Level 3	
Suitable for:	young learners who have completed up to 150 hours of study in English
Type of English:	British
Headwords:	600
Key words:	15 (see pages 2 and 6 of these Teacher's Notes)
Key grammar:	present simple, past simple (*was*), *can* for permission, gerunds, *would like*, possessive forms, comparatives

Summary of the story

There is an old white house in Billy's town called The Grubber. It used to be a sweet shop and Billy dreams of it becoming a sweet shop again. But one day a window cleaning company moves into the old house. The window cleaners are a giraffe, a pelican and a monkey. The animals combine their skills to wash windows in the most unusual ways.

The animals have a problem. They are very hungry and they need work in order to buy the very special food they like. They ask Billy to help them find a job.

A man in a big car comes to the old house and they soon find their first window cleaning job. It is at the Duke's house and it has hundreds of windows. They set to work, but while they are cleaning windows they see a thief stealing jewels. The pelican (Pelly) catches the thief in its beak. The jewels, which are worth a lot of money, are saved.

The Duke is very grateful for all their help and invites the animals to live with him and eat the special foods they like. He also helps Billy open a sweet shop in the old white house. The animals are happy and Billy's dream becomes reality.

Background information

This story is based on an original version of the book by Roald Dahl entitled *The Giraffe and the Pelly and Me*. It was first published in 1985 and was the runner-up for the Kurt Maschler Award in the same year.

Roald Dahl (1916–1990) started writing in 1942. At first he wrote short stories for adults. His writing career for children took off in the 1960s, after he became a father. For more information, visit www.roalddahl.com.

Roald Dahl's books appeal to children because his stories carry a message about right and wrong which children understand. Dahl's writing style is playful and inventive, and includes rhyme, rhythm, repetition, nonsense words and sound symbolism (onomatopoeia).

The illustrator, Quentin Blake, worked with Roald Dahl for many years, illustrating almost all of Dahl's books for children. His distinctive drawings helped bring Dahl's stories to life. Blake also writes and illustrates his own children's stories. He was the Children's Laureate in the UK from 1999 until 2001.

Did you know ... ?

Every year on 13th September – the day of his birthday – fans from all over the world celebrate *Roald Dahl Day*. Events such as parties, book readings and making your own books take place, and people even dress up as their favourite Roald Dahl characters.

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The characters

Billy is a young boy who dreams of owning a sweet shop.

Pelly is a pelican with a fantastic beak that is particularly suited to carrying water.

Giraffe is a giraffe with a wonderfully long neck.

Monkey is a small brown monkey who loves climbing.

The Duke is a rich old man. He lives in a very big house with lots of windows.

The thief is a bad person. He steals from others.

Topics and themes

Animals Ask the students which animals they like and to describe them. What does the animal look like? What sound does it make? How does it move? Ask the students to name the three animals in the story. What do they look like? What kinds of things can they do? (See also Activities 1, 2 and 3 on pages 3 and 4 of these Teacher's Notes.)

Houses The story has got two different houses in it – the sweet shop and the Duke's house. How would the students describe them? How are they different? Ask the children to describe the kind of house or flat they live in.

Friendship Billy and the animals become good friends. How do they help each other? Ask the students why they think friends are important. Do they help their friends?

Food The animals are hungry and they each have a special food that they like to eat. Can the students remember the animals' favourite foods? What kinds of foods do animals usually eat? What does Billy like eating? Ask the students what foods they like eating. (See also Activity 4 on page 4 of these Teacher's Notes.)

Wealth Ask the students how we know that the Duke is rich. What tells us this in the story? How does he help Billy and the animals?

Key words

(see page 6 of these Teacher's Notes for the Key words in context)

ago (adj)
beak (n)
box (n)
jewels (n)
ladder (n)
need (v)
nuts (n)
own (adj)
policeman / men (n)
purple (adj)
shelf / shelves (n)
sink (n)
soon (adj)
sweet(s) (n)
toilet (n)

Crime What does the thief take? Ask the students why they think he does this. Why is it bad to take things from others? What happens to the thief? Who helps to catch him?

Dreams What does Billy dream about? Why does he want this? Ask the students if they have dreams like this. What would they like?

Cleaning The animals in the story have a very special technique for cleaning windows. Ask the students to describe how they do this. Why do we need to clean things? Do the students help with cleaning things at home? What kinds of tasks do they do?

Changes What kinds of changes take place between the beginning and the end of the story? How do the lives of Billy and the animals change? How does The Grubber change?

