



LI SING TAI HANG SCHOOL
李陞大坑學校

Li Sing Tai Hang School

English Book 3C



Reach for the Stars



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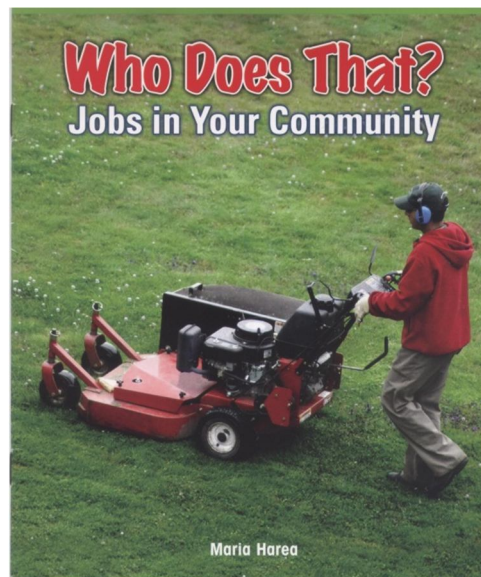




Primary 3 Module 5

Who Does That?

Jobs in Your Community



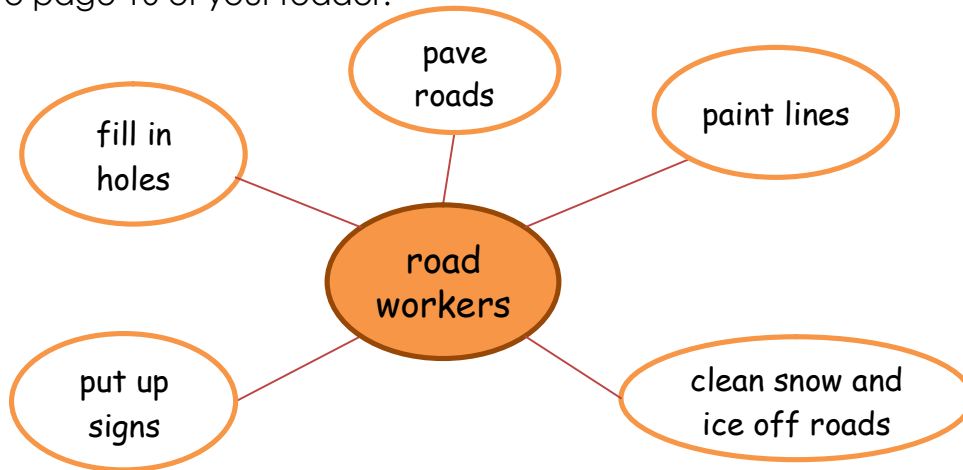


Reading

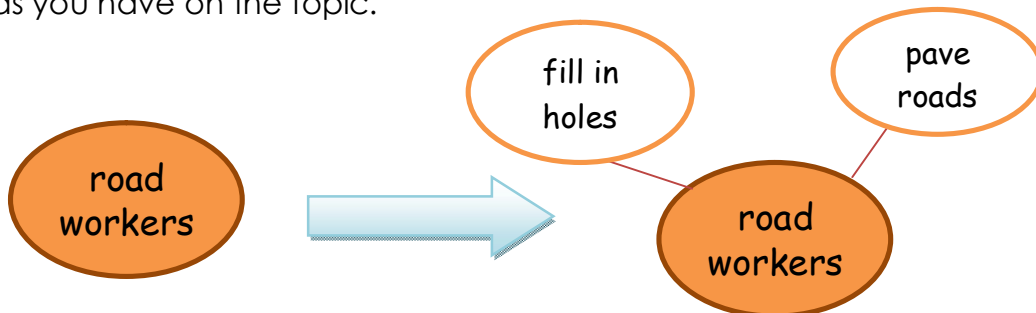
Task 1 – Mind Mapping

Things to Learn:

You can draw a **mind map** to organise your ideas. Refer to page 10 of your reader.

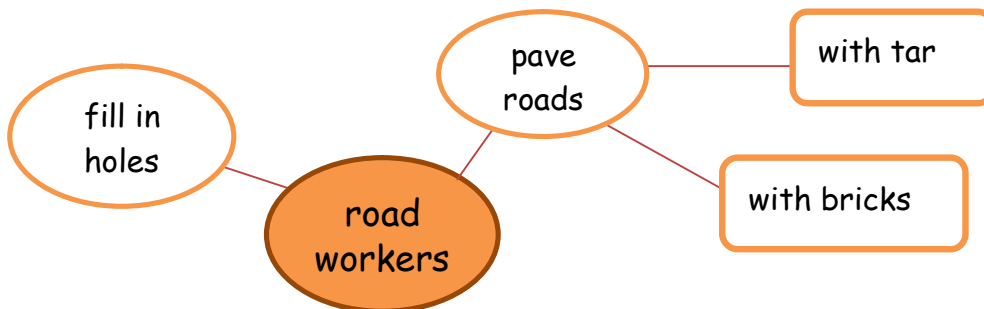


Write your topic in a circle in the centre. Draw branches to show different ideas you have on the topic.



In the example, the main topic is road workers. The branches show the type of work they do.

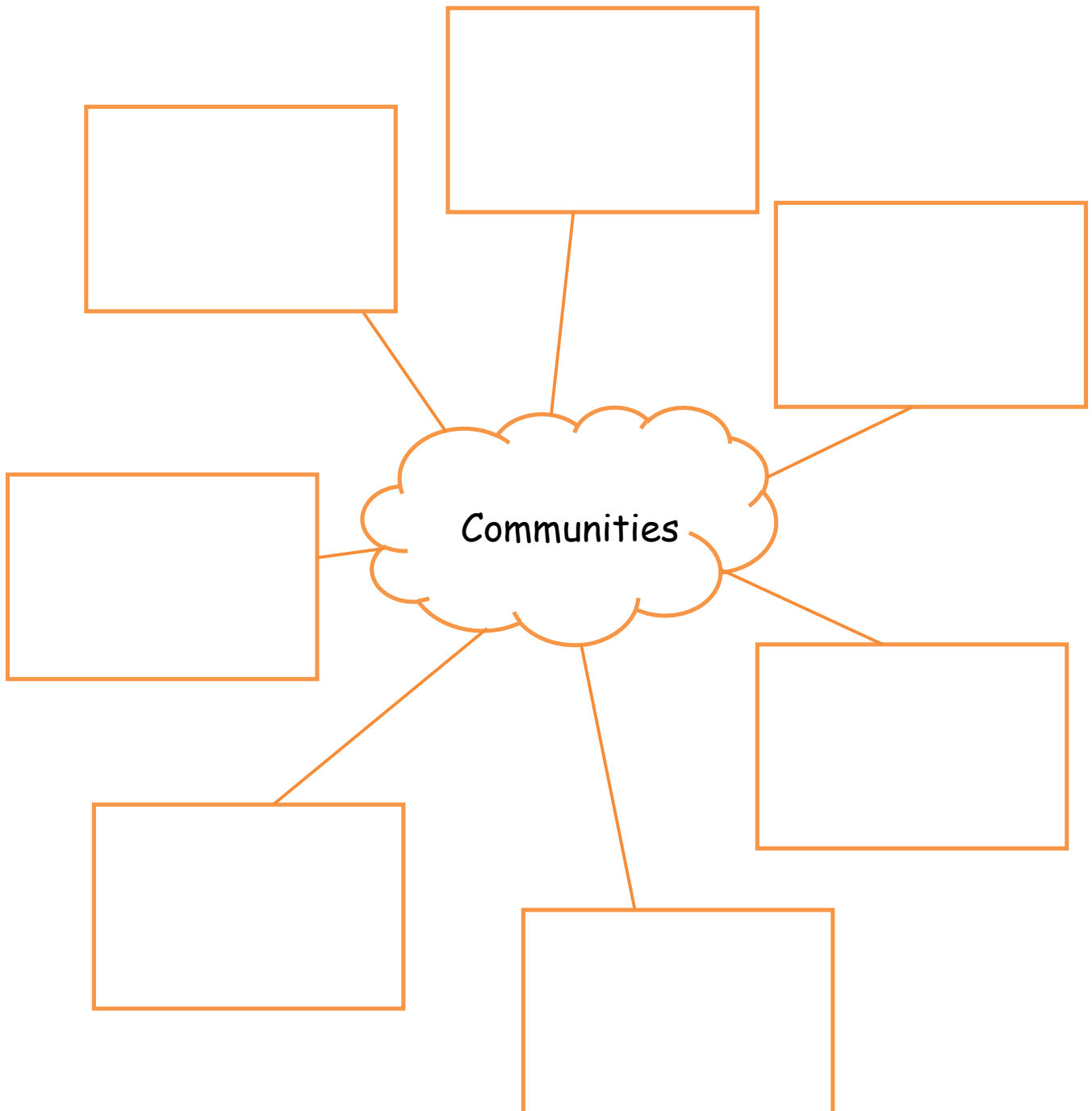
You can add details to each idea by drawing more branches.





Who Does That? Jobs in Your Community

Try to draw your own mind map!
Think of some different kinds of community.
Use page 4 of your reader to help you.





Who Does That? Jobs in Your Community

Reading

Task 2 – Community Workers

Part A

What do our community workers do? Match the duties with the right type of community workers.

park workers •

utility workers •

veterinarians •

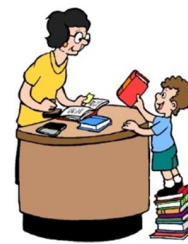
librarians •

cleaning workers •

road workers •

medical workers •

- take our garbage to dumps and clean the streets.
- use many kinds of machines to prepare roads for cars.
- take care of all kinds of animals.
- plant gardens and pull weeds
- help to keep us healthy.
- make sure that water, gas and electricity reach our homes, businesses and schools
- help us to get books to read.





Part B - Mind Mapping

It is time for us to do some mind mapping for each type of community worker! Use the information in the box to complete the mind map on the next page. Also add any ideas that you can think of.

1. Park Workers

Park workers plant flowers, cut grass, pick up litter and keep parks safe and beautiful. They are doing all sorts of work!

2. Cleaning Workers

They collect garbage. They drive trucks with brushes that clean the streets. They also recycle garbage.

3. Road Workers

Road workers pave the roads, fill in holes on the roads, paint lines so that drivers know where to go, put up signs and clean snow and ice off roads.

