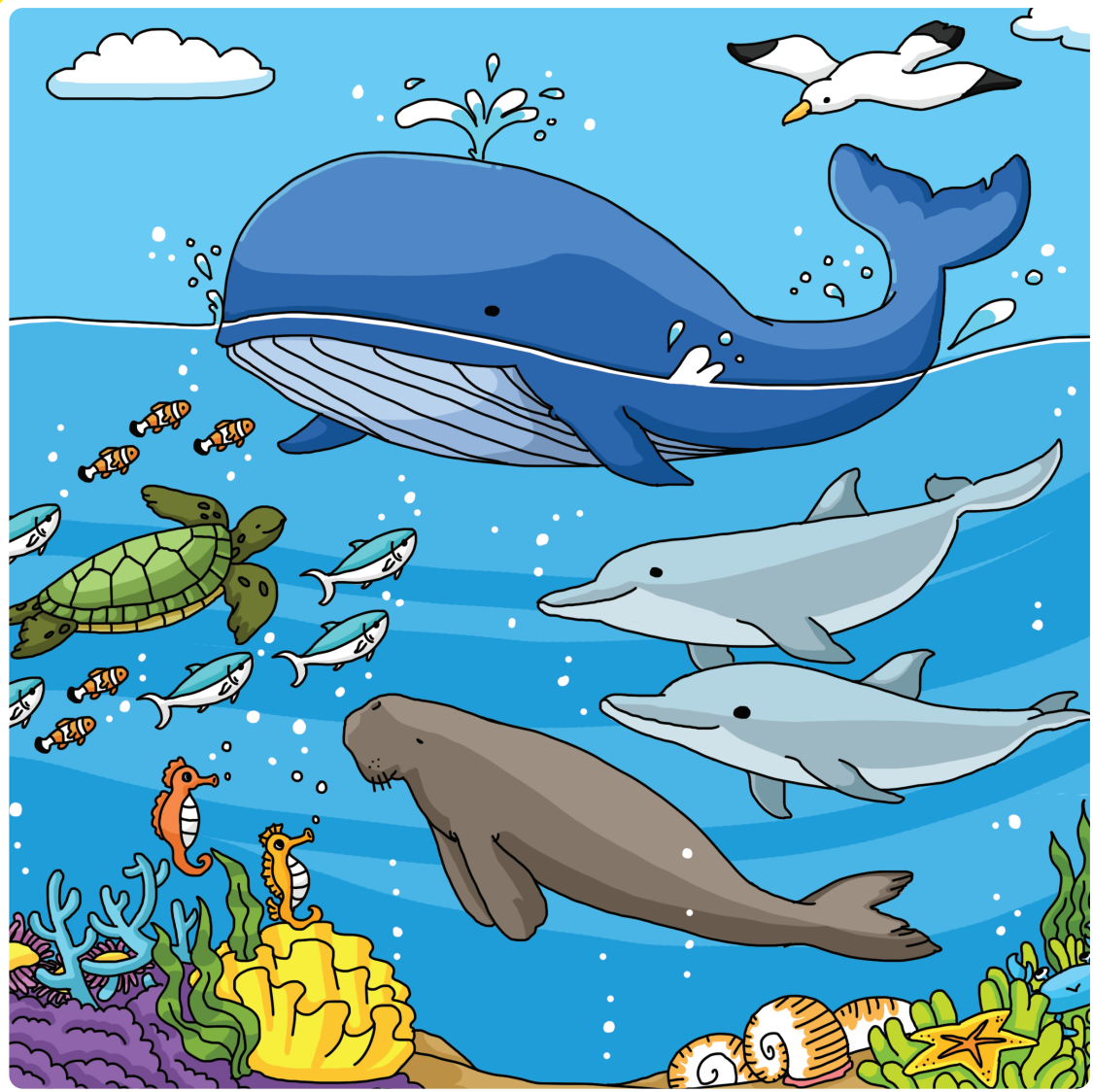


# Intermediate Monkeys

## The Great Barrier Reef



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

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# The Undersea Rainbow



I am thinking of a place. It is a natural beauty spot. It is found off the coast of Australia. It is bigger than the Great Wall of China, and you can see it from space.