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Class Activities (After Reading)

Here are some activities to do with your class after reading *The Giraffe and the Pelly and Me.*

1. *My favourite animal* poster

Materials: sheets of white paper or card; coloured pens / pencils / paints

- Explain to the students that they are going to make a poster about their favourite animal. It can be one of the animals from the story or another animal.
- Brainstorm different animals and write them on the board. Ask the students to choose the animal they prefer for their poster.
- Hand out the materials and allow the students to draw their animals and then colour or paint them.
- Go round the class and monitor the students' work, helping out where necessary.
- When they have finished their animal pictures, invite the students to write two or three facts that they know about their animal, e.g. *It climbs trees. It likes bananas. It's got a long tail*. (for a monkey). They can write these below the picture on the poster.
- Display the posters around the classroom and ask volunteers to discuss their chosen animal.
- If preferred, the students could decide on their animal and find out the facts about it for homework, before they make the poster in class.

2. Make an animal mask

Materials: white card; pencils; coloured pens / pencils / paints; safety scissors; string or elastic

- If possible before the session, make one of the animal masks following the instructions to show the students.
- Talk about the three animals in the story and tell the students that they are going to make animal masks.
- Divide the class into three, with each third making a giraffe, a pelican and a monkey mask respectively.
- Draw the templates of the giraffe, pelican and monkey masks on the board, as shown in the diagrams on page 5 of these Teacher's Notes. Then hand out the materials.
- First, the students draw the mask shape for their animal of their choice on a piece of card, as per the template on the board.
- They cut out the mask shape and the eye holes. Next, they colour their mask in the appropriate colours for the animal.
- Go round the class and help out where necessary.
- To make the mask ready to wear, the students hold up their mask and look through the eyes. Help the students make pencil marks on the sides of their mask where the holes for the string would go. They can make small holes where the pencil marks are by pushing a pencil through, or using scissors, and then threading the string or elastic through the holes. Then they tie knots near the holes so that the string or elastic stays securely in place.
- The students are now ready to wear their masks.
- Divide the class into groups of four to act out scenes from the story. Choose one child to be Billy and the other three are the animals. Then select a suitable passage from the story and read it out, allowing the students to do the actions. Select more passages and have the students act out more scenes.
- Ask for volunteers to perform their dialogue for the rest of the class wearing their masks.

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3. Project: *Giraffes, pelicans and monkeys*

Materials: internet access and / or reference books; large sheets of white card; coloured pens / pencils / paints; safety scissors; glue

- Ask the students if they have ever seen a real giraffe, pelican and monkey. Where did they see the animal(s)? Which animal is their favourite of the three in the story?
- Divide the class into pairs. Tell the students that they are going to choose one of the animals from the story and do a project about it.
- Give each pair a large sheet of card. The pairs should decide together which animal they would like to learn more about – the giraffe, pelican or monkey. They do their research together, gathering information about the animal on the internet or in reference books. They should find out about where the animal comes from, its habitat, what food it eats, whether it is nocturnal, what its lifespan is, what its characteristics are, and any other interesting information.
- The students then draw a picture of the animal and colour it, or use pictures downloaded from the internet. Then they write sentences about the animal and present the information in a fun and interesting way.
- Display the projects around the classroom and ask volunteers to discuss what they know about a giraffe, a pelican and a monkey.
- Variation: the students could find and write down ten facts about the animal of their choice for homework, before they do the project in class.

4. Make a model of *The Grubber*

Materials: empty cardboard boxes; sheets of white paper; different coloured plasticine; buttons (optional); coloured pens / pencils / paints; safety scissors

- Divide the class into groups. Tell the students that they are going to make their own sweet shop, like The Grubber in the story, and then play a game of *Shop*.
- Hand out an empty cardboard box to each group and allow students the time to decorate and colour it in. They can either use the sweet shop in the story as a model or create their own.
- The boxes can be covered with white paper to make drawing and decorating easier if necessary.
- As part of the design, tell students to draw the outline of a large door at the front which can then be cut so the door opens and closes.
- After they have made their sweet shop, hand out the plasticine for the students to make the sweets and some money. Explain that they can use the plasticine to make different coloured and different shaped sweets for their shop, and use the grey or brown plasticine to make shapes that resemble coins. Buttons or other objects could also be used as money.
- Go round the class and monitor the students' work, helping out where necessary.
- When the sweet shops are completed, tell the students that they are going to play *Shop*. In this game, students set up their shop with the sweets inside, and one person in the group is the shopkeeper and the others come to buy some sweets from the shop.
- Write on the board the language the students will need to play the game, e.g. *Can I have* (*two*) (*red*) *sweets and* (*four*) (*yellow*) *sweets, please? Yes, here you are. I'm sorry, I haven't got any* (*red*) *sweets*). *That's* (*ten*) *pence, please. Thank you.*
- The students play the game, taking it in turns to buy sweets and play the shopkeeper. You can also swap students around with other groups so that they can buy sweets from other sweet shops, too.