4. Utility Workers

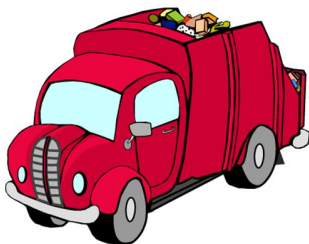
Utility workers make sure that our homes, businesses and schools have water, gas and electricity. They also help to fix problems when storms cut off power.

5. Librarian

Help us get books to read.

6. Veterinarians

Help keep our pets well and take care of them when they are sick or hurt.

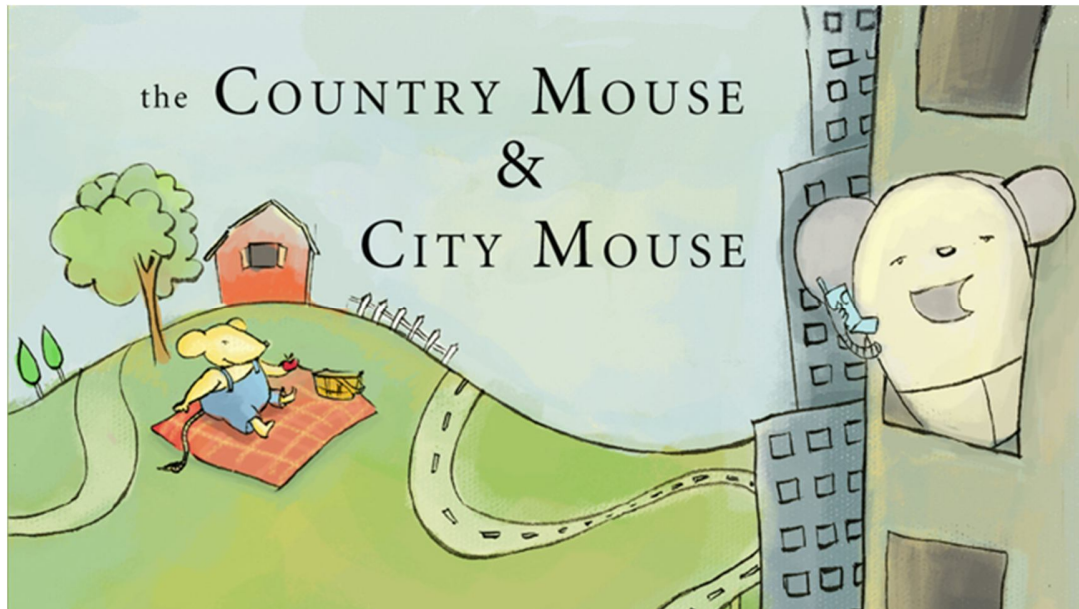




Extra Reading

Task 1

Different communities have very different features. Read the story below and find out the similarities and differences between two communities.



One day City Mouse took a bus to the country to see his cousin, Country Mouse. He saw cows and horses in the fields. He saw ponds and fences and birds. He was very excited and he jumped all the way. The bus finally stopped at a farm.

Country Mouse was waiting. 'Hello, Cousin! I'm happy to see you,' said Country Mouse. City Mouse gave Country Mouse a big hug. They sat down in the house and talked happily.

Soon City Mouse was not happy. 'I'm hungry. There is no food! And it's cold here in the barn,' he said. 'Let's go to the city. You can live in my apartment. There is food and it's warm.'



Country Mouse touched his nose and thought for a while. 'Yes, let's go!' He said.



The two cousins took the bus to the city. They saw a restaurant, a skating rink, a museum and a hospital. City Mouse said, 'Here's our stop!' They got off the bus and went into the apartment. There was milk and cheese on a big table. City Mouse and Country Mouse were happy.

But before they could eat, a big cat came in. The cat wanted to eat them! They had to hide behind the refrigerator and it was extremely hot and stuffy there!



Country Mouse said, 'Now I am hungry, and a cat wants to eat me. I think I should go back to the country where the cat cannot see me easily.'



Read the passage and fill in the table on the differences between the country and the city.

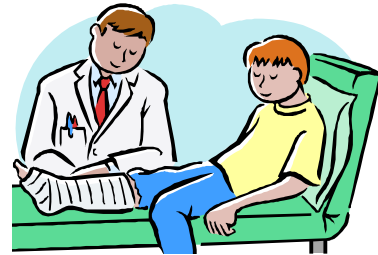
	The Country	The City
Where do people live?		
What are the buildings?		
What are the animals?		
What are the community workers? Discuss with your class and give as many examples as possible.		

Extra Reading

Task 2 – Read the Rhyme

Pete Sweep Just Hurt His Knee

Goodness, gracious, one, two, three,
Pete Sweep just hurt his knee.
He should ride slow and not so fast.
Now his leg is in a cast.



Goodness, gracious, four, five, six,
What does Pete Sweep need to fix?
He didn't look. So what did he do?
He broke the net and tore his shoe.

Goodness, gracious, seven, eight, nine,
Why doesn't Pete feel so fine?
He had soda, candy and pie.
Why? He hurt his leg, oh, my!

Rewrite the sentences to give advice to Pete. Add "should" or "should not" in your sentences.

e.g. Pete Sweep rode his bike too fast.

Pete Sweep should not ride his bike too fast.

1. Pete Sweep didn't look around.

2. Pete Sweep ate a lot of sweets and drank a lot of soda.



Who Does That? Jobs in Your Community

Vocabulary

Task 1 – Understanding Words from the Reader

Fill in the blanks with the right words from the reader.
Refer to the page in brackets of the reader to find the answers.

1. There are different kinds of communities in this world. All

communities have workers who help meet people's

_____ and _____.

_____, _____ and

_____ are examples of community workers. (page 4)

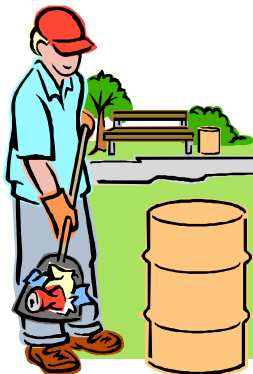


2. In the parks, community workers _____ flowers,

_____ grass, _____ litter,

and _____ parks safe. They are called _____

workers! (page 7)

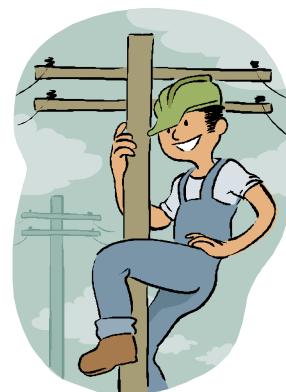




3. Road workers _____ roads, _____ in holes and _____ lines. They also _____ signs, _____ snow and ice off roads. In other words, they do all the things to help keep us safe on the roads. (page 11)



4. Utility workers, on the other hand, make sure that _____, _____, and _____ reach our homes, businesses and school so that we can all live a good life. (page 12)

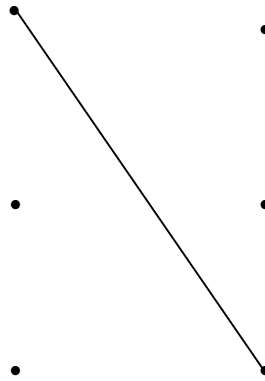
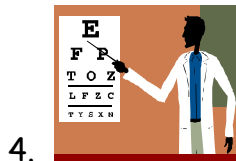
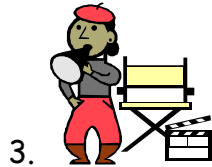
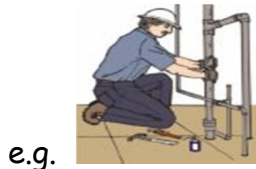


Who Does That? Jobs in Your Community

Vocabulary

Task 2 – Jobs

Match the pictures to the jobs. Write the letter in the boxes on the left.



• musician

• judge

• plumber

• businessman








• optician

• director

• baker

• photographer

Who Does That? Jobs in Your Community

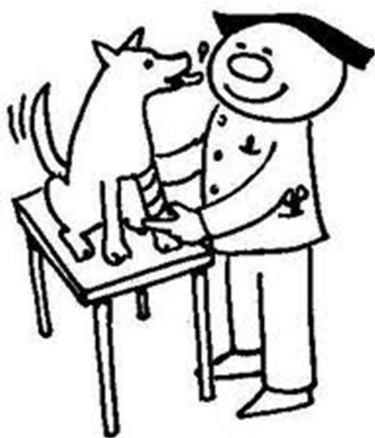
- 8.  • • nurse
- 9.  • • receptionist
- 10.  • • teacher
- 11.  • • waiter
- 12.  • • postman
- 13.  • • chef
- 14.  • • doctor

Vocabulary

Task 3 – Using the Names of Jobs

Fill in the blanks with the best words you find in the book.

1. _____ is a doctor for animals.
2. _____ is a service such as electricity, gas, or water.
3. _____ is to use something again in a different way.
4. _____ is another word for trash or rubbish.
5. _____ is a person who works in a place where people borrow books.
6. _____ is the power that makes light, heat, or motion.





Grammar

Task 1 – Parallel Structures

Things to Learn:



Look at this sentence from page 7 of your reader.

“Community park workers plant flowers, cut grass, pick up litter, and keep parks safe.”

This is a **parallel sentence structure**, which means that it uses similar words or phrases in a list.

In the example, the **simple present tense** is used for all the actions.

Let us look at some **parallel** and **non-parallel** sentences. Can you spot the difference between them?

✗ **not parallel** Jenny likes singing, dancing, swimming and to cook.

✓ **parallel** Jenny likes singing, dancing, swimming and cooking.



✗ **not parallel** Paul has to buy some cookies, sweets and bake some cakes for the party.

✓ **parallel** Paul has to buy some cookies, sweets and cakes for the party.

✗ **not parallel** She doesn't like washing clothes or housework.

✓ **parallel** She doesn't like washing clothes or doing housework.



✗ **not parallel** The library is a place to read, you can study and find useful information there.

✓ **parallel** The library is a place to read, to study and to find useful information.



Who Does That? Jobs in Your Community

Part A

These sentences are **not parallel**. Can you rewrite them using a **parallel** structure?

1. Many people visit their community park to exercise, walk their dogs or go playing in the playground.

2. Some examples of community workers include librarians, veterinarians, doctors, and people who teach.

3. The responsibilities of road workers involve paving roads, filling in holes and to paint lines to let drivers know where to go.

