- ☐ a Other people stop believing them.
- ☐ b Other people always believe them.
- ☐ c They are eaten by wolves.
- ☐ d They turn into sheep.

4. Why didn't the villagers come to help Peter?

- ☐ a They were too busy.
- ☐ b They wanted to punish him for lying.
- ☐ c They didn't believe him.
- ☐ d They didn't hear him.

5. How did Peter feel after the wolf ate the sheep?

- ☐ a Sleepy
- ☐ b Sad
- ☐ c Bored
- ☐ d Excited

6. What food did the villagers not have?

- ☐ a Carrots
- ☐ b Beef
- ☐ c Eggs
- ☐ d Sushi

Week Two

Grammar

Modals of the Future

★ **Modal verbs** can be used to show the _____ of something happening in the **future**.

★ _____ tells us that something is definitely going to happen in the future.

Example: We will have to fix the furnace before winter comes.

★ When we expect something to happen but are not sure, we use _____.

Example: If you get a new battery, your phone should work.

★ When it is possible for something to happen, we use _____ or _____.

Example: It looks like it might rain tomorrow.

★ _____ also means that we will be able to do something, but we may not want to do it.

Example: Stella could visit her grandma tomorrow.

★ We also use _____ when talking about something that we want to do, or something that we are thinking about doing.

Example: Chloe might buy herself a new dress.

★ We put the word _____ after a **modal verb** to make it negative.

Examples: It will not snow tomorrow; it's July!

She might not come to your party tomorrow.

Part A

Circle the verb in each sentence and tick ✓ the appropriate box.

	Certain	Probable	Possible
1. I will finish school at 4:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There might not be any school tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There should be enough food here for everybody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We might go to the movies tonight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You will finish your assignment before December 8th.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. He will not be here before 4 o'clock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There should be a faster way to get to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. This could be the place Ares was talking about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

Read each sentence and circle the correct **modal of the future**.

- Where are my keys? They (**will** / **should not**) be in the fridge.
- If you fall into the pool, you (**could** / **will**) get wet.
- My dad gave me some money, so I (**could** / **will**) go to the cinema or the zoo tomorrow.
- It's getting cold! It (**should** / **might**) snow this weekend.
- If you order your items today, they (**should** / **might**) arrive within five days.
- If you leave your water in the freezer, it (**should** / **will**) freeze.
- I (**might** / **could**) tell you the answers, but I don't want to.
- This is a short flight; it (**should** / **will not**) take around one hour.

Part C

Match the words together to form complete sentences.

1. If I win some money, I might...

...might get a new one.

2. If it is six o'clock...

...it will get dark soon.

3. You could go to Disneyland...

...help him tidy the kitchen.

4. My mom does not like her car, so she...

...buy a new laptop.

5. My dad said that I could...

...it should begin to work.

6. If you restart your computer...

...if you like kid's movies.

Part D

Fill in the blanks with appropriate **modal verbs**. You may need to use a negative verb.

1. If it snows tonight, the roads _____ be too slippery to drive on.

2. You _____ find your missing wallet if you report it to the police.

3. Grandma _____ be able to join us if she's feeling sick.

4. For five dollars, you _____ be able to get a very nice haircut.

5. My teacher said I _____ be able to complete my homework by Monday.

6. Do you think we _____ go on vacation in November?

7. If Johnny practices every day, he _____ become a football player.

8. There are posters everywhere. Monkey Tree _____ be having a carnival!

9. The elevator is currently broken, but it _____ be fixed by tomorrow evening.

10. When you put sugar in your coffee, it _____ taste much sweeter.

Part E

Correct the mistake with the **modal verb** in each sentence.

1. You might drink a lot of water when you're travelling through the desert.
2. Your pencil should break if you bend it.
3. The cow will make milk if we don't feed it properly.
4. I should play on my phone while I'm driving to work.
5. The show doesn't start until 9:00, and it's only 6:00 now. We could go right away.
6. It's Saturday today, so you should hear from the bank until Monday.

Part F

Read and complete the following sentences.

1. If the weather is nice tomorrow, we could _____

2. The refrigerator is broken! I will have to _____

3. If you like to play basketball, you should _____

4. Penelope doesn't have a phone. She might not _____

5. Tomorrow is Monday, so we should not _____

Part G

Read the following text and fill in the blanks with the correct **modals**.

"What things _____ we do tonight? Do you think we _____ make it to the stadium in time to see the soccer game?"

"The weather forecast said it _____ rain tonight, so the game _____ be canceled. If it is canceled, they _____ reschedule it for another day."

"That's okay. If the soccer game is canceled, we _____ think of something else to do."

"If it is canceled, I _____ go to the video arcade. We always have lots of fun there!"

"Well, we _____ leave soon, or we _____ not get to the stadium before the game starts."