Have you guessed the name of the place yet? That's right: the Great Barrier Reef!

The Great Barrier Reef is a living thing. In fact, it is the largest living thing on the planet; it is even bigger than Japan! It is made up of many corals stuck together.

A coral is a tiny sea creature which creates a hard shell for itself. Corals have been growing on top of one another for many millions of years, slowly building the vast structure that we see today. The Great Barrier Reef stretches 2,600 km along the warm, shallow water off the coast of Australia. It is like a huge, living wall of coral.

The Great Barrier Reef is a habitat for many kinds of sea life, including some



# The Undersea Rainbow



endangered species, such as the dugong. You can also see several different species of whales and dolphins, as well as sea birds, seahorses, sea turtles, and over a thousand different species of fish.

The beauty and wildlife of the Great Barrier Reef attract many tourists each year. People love to go snorkeling among the fish and sea turtles. The fish and coral reefs are very bright and colorful, like an undersea rainbow. It is wonderful to see!

Sadly, the Great Barrier Reef is being damaged by pollution. It can't always recover from this. It is very worrying, as it puts the animals of the reef in danger.

What do you think we can do to help the Great Barrier Reef?

# 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:



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## Part C: Written Response Questions

Answer the following questions in full sentences.

1. What is so special about the Great Barrier Reef?

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2. Why do people like to visit the Great Barrier Reef?

---

---

3. What could happen if all of the corals in the Great Barrier Reef are damaged?

---

---

## Part D: Multiple Choice Questions

Circle the letters next to the correct answers.

1. Which animal would not be found at the Great Barrier Reef?

- ☐ a A dolphin
- ☐ b A polar bear
- ☐ c A sea turtle
- ☐ d A seahorse

2. Which one is bigger than the Great Barrier Reef?

- ☐ a Japan
- ☐ b An airplane
- ☐ c The Moon
- ☐ d Lantau Island

3. Which one is not an endangered species?

- ☐ a The tiger
- ☐ b The rhinoceros
- ☐ c The chicken
- ☐ d The dugong

4. The Great Barrier Reef is not...

- ☐ a very old.
- ☐ b made by people.
- ☐ c colorful.
- ☐ d in danger.

5. Why do many tourists visit the Great Barrier Reef?

- ☐ a To see all of the animals
- ☐ b To go snorkeling
- ☐ c Because it is very beautiful
- ☐ d All of the above

6. If the Great Barrier Reef was destroyed, how long would it take to rebuild?

- ☐ a A few weeks
- ☐ b Millions of years
- ☐ c One year
- ☐ d A day



# Week Two

## Grammar

### Punctuation Marks

★ There are many different **punctuation marks**.

★ The **comma** has many uses:

✓ To separate things in a \_\_\_\_\_;  
*Example: I went to the shop and bought eggs, cheese, and milk.*

✓ To put \_\_\_\_\_ into a full sentence;  
*Example: My teacher, Mr. Jones, is from Wales.*  
*The dog, which is so cute, likes to play games.*

✓ To join two \_\_\_\_\_ with connectors;  
*Example: I like to eat apples, and Sue likes to eat bananas.*  
*This is a very big city, but it has no cinemas.*

✓ When writing \_\_\_\_\_ and \_\_\_\_\_.  
*Example: Pam wants to visit her grandma in London, England.*  
*My little sister was born in June, 2012.*

★ The **semicolon** is used to join two \_\_\_\_\_ without connectors.  
It must have a full sentence before and after it.

*Example: It is very cold; I must wear my gloves.*  
*I like to eat apples; they taste very nice.*

★ The **colon** is used to list or name something or someone. It must have a full sentence before it, but does not need a full sentence after it.

*Example: She has one sister: Mary.*  
*I have three hobbies: singing, dancing, and playing the guitar.*

## Part A

Refer to the text, *The Undersea Rainbow*, to complete the following activities.

1. Find and underline the list in the text that uses **commas**. Then, write it below.

---

2. Find and underline a sentence in the text that contains a **semicolon**. Then, write it below.

---

3. Find and underline a sentence in the text that contains a **colon**. Then, write it below.

---

## Part B

Match the sentences that can be joined with **semicolons**.