4. Communities can be found in the country, city, cold mountains and hot deserts.

Who Does That? Jobs in Your Community

Part B

Write **parallel** sentences for the given situations.

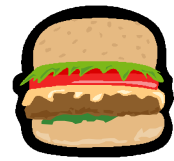
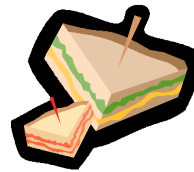
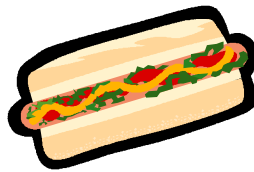
1. Mary went out

- buy eggs
- buy milk
- deposit her money
- pick up her son



2. Kim wants

- hotdog
- cheeseburger
- sandwich



3. Tom wants ... before he goes to bed

- do homework
- watch TV
- play outside





Grammar

Task 2 – Phrasal Verb

Things to Learn:

A **phrasal verb** is a verb + a particle (preposition or adverb) that gives a new meaning to the verb.

verb	+	preposition	->	phrasal verb	=	new meaning
look		after		look after		take care

“Look after” is a phrasal verb because it changes the meaning of look. In “Look at the house,” “look at” is not a phrasal verb because the meaning of “look” **is not** changed.

Let us look at some examples from the reader.

pick up litter (page 7)

“pick up” has several meanings:

1. to lift someone or something up with your hands
2. to learn something by practising instead of being taught it
e.g. He picked up French after living in France for 3 years.
3. to get an illness from someone or somewhere
e.g. He picked up the flu from his friend.



put up signs (page 11)

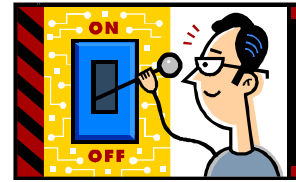
“put up” has several meanings:

1. to build or fasten something
2. to oppose or fight against something
e.g. They put up a good fight against the stronger team.



cut off power (page 12)

“cut off” has several meanings:



1. to stop providing something
2. to stop talking with someone because you no longer want to be friendly
e.g. Her family cut her off completely.
3. to stop someone talking by interrupting
e.g. She cut me off in the middle of the sentence.

Do you know any other phrasal verbs?

Part A

Match the phrasal verbs with their correct meanings.

- | | | |
|---------------|---|-------------------------------------|
| 1. find out | ● | ● stop, not doing something anymore |
| 2. bring up | ● | ● request |
| 3. look for | ● | ● to die |
| 4. give up | ● | ● raise a child |
| 5. ask for | ● | ● delay something |
| 6. go on | ● | ● search |
| 7. hand in | ● | ● to show |
| 8. look out | ● | ● discover information |
| 9. pass away | ● | ● give something to somebody |
| 10. point out | ● | ● continue |
| 11. put off | ● | ● get out of bed |
| 12. get up | ● | ● be aware of |



Part B

Fill in the blanks with the correct phrasal verbs from Part A.
You may need to change the tenses of the phrasal verbs.

1. I never _____ early on Sundays.
2. She was not willing to _____ her job after she got married.
3. The teacher told us to _____ our homework by Tuesday.
4. Peter's grandfather _____ last year.
5. The soccer match was _____ because of bad weather.
6. The music festival will _____ until the end of the month.
7. She _____ the mistakes in the essay.
8. Call the restaurant to _____ where it is.
9. I was _____ by my grandmother.
10. She _____ the menu at the restaurant.



Part C

Write your own sentences with the following phrasal verbs.
You may need to change the tenses of the phrasal verbs.

1. bring up

2. look out

3. give up

4. look for

5. point out

Who Does That? Jobs in Your Community

Listening

Task 1

Listen to the speeches and guess who is talking. Tick the correct boxes.

1.



waiter



chef



businessman



utility worker

2.



judge



police



fireman



doctor

3.



veterinarian



doctor



nurse



optician

4.



postman



receptionist



plumber



director



Speaking

Task 1 – Save My Life

SAVE MY LIFE!

BALLOON DISASTER

You are in a hot air balloon that is rapidly falling!

There are too many people in it and so one person needs to go!



Write five sentences to **persuade** your classmates to save your life or you will be thrown overboard.

To **persuade** is to tell someone to do something through powerful words.

Example: Please don't throw me out! I am not very heavy! Please!

1. _____
2. _____
3. _____
4. _____
5. _____

When you have finished writing, read your plea to your classmates!
Remember to use clear speech, body language, and facial expressions!

If you do not **PERSUADE** them, you will be thrown out of the balloon!



Writing

Task 1 – Mind Mapping

School is a place where you can find a lot of community workers. Make a mind map about community workers at school.



Who Does That? Jobs in Your Community

Writing

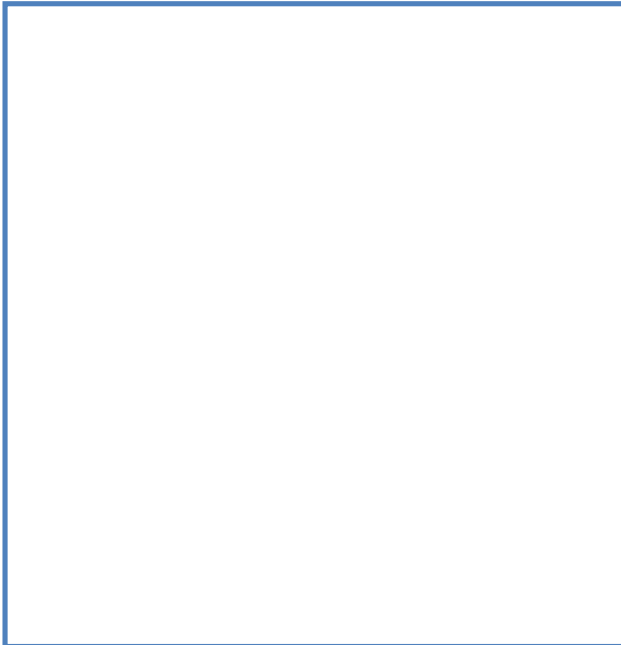
Task 2 - My Community

Where do you live? Put a photo or draw a picture of your community in the box below.

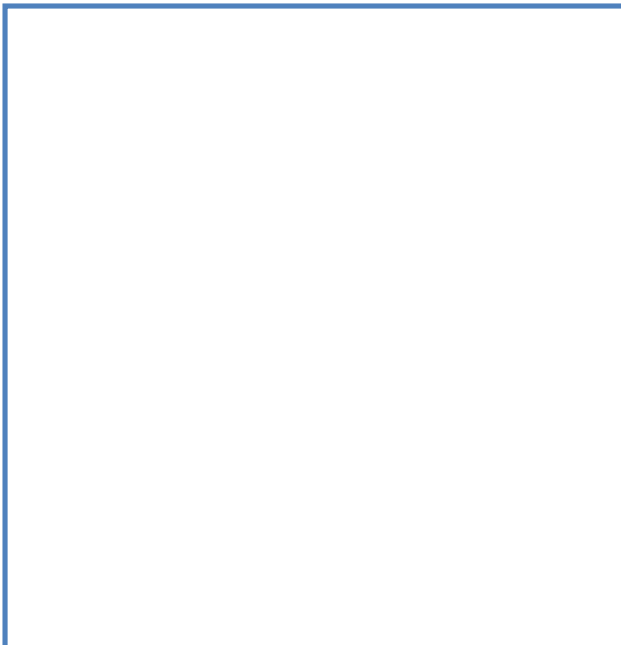
Do you like your community? Why or why not?

Who Does That? Jobs in Your Community

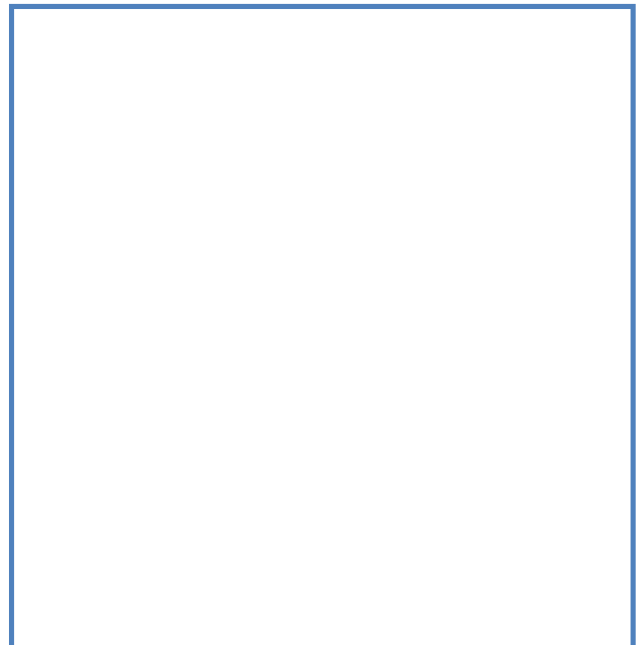
Who are the community workers in your community?
Can you take a photo of them or draw a picture of each of them?



1. _____



3. _____



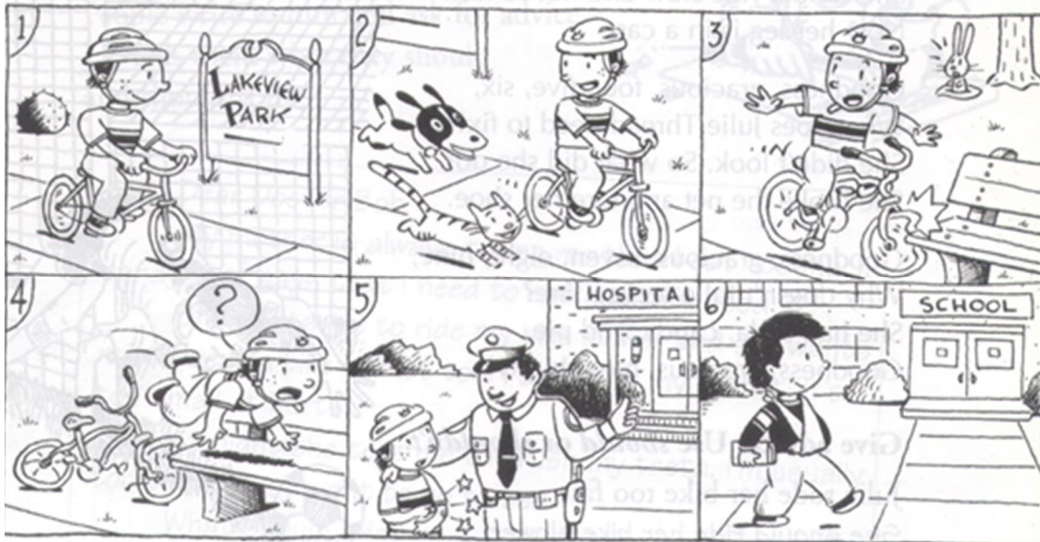
2. _____



Writing

Task 3 – Picture Composition

Look at the pictures and answer the questions.