"Come on then! We _____ take umbrellas in case it rains."

Part H

Write a sentence about the **future** using each of the following **modals**.

1. **should**

2. **will**

3. **might**

Part B: Let's Learn

Writing a Fable

- ★ A **fable** is a short story, often with **characters** that are talking animals.
- ★ A **fable** teaches us a **moral**, or a lesson on how to be a better person.
- ★ The main **character** has a major flaw which causes a problem in the story.
- ★ To write a **fable**, we must:
 - ✓ decide what **moral** we would like to teach.
 - ✓ create the **characters**.
 - ✓ think of the problem and decide how the **characters** will learn the **moral**.
 - ✓ decide what the setting of your **fable** is.
 - ✓ plan the events of your **fable**, and decide on the beginning, the middle, and the end, which reveals the **moral**.
- ★ **Fables** are always written in the **third-person**.

Example:

beginning

middle

end

moral

The Ant & the Grasshopper

One hot and beautiful summer, there lived a lazy grasshopper. He sat on a hill enjoying the sun and did not worry about the changing seasons.

One day, he saw a hardworking ant carrying a heavy strawberry past his hill. The ant was exhausted, so the grasshopper asked him to come and rest with him.

"I cannot," said the ant. "I must prepare for the winter when no food will grow." The grasshopper laughed and told the ant that he had plenty of time to find food for the winter.

Winter quickly arrived that year, and the grasshopper had no shelter or food. Cold and hungry, he went to the ant to ask for help. "I'm sorry," replied the ant. "I only prepared enough food for my family. You must find help elsewhere."

And so the grasshopper learned how important it is to use the good times to plan ahead for the bad times.

Part C: Let's Practice

1. Refer to the text, *The Boy Who Cried Wolf*, and complete the questions below.

a. Who are the **characters** in this **fable**?

b. What is the setting of this **fable**?

c. What is Peter's flaw?

d. What is the **moral** of the story?

e. How does Peter learn his lesson?

2. Complete the character profiles below by drawing pictures and filling in the information.



Name: _____

Personality: _____



Name: *Stella the Owl*

Personality: *Stella is very clever and wise, but she thinks she knows everything. This causes her problems.*

Part D: Let's Plan

Writing a Fable

You will write your own **fable**. You may use the characters you created in the last activity, or you can create your own. Use the space below to plan!

Setting:

Beginning:

Main character:

Middle:

Flaw:

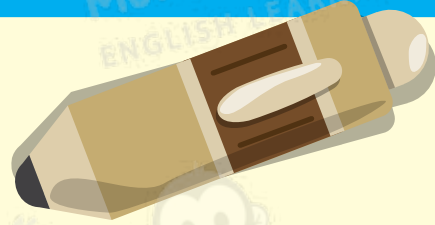
Other characters:

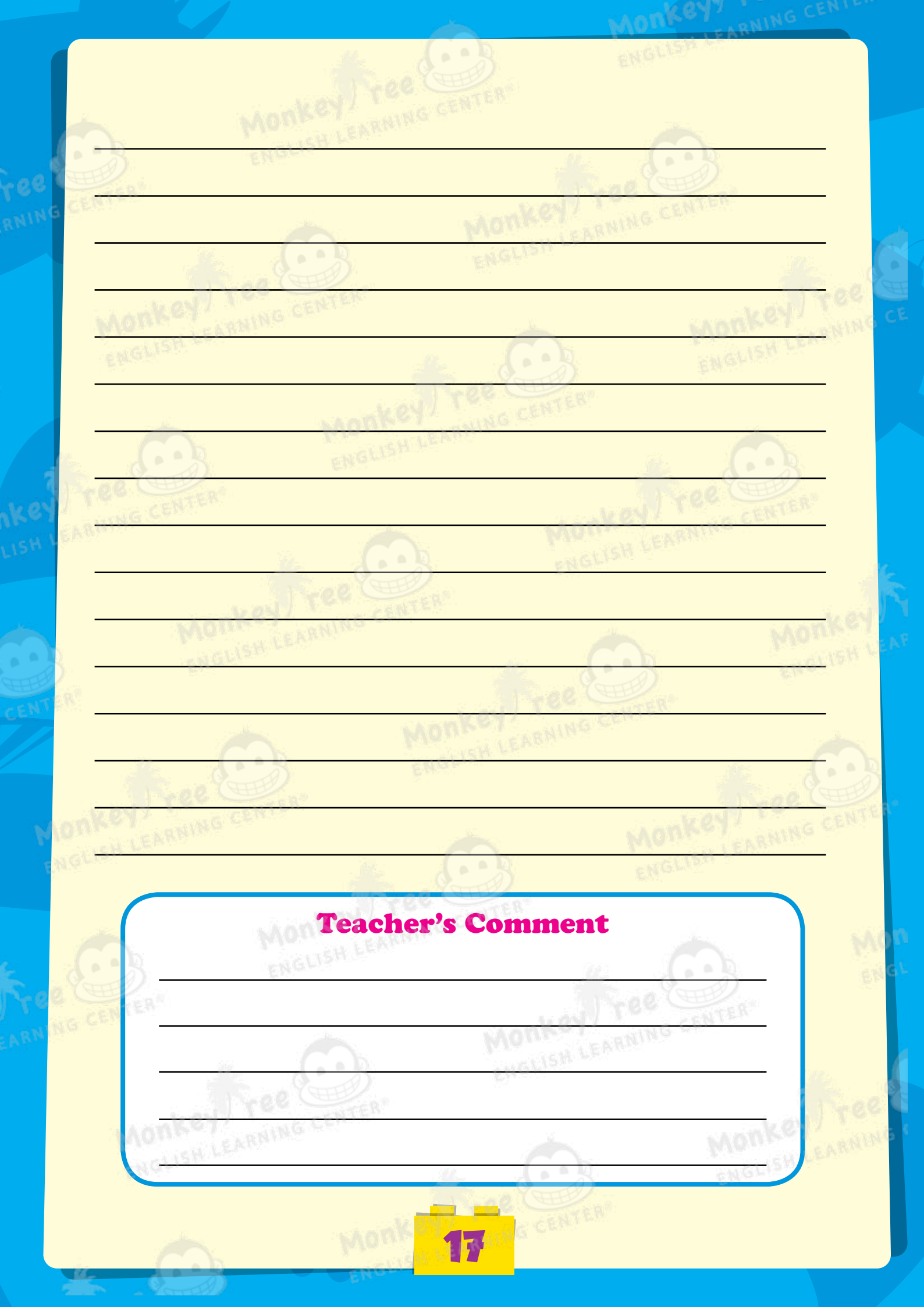
End:

Moral:

Part E: Let's Write

Now, write your fable!





Teacher's Comment

Monkey ree
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Week Four

Project

Part A: Spelling

1

2

3

4

5

6

7

8

9

10

Part B: Project Planning

Project: Make Your Own Storybook

You will create your own storybook based on the fable you wrote last week. Use the space below to plan!

1. What is the title of your fable?

2. Draw and describe your main character and setting below. Then write your moral!

Main character:

Personality:

Flaw:

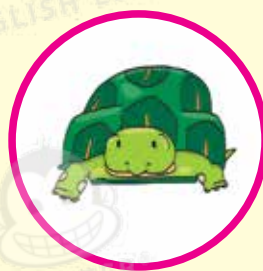
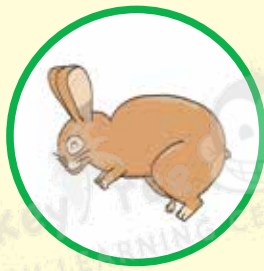
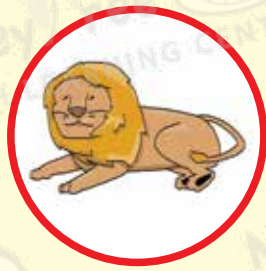
Setting:

Moral:

Extra Activities

Part A: Topic Review

1. Think about the famous **fables** that you have learned about and match the characters on the top with the characters on the bottom.



Part B: Story Check

Think about the character of Peter. Draw what you think he looks like and answer the questions.