In summer, it gets very hot;

•

it is very bad for you.

•

Penguins are my favorite animals;

•

you should wear sunscreen.

•

Tigers are an endangered species;

•

there are very few left in the wild.

•

You should not eat too much candy;

•

she is top of her class in math.

•

My little sister is very clever;

•

they are very cute.

•



## Part C

Read the following sentences. Then, correct them by putting **commas** in the correct places.

1. My best friend Nick is from Vancouver Canada.
2. My grandma who is 83 years old is a brilliant runner.
3. I want to come to your party but I am feeling very sick.
4. The banana a yellow fruit is very good for you.
5. You can see lions tigers bears and snakes at the zoo.
6. This building which is very big was built in May 2001.
7. I would like a bike a new pencil case and a pair of shoes for Christmas.
8. Peter is very clever and he is also an excellent artist.

## Part D

Read and complete each of the following sentences by writing either a **colon** or a **semicolon** in the blank.

1. I only have one request \_\_\_\_\_ be quiet!
2. Kirsty has two favorite subjects \_\_\_\_\_ math and science.
3. I don't enjoy studying math \_\_\_\_\_ it is very difficult.
4. There are two options for dinner \_\_\_\_\_ chicken or lamb.
5. I loved the movie we saw at the cinema last night \_\_\_\_\_ in fact, it is my favorite movie ever!
6. Sylvia is the best at writing stories \_\_\_\_\_ Paul is the best at painting pictures.
7. Remember the rule \_\_\_\_\_ no running between lessons.
8. The hike was very difficult \_\_\_\_\_ now, I am exhausted!

## Part E

Complete the following sentences by writing words or phrases in the blanks.

1. My pet cat, \_\_\_\_\_, has black and white fur.
2. My brother, \_\_\_\_\_, is interested in space.
3. You can buy apples, \_\_\_\_\_, for \$10 in that shop.
4. London, \_\_\_\_\_, would be a great place to visit.
5. I like to drink milk, \_\_\_\_\_.
6. This is my friend Sam, \_\_\_\_\_.
7. The tree, \_\_\_\_\_, has a bird's nest on its branch.
8. The tall girl, \_\_\_\_\_, has just moved to Hong Kong.

## Part F

Complete the following sentences by writing words or phrases after the **colons** and **semicolons**.

1. I have a question: \_\_\_\_\_
2. Crossing the road can be dangerous; \_\_\_\_\_
3. Taryn has two pet cats: \_\_\_\_\_
4. Fred prefers to eat toast for breakfast; \_\_\_\_\_
5. Tania got what she wanted for Christmas: \_\_\_\_\_
6. There are two ways to get to the city center: \_\_\_\_\_
7. Red is my favorite color; \_\_\_\_\_
8. The storybook was very long; \_\_\_\_\_



## Part G

Rewrite the following sentences using a **comma** and the correct connector from the box.

and

so

but

1. It is raining outside; you should take an umbrella.

---

2. Elena would prefer to get a pet rabbit; Jamal would prefer to get a pet iguana.

---

3. The Great Barrier Reef is very beautiful; it is visited by many people each year.

---

## Part H

Imagine that it is almost Christmas. You need to tell Santa Claus what presents you would like this year. Read and complete the letter below by filling in the missing information and inserting the missing **commas** and **colons**.

Dear Santa Claus,

December 2020

I am so excited for Christmas! I have been very well behaved this year and I have been working very hard at school.

I would like to have the following presents \_\_\_\_\_

---

---

I would also like a pet dog which I will call Rex.

I know what you would like in return a snack a drink and some carrots for Rudolph. I will leave these on the dining room table.

Lots of love,

---

\_\_\_\_\_ Hong Kong



## Part B: Let's Learn

### Persuasive Writing: Brochures

- ★ In **persuasive writing**, we write to persuade readers to agree with us about something or to do something that we think is a good idea.