1. What should you wear if you go cycling?

2. Where did the boy go cycling?

3. What accident did the boy have?

4. Who helped him?

5. What happened at the end?

6. Give the boy in the story a name.



Who Does That? Jobs in Your Community

Let us write a story based on the pictures on page 29.
Fill in the puzzle pieces to plan your story.

<p>Characters Who is in your story?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Setting Where and when does the story take place?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Problem What happened to the character?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Solution How was the problem solved?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Writing

Task 3 – Letter of Advice

Doctor Luk writes for a newspaper. People write to him asking for his advice. He tells them what they should and should not do.

Today, he received a letter from Jenny.

Dear Doctor Luk,

My mother is always telling me that I eat too much candy. She says that I need to eat more healthy food. But I just love sweets. What can I do?

My mother also wants me to ride my bike slower and she wants me to wear a helmet too. I don't like my helmet. It's too small. It makes me feel hot and it hurts my head!

Every evening, she complains that I should brush my teeth and wash myself. I'm usually too tired. I just want to go to bed.

What should I do? I do not want to make my mother unhappy.

Yours sincerely,
Jenny

What should Jenny do? Discuss the following questions with your classmates.

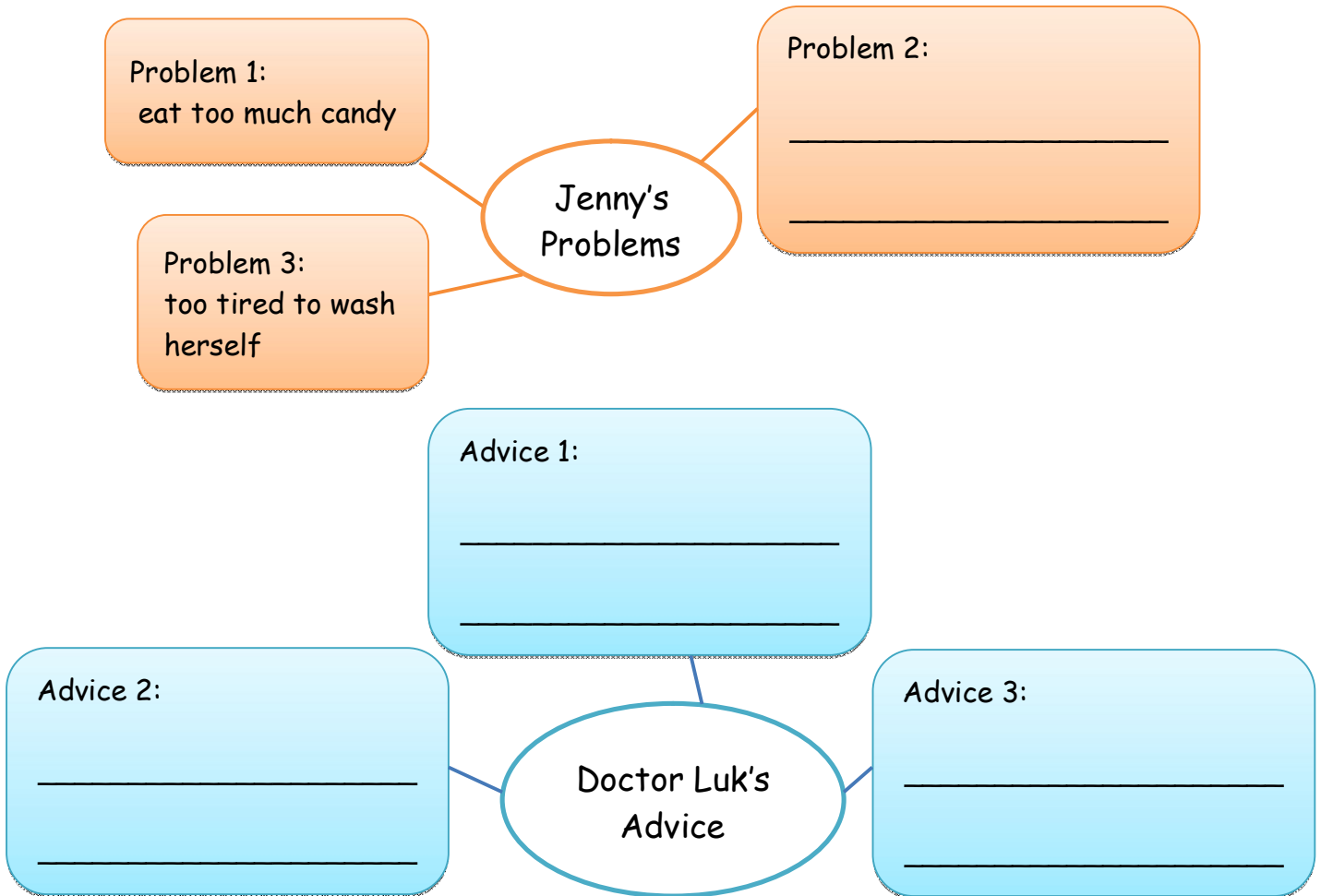
1. Should Jenny eat fewer sweets? Why or why not?

2. Should Jenny wear a helmet when she rides the bike? Why or why not?

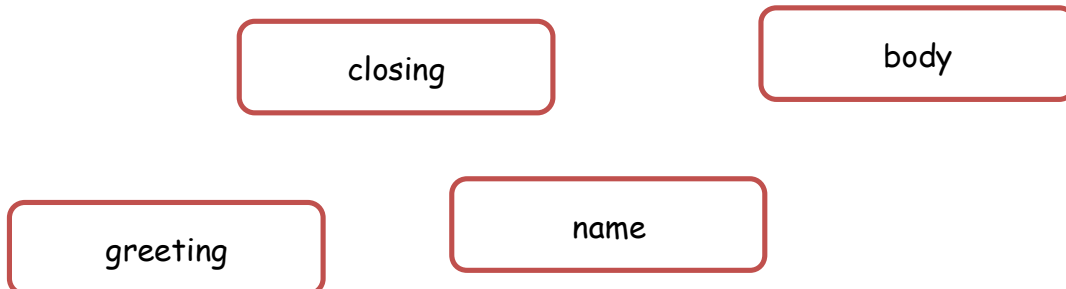
3. Should Jenny brush her teeth and wash herself every evening? Why or why not?



Let's draw mind maps to organise your ideas before we write a letter of advice to Jenny.



Do you remember the features of a letter?
Identify the following features in the letter on page 33.

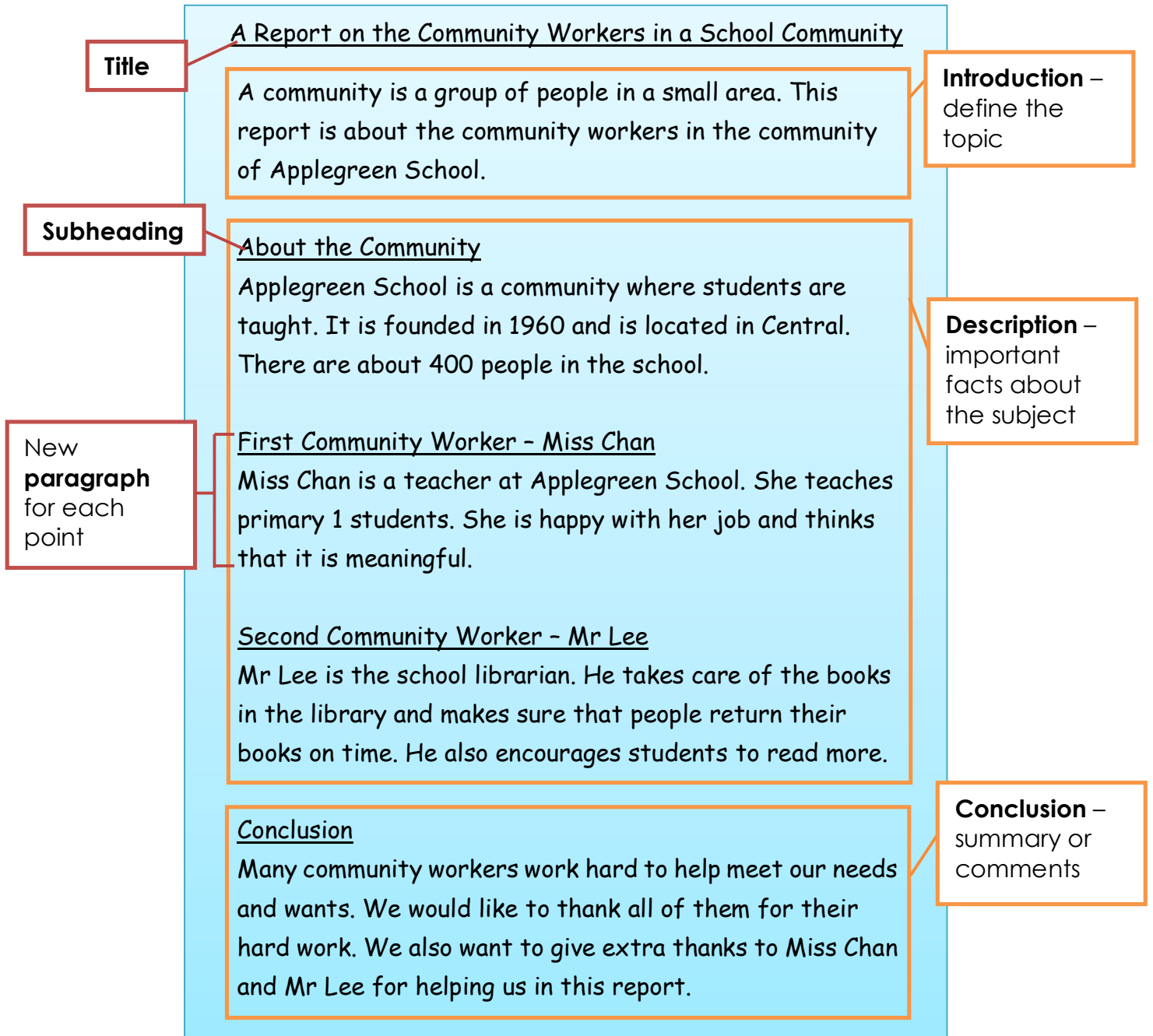




Project

In groups of four, choose a mini-community (e.g. your school, a local library) that you are in. Interview at least three community workers working there and then write a report about it.