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Key words

ago..... But many years ago, it was The Grubber – a sweet shop, mmmm ... a beautiful sweet shop. (p. 3)

beak ..... 'I'm Pelly,' a white bird with an orange beak says. (p. 7)

box..... There are sweets in red boxes, sweets in blue boxes and sweets in small bags. (p. 4)

jewels..... 'There's a thief in the room,' Giraffe says to the Duke quietly. 'He's taking some jewels.' (p. 14)

ladder..... 'We don't use ladders, not we ...' (p. 8)

need..... 'We need a job. We're hungry.' (p. 9)

nuts..... 'Monkey eats nuts, Pelly eats fish and I eat purple flowers!' (p. 9)

own ..... I would like my own sweet shop. (p. 4)

policeman ..... 'Wow! Look at all the jewels,' a policeman says. (p. 17)

purple..... 'Giraffe, you need purple flowers, Monkey needs nuts and Pelly needs fish! (p. 18)

shelves..... They are making shelves for the sweets. (p. 21)

sink ..... And then a toilet and a sink! (p. 5)

soon..... Soon, Giraffe is eating purple flowers, Monkey is eating nuts in a tree and Pelly is eating fish from the river. (p. 19)

sweet(**s**) ..... I dream about my own Grubber shop. It has lots of sweets. (p. 4)

toilet..... And then a toilet and a sink! (p. 5)

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While-Reading activities

Activity 1 (pages 3–6)

Circle the correct words.

1 The Grubber is a **sweet** / **clothes** shop.
2 The Grubber is **an old** / **a new** shop.
3 The Grubber is **clean** / **dirty**.
4 A **bath** / **bed** flies out of the window.
5 The new door is **red** / **blue**.
6 The door is **small** / **tall**.

Activity 2 (pages 7–9)

Write the colours.

brown purple white orange black

1 Giraffe has got _____ eyes.
2 Pelly is a _____ bird.
3 Pelly has got an _____ beak.
4 Monkey is _____.
5 Giraffe eats _____ flowers.

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Activity 3 (pages 10–13)

Match. Draw lines.

1 What does the man bring?	**a** the Duke
2 Who sends the letter?	**b** water
3 What is dirty at the Duke's house?	**c** her neck
4 What does Monkey put in Pelly's beak?	**d** a letter
5 What part of Giraffe grows longer?	**e** the windows

Activity 4 (pages 14–17)

Order the sentences.

a Pelly catches the thief in his beak. ☐
b Pelly flies through the window. ☐
c The policemen take the thief. ☐
d The Duke thanks Billy and the animals. ☐
e The policemen arrive. ☐
f The animals see the thief. ☐
g 'Stop him!' the Duke shouts. ☐

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Activity 5 (pages 19–22)

Write the sentences under the correct pictures.

a Billy says goodbye to his friends.
b Monkey eats nuts from the tree.
c Pelly eats fish from the river.
d Giraffe eats purple flowers.

.....

.....

.....

.....

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After-Reading activities

Activity 1

Circle the words.

1

2

3

4

5

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

6

7

8

9

10

Activity 2

Write *T* (*True*) or *F* (*False*).

1 Billy wants to be a window cleaner. ☐
2 Pelly likes eating fish. ☐
3 Monkey can sing and dance. ☐
4 The thief steals the Duke's car. ☐
5 The Duke is a very important man. ☐
6 Monkey likes eating purple flowers. ☐

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Activity 3

Who says it? Write the names.

the Duke

Pelly

Billy

Monkey

the policeman

Giraffe

1 'I would like my own sweet shop.' _____

2 'You can come and live here.' _____

3 'It's not high for me!' _____

4 'Her legs are at the bottom of the house and her head's at the top!' _____

5 'Look at those windows!' _____

6 'Wow! Look at all the jewels.' _____

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Activity 4

Read. Write short answers.

1 What is The Grubber?

.....

2 Who are the three window cleaners?

.....

3 Why does the Duke send a letter to the animals?

.....

4 Who catches the thief?

.....

5 Where do the animals live at the end of the story?

.....

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Answer Key

In the back of the Reader

Before You Read

1 **a** a funny story. (Discuss as a class.)

2 trees, rivers, bicyles, long ladders, police cars, elephants

After You Read

1 **a** 4 **b** 3 **c** 2 **d** 1

2 **a** F **b** T **c** F **d** T **e** F **f** F **g** F **h** T

In these Teacher's Notes

While-Reading activities

Activity 1

1 sweet **2** an old **3** dirty **4** bath **5** red **6** tall

Activity 2

1 black **2** white **3** orange **4** brown **5** purple

Activity 3

1 d **2** a **3** e **4** b **5** c

Activity 4

The correct order is: f, g, b, a, e, c, d

Activity 5

1 **d** Giraffe eats purple flowers.
2 **a** Billy says goodbye to his friends.
3 **b** Monkey eats nuts from the tree.
4 **c** Pelly eats fish from the river.

After-Reading activities

Activity 1

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

Activity 2

1 F **2** T **3** T **4** F **5** T **6** F

Activity 3

1 Billy **2** the Duke **3** Giraffe **4** Pelly **5** Monkey **6** the policeman

Activity 4

1 a sweet shop
2 Pelly, Giraffe and Monkey
3 to clean the windows of his very big house
4 Pelly
5 at the Duke's house

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