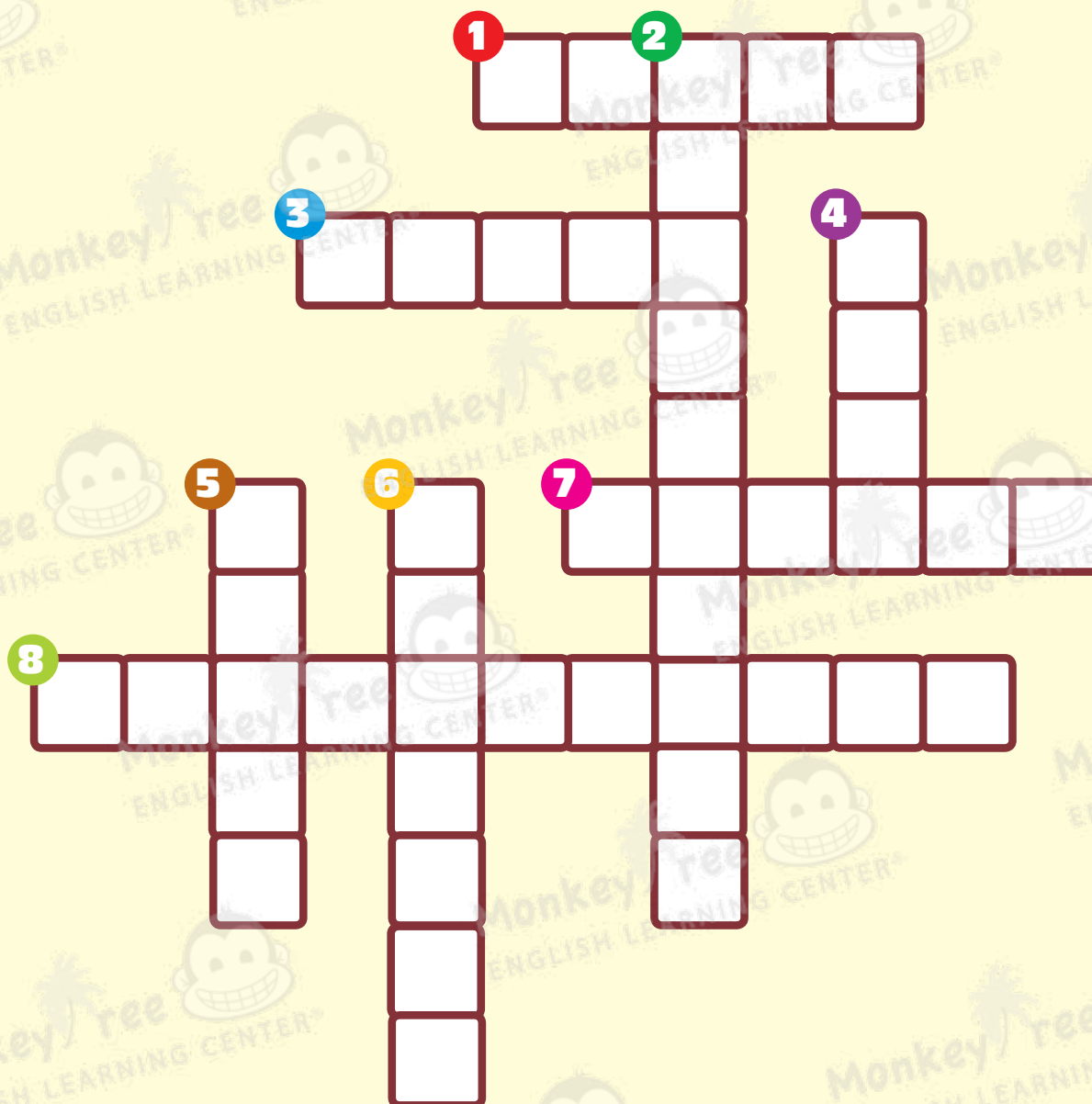
A large, empty rectangular box with a blue border, intended for drawing the character Peter.

1. What kind of person is Peter?

2. What is Peter's flaw?

Part C: Vocabulary Review

Use the clues to complete the crossword puzzle.



Across

- 1** To believe that someone is telling the truth
- 3** To run after a person or animal
- 7** To look for someone or something
- 8** The ability to form pictures or stories in your mind

Down

- 2** Not likely to happen
- 4** Someone who does not tell the truth
- 5** To protect something or someone from danger
- 6** A small laugh

Part D: Grammar Review

1. Fill in the blanks with the verbs from the box and an appropriate **modal verb**.

make

buy

prevent

break

miss

go

a. Your phone _____ if you drop it on the floor.

b. Jason _____ to the cinema and see a movie tomorrow.

c. This medicine _____ you feel much better.

d. The train leaves soon! You _____ it unless you walk faster!

e. You _____ so many cool gadgets with all that money!

f. Eating healthily each day _____ you from getting sick.

2. Use the following words to write sentences about the **future**.

a.

should

try

b.

might

bring

c.

could

sing

d.

will

search

Concept Check

1. Write a word from the story that matches each of the following pictures.



2. Circle the letters next to the correct answers.

i. What is the moral of the story of the ant and the grasshopper?

- a** Prepare for the bad times ahead.
- b** Never tell lies.
- c** Always try your best.
- d** Treat others kindly.

ii. Which of the following statements about fables is untrue?

- a** Fables teach us a lesson.
- b** Characters in fable can be talking animals.
- c** Fables are true stories.
- d** The main character often has a flaw.

3. Complete the following sentences with words from the word box.

believe honest prank sunset

a. Do you _____ in fairies and dragons and wizards?

b. I played a _____ on my friend on April Fools' Day.

c. Bess is a very _____ girl who always tells the truth.

d. The children must return home before _____.

Intermediate Monkeys

Week

1



2



3



4



5



Vocabulary

Speaking

Reading

Writing

Grammar

Overall

Poor

Average

Good

Very Good

Excellent

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

1

2

3

4

5

Monthly Progress:

Teacher Signature:

Should you have any further questions or concerns, you are welcome to make an appointment with your child's teacher with our receptionist to further discuss your child's progress.