A report provides information by saying facts. It has the following features:



Who Does That? Jobs in Your Community

In your report, you can include the following sections:

Part 1:

What is the community?

Does it have an interesting history?

Can you describe the community?

Part 2:

Who are the community workers that you have interviewed?

What do they do?

Are they happy with their jobs?

Why are they important people?

Do any of them have an interesting story to tell?

Part 3: Show your gratitude to the community workers.

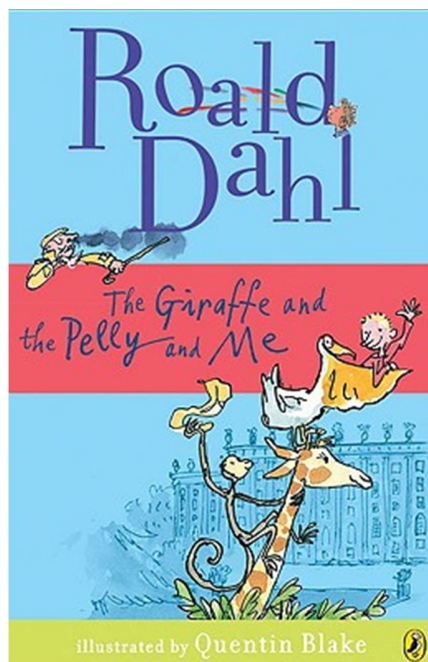
Please include photos and drawings in your report.





Primary 3 Module 6

The Giraffe and the Pelly and Me





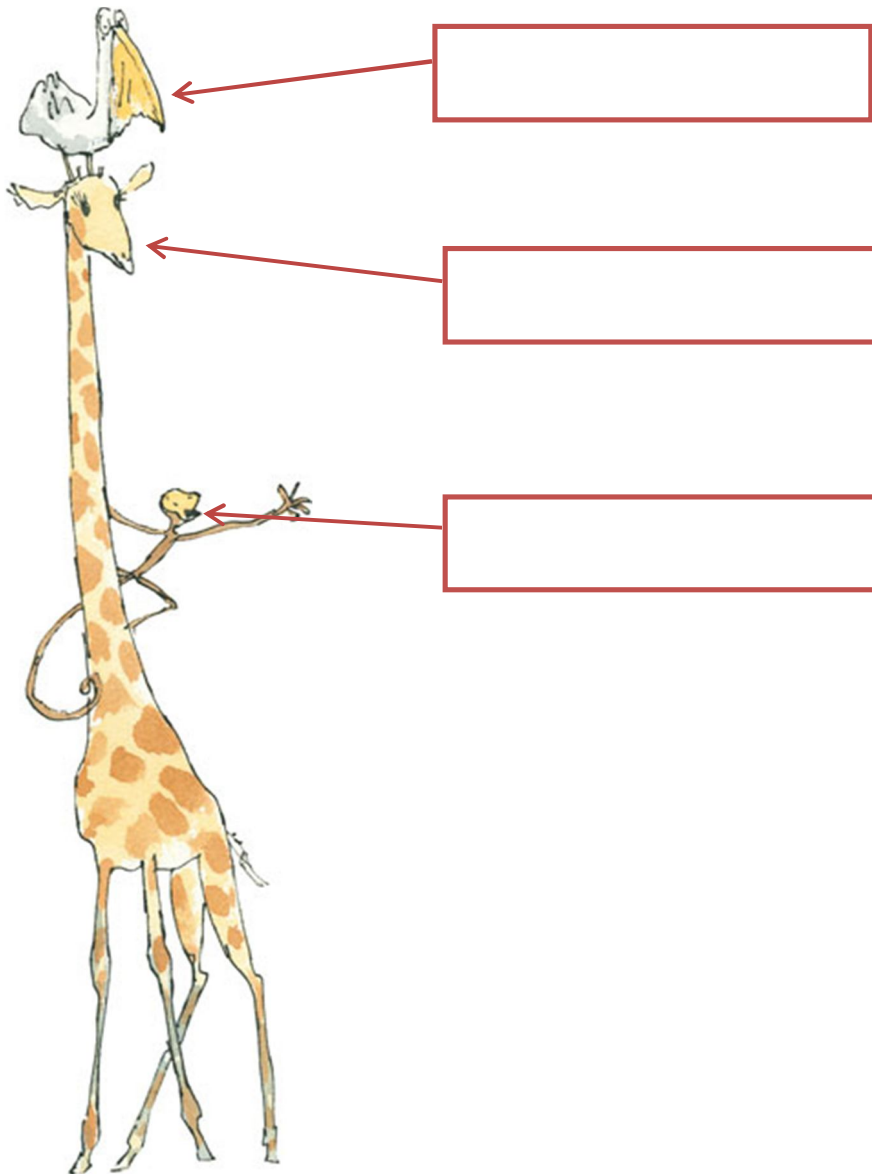
The Giraffe and the Pelly and Me

Part 1 – The Ladderless Window Cleaning Company (Page 1 to 21)

Reading

Task 1 - Who are they?

Here are the members of the Ladderless Window Cleaning Company. Label them and answer the questions below in complete sentences.



1. Where do they live?

2. Why are they called the Ladderless Window Cleaning Company?

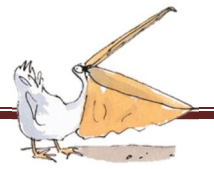


The Giraffe and the Pelly and Me

3. What do these three best friends look like?







4. What does the Monkey eat? What is his favourite food? How does he feel whenever he thinks of his favourite food?

5. What does the Pelican eat? What is his favourite food? How does he feel whenever he thinks of his favourite food?

6. What does the Giraffe eat? What is his favourite food? How does he feel whenever he thinks of his favourite food?

7. What is the problem with the three best friends mentioned on p.17?



8. Who is this boy?

9. What is the boy's favourite food?

10. What did the Pelican say to him?

11. If you were him, would you dare to jump into the patented beak of the Pelican? Why or why not?

12. What do the Giraffe, the Pelican and the Monkey want the boy to do for their company?



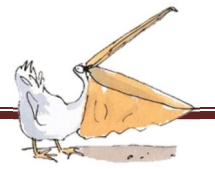
Vocabulary

Task 1

Fill in the blanks with the names of the objects after reading page 5 of the reader.



What is happening inside the house? You need to finish reading the first fifteen pages in order to answer this question.



The Giraffe and the Pelly and Me

Vocabulary

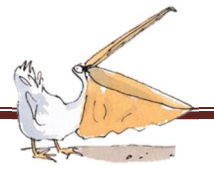
Task 2

Read page 1 to 21 of the book and put the underlined words into the right category in the table below!

I <u>long</u> to explain	a <u>fish-monger</u>	What <u>is</u> your name?
I <u>peer</u> through	I stood there <u>enthralled</u>	won't <u>shut</u> it
two hot-water <u>bottles</u>	Is that not <u>sensible</u>	going to <u>swallow</u> you
a <u>sewing-machine</u>	Is that not <u>magical</u>	<u>unfolded</u> the letter
the <u>Giraffe</u>	It's <u>unbelievable</u>	he <u>answered</u>
The <u>Pelican</u>	It's <u>exactly</u> like	<u>jiggled</u> madly
like a <u>huge</u>	<u>precisely</u>	did a jiggly little <u>dance</u>
<u>orange-coloured</u> basin	I give it a <u>tweak</u>	
	on the <u>window-sill</u>	

Put the words above into the right boxes.

Nouns	Adjectives	Verbs	Adverbs



Things to Learn:

Different words perform different functions in a sentence. We call these functions “**parts of speech**”.

Let us learn their names together!

Nouns

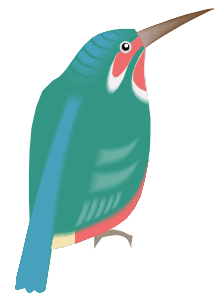
Nouns are the names of people, animals, places, events and things. They are usually the subject and object in a sentence.

e.g. bird, tree, night, Peter, picture, garden, water, darkness, Jane

Adjectives

Adjectives describe nouns.

e.g. dirty, big, round, white, little, huge,



Verbs

Verbs are action words. They describe what the nouns do.

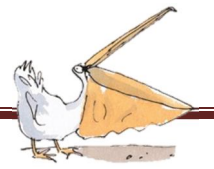
e.g. talk, run, walk, sing, whisper, climb, wash, open, swallow, fold

Adverbs

Adverbs describe verbs, adjectives or other adverbs.

e.g. broadly, exactly, precisely, jiggly





A word can be **changed** to make different parts of speech. Let us look at how this can be done.

Nouns can be formed from adjectives, verbs and even other nouns.

They can be formed by adding

-ness, -ty, -th, -ion, -ry, -ance, -ment, -dom, -hood, -ship

e.g. brightness, cruelty, warmth, actionion, braveryry, appearance, enjoyment,
kingdom, childhood, friendship

Verbs can be formed from adjectives and nouns.

They can be formed by adding **en-, -en, be-**

e.g. enjoy, darken, befriend



Verbs also have different forms when they are in different tenses.

-s, -ing, -ed are usually added to change the forms of a verb.

e.g. enjoys, enjoying, enjoyed

Adjectives can be formed from nouns and verbs.

They can be formed by adding

-ous, -able, -ish, -ful, -less, -en, -some, -ive, -al, -y

e.g. mountainous, enjoyable, boyish, careful, careless, wooden, troublesome,
active, natural, stormy

Adverbs can be formed from nouns, adjectives and verbs.

Most adverbs end with **-ly**

e.g. naturally, badly, enjoyably, carefullly, sleepily



However, some **adverbs** do not end with -ly.

e.g. enough, too, very, here, down



The Giraffe and the Pelly and Me

Part A

Complete the table with the correct forms for verb.

Noun	Verb	Adjective	Adverb
joy		enjoyable	enjoyably
care	care		
sweetness		sweet	
sleep	sleep		
	anger		
	endanger		
forgetfulness			forgetfully
	love	lovable	
obedience			obediently
talk			talkatively
beauty	beautify		
	harm		harmfully

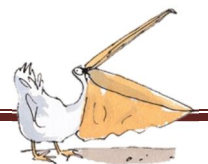
Part B

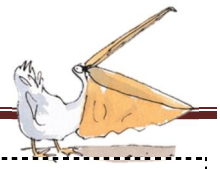
Snap Game

Let's play a snap game on parts of speech with your partner!

1. Cut out the cards, shuffle them and take half of the stack each.
2. Take turns putting out a card and saying the name of a part of speech (i.e. noun, adjective, verb or adverb)
3. If the word of the card matches with the part of speech you or your partner says, shout "SNAP" and slam your hands on the cards.
4. Whoever faster will take all the cards on the floor. The winner is the person who collects all the cards.



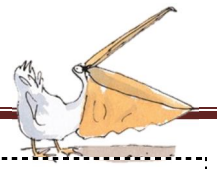




The Giraffe and the Pelly and Me

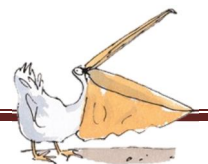
sing	song	quickly	quick
run	horse	beautiful	beautifully
soundly	is	drink	bell
many	dull	exciting	usually
always	rarely	guitar	piano





The Giraffe and the Pelly and Me

painful	dangerous	dangerously	laugh
helpful	helpfully	true	laughter
busy	busily	cook	are
kitchen	scarf	giraffe	tall
clever	simple	simply	feed





The Giraffe and the Pelly and Me

Grammar

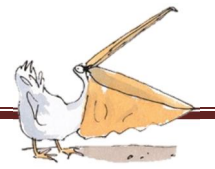
Task 2 - Proofreading

There is one mistake in each line. Underline the mistake and then write the correct word above it.

Health

e.g. Healthy is very important to us.

1. My grandmother's die is a big loss to me.
2. Jackie is a cleverly boy.
3. She has helpful me a lot.
4. She sang a beauty song.
5. Yesterday, she chose me as her partner in the class active.
6. My brother joyed the performance very much.
7. The stars are very brightness.
8. I believe in the powerful of words.
9. I know the different between adjectives and adverbs.
10. John is angrily with Mary.



The Giraffe and the Pelly and Me

Grammar

Task 3- Formation of Words

Read the passage and choose the right words on page 55 to fill in the blanks. Write the correct letter in the boxes on page 55.

Rabbit Harry strutted along the grassland beside the river, under the big umbrellas of some _____ 1. _____ old trees.



"Oh, what is that?"

Inside a hole in an old oak, there was a store of food! It must be food _____ 2. _____ by somebody for the _____ 3. _____ winter!

Rabbit Harry was struck dumb and he just stood still. The nice and _____ 4. _____ hair on his neck were dancing _____ 5. _____ in the wind.



"Shall I eat it all?"
The _____ 6. _____ was just like a flash in the dark, and it vanished without a trace.

Rabbit Harry walked towards the hole. But he was too fat to get in. So, he had to put his head inside the hole first, then his back, then, oh, his round belly couldn't _____ 7. _____ through the hole! _____ 8. _____, Rabbit Harry took a _____ 9. _____, a very deep _____ 10. _____, then blew out all the air in his belly and held his breath (that's how we put on a tight pair of jeans, isn't it?). At the same time, he squeezed himself in as hard as an orange in a fruit juice blender.

Huuuuuh, his belly was inside that hole! Then, his two fat legs. So, Rabbit Harry was in the hole!



The Giraffe and the Pelly and Me

1. a. real
b. really
c. reality

6. a. hesitation
b. hesitant
c. hesitate

2. a. safe
b. safely
c. saved

7. a. passing
b. past
c. pass

3. a. long
b. lengthen
c. length

8. a. Care
b. Careful
c. Carefully

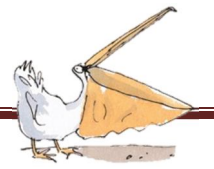
4. a. soften
b. softly
c. soft

9. a. deeply
b. deep
c. deepen

5. a. quietly
b. quiet
c. quite

10. a. breath
b. breathe
c. breathing





The Giraffe and the Pelly and Me

Part 2 – At Hampshire House (page 22 to 38)

Reading

Task 1

Part A

Match the animals and their positions in the cleaning company.

The Ladderless Window Cleaning Company

- | | | | |
|-------------|---|---|----------------------|
| The Giraffe | ● | ● | the water bucket |
| The Pelican | ● | ● | the ladder |
| The Monkey | ● | ● | the business manager |
| Billy | ● | ● | the cleaner |

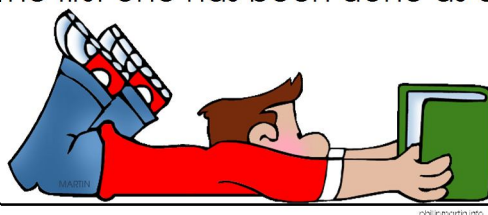
Part B

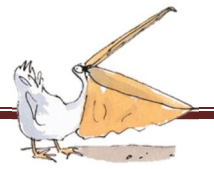
Things to Learn:

A good writer does not usually tell you everything directly. They may tell you about a character through the clothes they wear, the things they own, or the things they do. They may create an atmosphere (a general feeling) through the weather or the lighting of a place.

Such hidden information is called **implied meaning**.

What does it really mean? Read the sentences and write down the implied meaning. The first one has been done as an example.





1. People say he has twenty-five gardeners just to look after his flower-beds. (page 22)

This implies the garden is very big and the Duke is very rich!

2. 'I want those big black ones at the top of the tree!' The man was shouting.

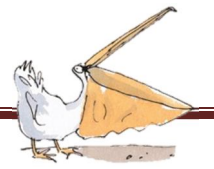
What do those big black ones mean? (page 23)

3. 'My gun! Get me my gun! Some damnable monster of a bird is stealing my best cherries! Be off with you, sir! Go away! Those are my cherries, not yours!...'

What does this imply? (page 26)

4. The Duke was staggered. He reeled back and his eyes popped nearly out of their sockets.

How did the Duke feel? (page 28)



The Giraffe and the Pelly and Me

5. I climbed out of the Pelican's beak and the kindly old Duke took me by the hand as we all walked towards the house.

What does this imply? (page 31)

6. With that, the famous window-cleaning gang sprang into action. The Monkey jumped down from the Giraffe's back and turned on the garden tap. The Pelican held his great beak under the tap until it was full of water. Then, with a wonderful springy leap the Monkey leaped up once again on to the Giraffe's back.

What does this imply? (page 31)

7. The Duke was speechless. So was I.

How did the Duke and Billy feel? (page 35)

8. 'The Duke jumped about a foot in the air. 'Which room?' he snapped. Show me at once!

How did the Duke feel?(page 38)

**Things to Learn:**

We use **possessive determiners** and **possessive pronouns** to show ownership.

A **possessive determiner** goes together with a noun.

e.g. This is Mary's bag. It is her bag.

A **possessive pronoun** replaces a possessive determiner and its noun.

e.g. This is Mary's bag. It is hers.

Nouns (e.g.)	Personal pronouns	Possessive determiners	Possessive pronouns
	I	my (e.g. book)	mine
My friends and I	we	our (e.g. tickets)	ours
	you	your (e.g. toy)	yours
Peter, the boy	he	his (e.g. car)	his
Mary, mother	she	her (e.g. bag)	hers
the dog, the cat	it	its (e.g. tail)	-
children, boys	they	their (e.g. pens)	theirs

Possessive determiners and possessive pronouns **do not** have apostrophes.

e.g.

The dog closed **its** eyes.

The girls closed **their** bedroom door.

This is **your** book. It is **yours**.

Do not confuse them with contractions that have apostrophes.

it's = it is

they're = they are

you're = you are

we're = we are

we've = we have



Part A

Circle the correct word for each sentence.

1. Hurry before its / it's too late.
2. Their / They're not happy when it rains.
3. Morgan found their / they're helmets.
4. The coach says your / you're a great hitter.
5. Do not touch! That is not your / you're cake.
6. The kangaroo thumped its / it's tail.
7. Its / It's so good to see you.
8. Who said their / they're team is better?
9. Callie said their / they're going to clean out the old barn.
10. Where did you put your / you're notebook?
11. Mary placed her / hers bag under the table.
12. Where is your / yours uniform?
13. We bought the cake for the boys. It was they're / theirs
14. The dog is wagging its / it's tail.
15. The scarf is her / hers .





The Giraffe and the Pelly and Me

Part B

Complete the story with the correct pronouns from the word box.

ours	its	yours	they're
whose	their	you're	it's

Brandon and Jacques went to the movies.

"_____ " turn is it to treat?" asked Brandon.

"_____, of course," teased Jacques.

"_____ kidding," said Brandon. "I treated last time."

Jacques bought one large popcorn for the two of them to share. On the

way in, Jacques spilt _____ popcorn.

"Whose mess is this?" asked the usher.

"_____ my mess," replied Jacques. "No, it's not yours,"

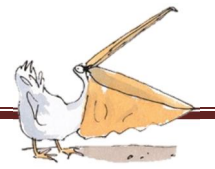
corrected Brandon. "It's _____. We share the popcorn - we

share the mess."

"Sometimes popcorn has a mind of _____ own," said the

usher. Brandon and Jacques enjoyed _____ day at the

movies. _____ excited to do it again.



The Giraffe and the Pelly and Me

Vocabulary

Task 1 – Fun Verbs

Read a short part from the book below and underline all the verbs.
Remember that **'is, am, are, was, were'** are verbs too.

'Here we go!' the Pelican whispered to me.
'Very well, very well,' the Duke muttered.
When we got there, the Duke said, 'What happens next?'
'It is all very simple, Your Grace,' the Giraffe replied.

'We'll do the top floor first!' the Giraffe shouted down. 'Bring the water up, please.'

The Duke called out, 'Don't worry about the two top floors. You can't reach them anyway.'

'Who says we can't reach them?' the Giraffe called back.

'I do,' the Duke said firmly, 'and I'm not having any of you risking your silly necks around here.'

'What's wrong with my neck?' snapped the Giraffe.

'Don't argue with me, you foolish creature!' cried the Duke.

'What's happened to them?' the Duke asked me. 'What's gone wrong?'
'I don't know,' I answered.

Write down the words the author used to mean "say" or "said".
e.g. whispered, muttered



Part 3 – The Diamonds are Recovered (page 38 – 49)

Reading

Task 1

Look at the pictures and write a sentence to describe what the characters are doing. Use your reader to help you.



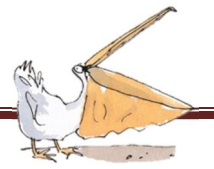
Page 38

Picture 1: _____



Page 39

Picture 2: _____



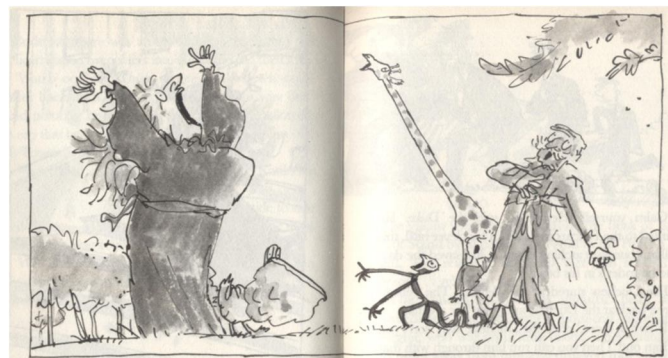
Page 42

Picture 3: _____



Page 43

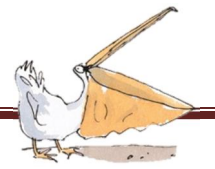
Picture 4: _____



Page 44

Picture 5: _____





The Giraffe and the Pelly and Me

Grammar

Task 1 - Present Perfect Tense

Things to Learn:

The **present perfect tense** is formed using “**has/have + past participle**”.

e.g. She has gone to the supermarket.

e.g. I have cleaned the window already.

We use the **present perfect** tense for an action that has already happened **but** the exact time of the action is not given. Usually, this action **has just happened**.

e.g. She has washed her face.



The **present perfect** tense is also used for an action which **happened in the past** that **continued into the present**. It is usually used with ‘since’ and ‘for’.

e.g. I have lived in this house since 2000.

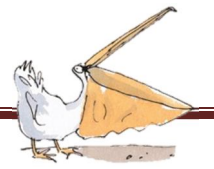
e.g. I have lived in this house for 10 years.



Part A

Complete the verb table by writing the correct past participle for the words.

Present tense	Present participle	Past tense	Past participle
awake	awaking	awoke	
begin	beginning	began	
bite	biting	bit	
break	breaking	broke	
buy	buying	bought	
come	coming	came	
go	going	went	
know	knowing	knew	
leave	leaving	left	
ring	ringing	rang	
meet	meeting	met	
see	seeing	saw	



The Giraffe and the Pelly and Me

Part B

Fill in the blanks with the **present perfect** tense of the verbs in the brackets.

1. The bus _____ (not arrive) yet. Many people are waiting at the bus stop.
2. You can have the book. I _____ (already read).
3. The pipe _____ (burst). Water is gushing from it now.
4. I _____ (not see) her since she moved last month.
5. My hands are clean. I _____ (just wash) them.
6. Do not touch the door. He _____ (just paint) it.
7. You can go home now. The bell _____ (just ring).
8. May I borrow your pencil? I _____ (leave) mine at home.
9. We _____ (never meet) him before but we _____ (hear) a lot about him.
10. My father _____ (buy) a new car. He can now drive us to school.



The Giraffe and the Pelly and Me

Listening

Task 1

Part A

Look at the song that the Duchess sang on pages 44 and 45 of your reader. Do you know that this song can be sung to the tune of "My Bonnie Lies Over the Ocean"?

Listen to the song and complete the lyrics!



My Bonnie _____ over the _____.
My Bonnie _____ over the _____.
My Bonnie _____ over the _____.
Oh, _____ back my Bonnie to me.

Bring back, bring back,
Oh, bring back my Bonnie to me, _____.
Bring back, bring back,
Oh, bring back my Bonnie to me.

The winds _____ over the ocean.
The winds _____ over the sea.
The winds _____ over the ocean.
And _____ back my Bonnie to me.

link: <http://www.youtube.com/watch?v=GcmH3kHTaGc>

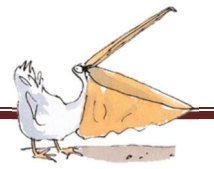
Part B

Listen to the song again and sing along if you can. This time, as you sing each word beginning with the letter B, change from a standing to a sitting position and vice versa!

Part C

Sing the song on pages 44-45 of your reader.





The Giraffe and the Pelly and Me

Speaking

Task 1 - Drama

In your groups, decide who will perform each role and write your names beside your roles. Put them together, you will know how the burglary is discovered and how the diamonds are recovered!

Group 1: He's got a pistol!

Cast

Narrator: _____

Giraffe: _____

Duke: _____

The Pelican: _____

The Monkey: _____

Narrator: The Giraffe and the Monkey tiptoed away from the house and came towards the Duke.

Giraffe: Your Grace, there is a man in one of the bedrooms on the third floor.

Duke: What?

Giraffe: He is opening all the drawers and taking things out. He's got a pistol!

Duke (jumps a foot in the air): Which room? Show me at once!

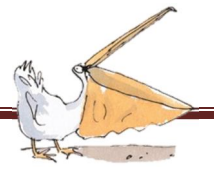
Giraffe (whispers): It's the one on the third floor where the window is wide open.

Duke: By Gad! That's the Duchess's room! He's after her jewels! Call the police! Summon the army! Bring up the cannon! Charge with the Light Brigade!

Narrator: The Pelican is now flying up into the air. He is turning himself upside down so as to tip the window-cleaning water out of his beak. And the great patented beak is ready for action!

Duke: What's that crazy bird up to?

Monkey: Wait and see. Hold your breath, old man! Hold your nose! Hold your horses and watch the Pelly go!



Part 2: Shake the Burglar!

Cast

Narrator: _____

The Pelican: _____

The Monkey: _____

The Giraffe: _____

Narrator: Like a bullet the Pelican flew in through the open window, and five seconds later out he came again with his great orange beak firmly closed. (The group can cheer by saying one, two, three, four, five!) He landed beside the Duke.

Monkey: He's got him! Pelly's got the burglar in his beak!

Duke: Well done, sir!

Narrator: The Duke walked around the great patented beak and all of sudden, he shouted.

Duke: I'll run him through! Open up, Pelican! Let me get at him! I'll run the boulder through before he knows what's happened to him! I'll spike him like a pat of butter! I'll feed his gizzards to my foxhounds!

Giraffe: The burglar is armed with a pistol, Your Grace! If Pelly lets him out now he'll shoot us all!

Duke: He can be armed with a machine-gun for all I care! I'll take care of him. Open up! Open up!

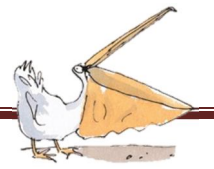
Narrator: Suddenly there was an ear-splitting Bang and the Pelican leaped twenty feet into the air. So did the Duke.

Duke: Watch out! He's trying to shoot his way out! (pointing his sword at the Pelican) Keep that beak closed, sir! Don't you dare let him out! He'll murder us all!

Giraffe: Shake him up, Pelly! Rattle his bones! Teach him not to do it again!

Narrator: The Pelican shook his head so fast from side to side that the beak became a blur and the man inside must have felt he was being scrambled like eggs.

Giraffe: Well done, Pelly! You're doing a great job! Keep on shaking him so he doesn't fire that pistol again!



Part 3: My Diamonds!

Cast

Narrator: _____

The Duchess: _____

The Duke: _____

The Pelly: _____

The Monkey: _____

The Giraffe: _____

Billy: _____

Narrator: At this point, a lady with an enormous chest and flaming orange hair came flying out of the house screaming!

The lady: My jewels! Somebody's stolen my jewels! My diamond tiara! My diamond necklace! My diamond bracelet! My diamond earrings! My diamond rings! They've had the lot! My rooms have been ransacked!

Narrator: And then this famous opera-singer, suddenly burst into song.

The lady:

My diamonds are over the ocean,
My diamonds are over the sea,
My diamonds were pinched from my bedroom,
Oh, bring back my diamonds to me.

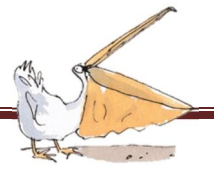
All except the Pelly:

Bring back, bring back,
Oh, bring back my diamonds to me, to me.
Bring back, bring back,
Oh, bring back my diamonds to me!

The Duke: Calm yourself, Henrietta. This clever bird, this brilliant burglar-catching creature has saved the day! The boulder's in his beak!

The Duchess: If he's in there, why don't you let him out! Then you can run him through with that famous sword of yours! I want my diamonds! Open your beak, bird!

Duke: No, no! He's got a pistol! He'll murder us all!



Part 4: The diamonds are recovered!

Cast

Narrator: _____

Duke: _____

The Chief of Police: _____

Other Policemen: _____

The Duchess: _____

The Monkey: _____

The Pelican: _____

Narrator: Someone must have called the police because suddenly no less than four squad cars come racing towards us with their sirens screaming.

The Duke: The villain you are after is inside the beak of that bird! Stand by to collar him! (to the Pelican) Get ready to open up! Are you ready... steady... go! Open up!

Narrator: The Pelican opened his gigantic beak and immediately the policemen pounced upon the burglar, who was crouching inside. They snatched his pistol away from him and dragged him out and put handcuffs on his wrists.

The Chief of Police: Great Scott! It's the Cobra himself!

Everyone: 'The who! The what! Who's the Cobra?'

The Chief of Police: The Cobra is the cleverest and most dangerous cat-burglar in the world! He must have climbed up the drainpipe. The Cobra can climb up anything!

The Duchess: My diamonds! I want my diamonds! Where are my diamonds?

The Chief of Police: Here they are!

Narrator: The Duchess was so overcome with relief that she fell to the ground in a faint. She was carried to the house and then the police left.

Monkey: Look! That rotten burglar's bullet has made a hole in poor Pelly's beak!

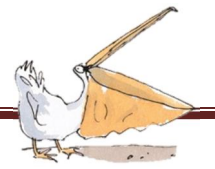


Pelly: That's done it. Now it won't be any use for holding water when we clean the windows.

Duke: Don't you worry about that, my dear Pelly. My chauffeur will soon put a patch over it the same way he mends the tyres on the Rolls. Right now we have far more important things to talk about than a little hole in a beak.

Performance

Please put your performance photo below:



The Giraffe and the Pelly and Me

Part 4 – Rewards (page 49 – 73)

Reading and Vocabulary

Task 1 - Guessing the Meaning of Unknown Words

Things to Learn:

When we read, we will see new words. And sometimes, we can guess their meanings from other words near it. We can also tell if it is a noun, adjective, verb or adverb from its position in the sentence. That is why the more we read, the more vocabulary we will learn.

1. 'I don't like to sound ungrateful or pushy', murmured the Giraffe, 'but we do have one very pressing problem. We are all absolutely faminished. We haven't eaten for days.' (Page 52)

What does it mean by 'faminished'?

2. 'Don't tell me! Cried the Duke. 'I know it already! I am an expert on the animals of Africa. The moment I saw you I knew you were no ordinary giraffe. You are of the Geraneous variety, are you not? ... 'I know perfectly well a Geraneous Giraffe can eat only one kind of food. Am I not right in thinking that the pink and purple flowers of the tinkle-tinkle tree are your only diet? (Page 52)

What does it mean by 'an expert'?



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3. 'That is no problem at all here at Hampshire House,' said the Duke. 'Look over there, my dear Giraffey, and you will see the only plantation of tinkle-tinkle trees in the entire country!' (Page 52)

What does it mean by 'entire'? Use another word to replace it.

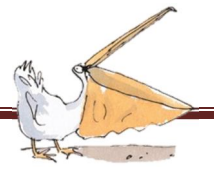
4. The Giraffe looked. She gave a gasp of astonishment, and at first she was so overwhelmed she couldn't even speak. Great tears of joy began running down her cheeks. (Page 53)

What does it mean by 'astonishment'?

5. 'Walnuts!' screamed the Monkey. 'Not walnuts? You don't really mean walnuts? You're pulling my leg! You're joking! You can't be serious! I must have heard wrong!' (Page 55)

How does the Monkey feel?

6. The Monkey took off like an arrow... (Page 55)
What does 'took off like an arrow' mean?



7. The Pelican looked across the vast rolling estate and in the distance he saw a great river. (Page 56)

What does it mean by 'vast'?

8. The Duke and I watched him as he flew full speed towards the river. We saw him circle over the water, then he dived and disappeared. A few moments later, he was in the air again...(Page 57)

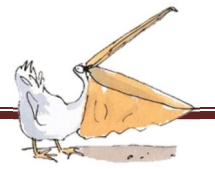
What does it mean by 'disappeared'?

9. We saw him circle over the water, then he dived and disappeared. A few moments later, he was in the air again, and he had a gigantic salmon in his beak. (Page 55)

What does 'gigantic' mean? Use another word to replace it.

10. There was a sudden tingling in my toes. It felt as though something tremendous might be going to happen to me any moment. 'Yes,' I murmured nervously. 'I do have one extra special little wish.' (Page 59)

What does 'murmur' mean? Do people talk quietly or loudly when they murmur?



The Giraffe and the Pelly and Me

Reading and Vocabulary

Task 2

Part A

The Duke is providing everyone with some rewards. Match the rewards to the characters!

- | | |
|-----------|-------------------------|
| Pelly ● | ● walnuts |
| Giraffe ● | ● salmon |
| Monkey ● | ● a sweet shop |
| Billy ● | ● tinkle-tinkle flowers |

Part B

Read page 62 and fill in the blanks with the following names of different candies - sweets, chocolates, toffees, fudges, nougats.





The Giraffe and the Pelly and Me

Part C

Read pages 63-70 and write the places where these sweets come from.

- a. Gobwangles: _____
- b. Gumtwizzlers: _____
- c. Spitsizzlers: _____
- d. Liplickers: _____
- e. Giant Wangdoodles: _____
- f. Scarlet Scorchdroppers: _____

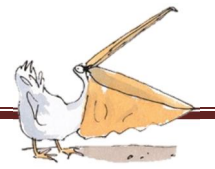


Part D

Read pages 63-70 and write the names of the following sweets!

- 1. _____ is for talkative parents.
- 2. _____ make every hair on your head stand straight up.
- 3. _____ give you green teeth for a month.
- 4. _____ can let you spit in seven different colours.
- 5. _____ keep you as warm as toast.
- 6. _____ is an especially delicious sweet which consists of perfumed juices of Arabia.
- 7. _____ help you to sing beautifully.





The Giraffe and the Pelly and Me

Reading and Vocabulary

Task 3

Read the farewell song on page 73 and answer the questions.

We have tears in our eyes
As we wave our goodbyes,
We so loved being with you, we three.
So do please now and then
Come and see us again,
The Giraffe and the Pelly and me.

All you do is to look
At a page in this book
Because that's where we always will be.
No book ever ends
When it's full of your friends
The Giraffe and the Pelly and me.

1. Who is me?

2. Who are us?

3. Why do 'we' have tears in their eyes?

4. How can we go to see these three great friends?

5. If you were Billy, would you go and visit the three friends from time to time? Why or why not?



The Giraffe and the Pelly and Me

Writing

Task 1 – Poems

Part A

Things to Learn:

Many poems have a fixed rhyming pattern. One example is the AABB poem, which has four lines and two pairs of rhyming words.

e.g.

My Pet Cat

My pet cat is my special friend. A

She can twist and turn and bend. A

And when you touch her tail, B

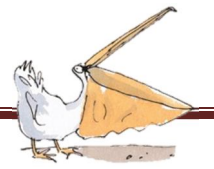
It curls like the shell of a snail. B



Write your own AABB poem about your friend or friends.

Make sure that your poem follows the rhyming pattern of AABB, and give it a title!



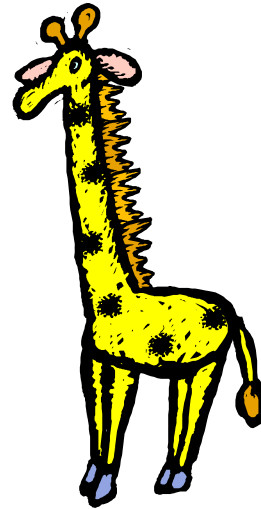


The Giraffe and the Pelly and Me

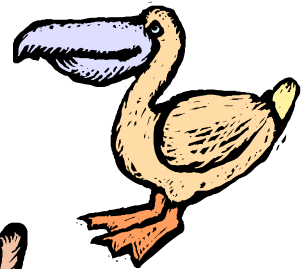
Part B

Read aloud the rhyme from 12 of the reader. Identify its rhyming scheme by writing a letter beside the words with the same rhyme. The first stanza has been done for you.

We will polish your glass	A
Till it's shining like brass	A
And it sparks like sun on the sea!	B
We are quick and polite,	C
We will come day or night,	C
The Giraffe and the Pelly and me!	B



We're a fabulous crew,
 We know just what to do,
 And we never stop work to drink tea.
 All your windows will glow
 When we give them a go,
 The Giraffe and the Pelly and me!



We use water and soap
 Plus some kindness and hope
 But we never use ladders, not we.
 Who needs ladders at all
 When you're thirty feet tall?
 Not Giraffe, and not Pelly! Not me!



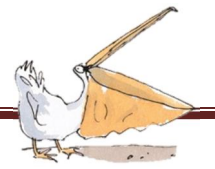
Part C

Read the rhyme above again. It is an advertisement for the Ladderless Window Cleaning Company. Imagine that you are starting your own company. What is it called? What does it do?

My company is called the _____.

It _____.

Now on a blank piece of paper, write your own rhyme to advertise your company. Try to follow the rhyming scheme of the rhyme above.



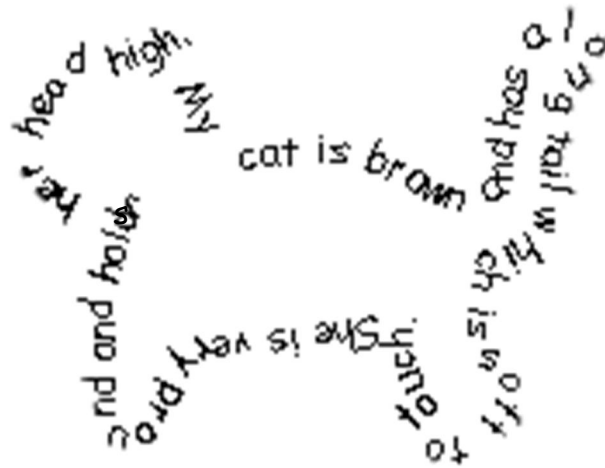
Writing

Task 2 – Shape Poems

Things to Learn:

A shape poem is another type of fun poem. It is a poem written in the shape of the topic it is about.

e.g.

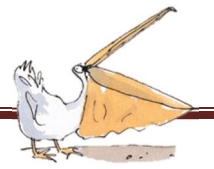


Text: My cat is brown and has a long tail which is soft to touch. She is very proud and holds her head high.

Choose an animal and write your own shape poem on it in the space below!

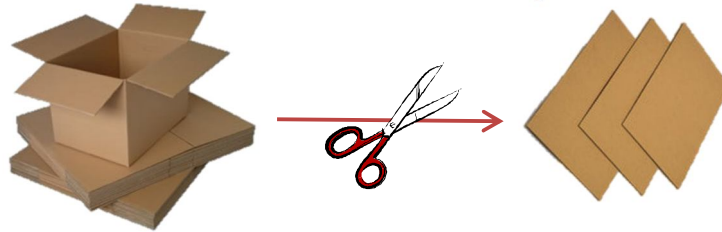
Project

A Friendship Album



A friendship album is an ideal way to record precious memories between you and your friends! Follow these simple steps to make your own friendship album!

1. Find and cut some cardboard pieces into sheets. You can cut them into any size you like, but make sure they are the same size!



2. Stick them together with tape to make a little book. You can also choose to punch holes on each sheet and tie them together with a piece of string.



3. Decorate your cardboard pages with coloured paper.
4. Choose at least three friends. Stick photos or draw pictures of them in your album. Write something about them. You can write about how they look, how you feel about them, or a precious memory between you and them.
5. You can also invite your friend to write in your album!
6. Your friendship album now contains priceless memories!





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