*Example: All children should try their best at school. Children who work hard will get better grades. This means that they will be able to get good jobs when they grow up. Make sure you try your best at school today!*

- ★ We must give evidence and explanations to show why we think we are correct. We do this using both **facts** and **opinions**.
- ★ We use **persuasive writing** to write a **brochure**.
- ★ A **brochure** is a short book that is written to persuade people that they should go on vacation to a particular place. It is written in the **second-person**.
- ★ In a **brochure**, we must use **strong adjectives** and give reasons to show that the place we are writing about is the best vacation spot.

A title

**Visit Hong Kong Today!**

A slogan

*"Have lots of fun in this amazing city!"*

An introduction

There is something for everyone in Hong Kong! Come and visit this incredible city, and have the most amazing vacation!

Hong Kong is famous for its skyline and harbor, where you can see the magnificent light show. It is a colorful and breath-taking sight.

Visit the exciting night markets and eat delicious street food for a real Hong Kong experience. Or, if you want to treat yourself, try some of the lovely restaurants in the Central District.

A body  
(more details about why  
someone should visit)

By day, you can relax on one of the city's many hot beaches, swim in the warm sea, or hike through its wonderful countryside.

Don't delay, book your trip today!

A strong ending



## Part C: Let's Practice

1. Read the brochure on the previous page. Then, list two facts and two opinions that it states.

Facts	Opinions
a.	a.
b.	b.

2. Reread the brochure on the previous page and circle the strong adjectives.

3. Refer to the text, *The Undersea Rainbow*, and list three facts about the Great Barrier Reef.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

4. Read the following statements. Put a tick if they are written in the **second-person** and put a cross if they are not.

a. You must work very hard at school to do well in your exams.

☐

b. My favorite fruit is an apple. I like candy the best, but it's bad for me.

☐

c. All of the children ran around the playground having lots of fun.

☐

d. Marc sang beautifully at the concert.

☐

e. Please shut the door when you come inside!

☐



## Part D: Let's Plan

### Writing a Brochure

You will write a **brochure** about the Great Barrier Reef. Think about what things we can do there and why someone might want to visit it. Use the space below to plan.

**Title:** \_\_\_\_\_

**Slogan:** \_\_\_\_\_

### Reasons to visit:



### Adjectives:

### Image:

## Part E: Let's Write

Now, write your brochure!



"

"

### Teacher's Comment

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---

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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: Create a Model of the Great Barrier Reef**

You will create a model of the Great Barrier Reef and complete a presentation about it to show what you have learned. Refer to the text, *The Undersea Rainbow*, and use the space below to plan. Be as creative as you can!

1. Sketch the coral reef below, then write some facts you've learned about it.



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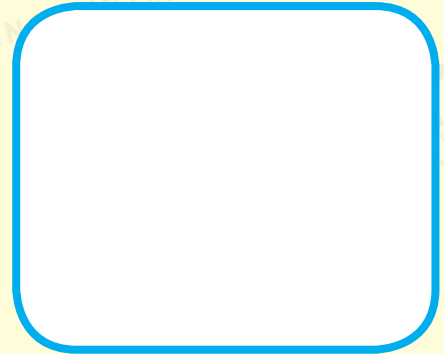
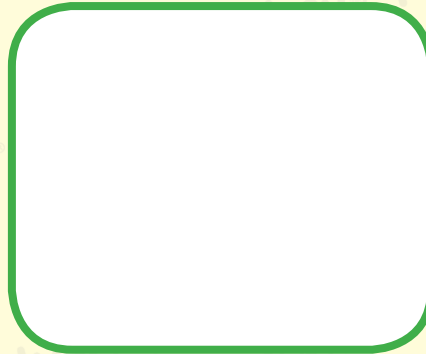
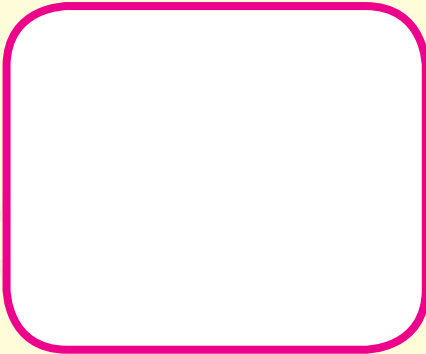
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2. Choose three sea animals found in the Great Barrier Reef. Sketch them below, and write some facts you've learned about them.



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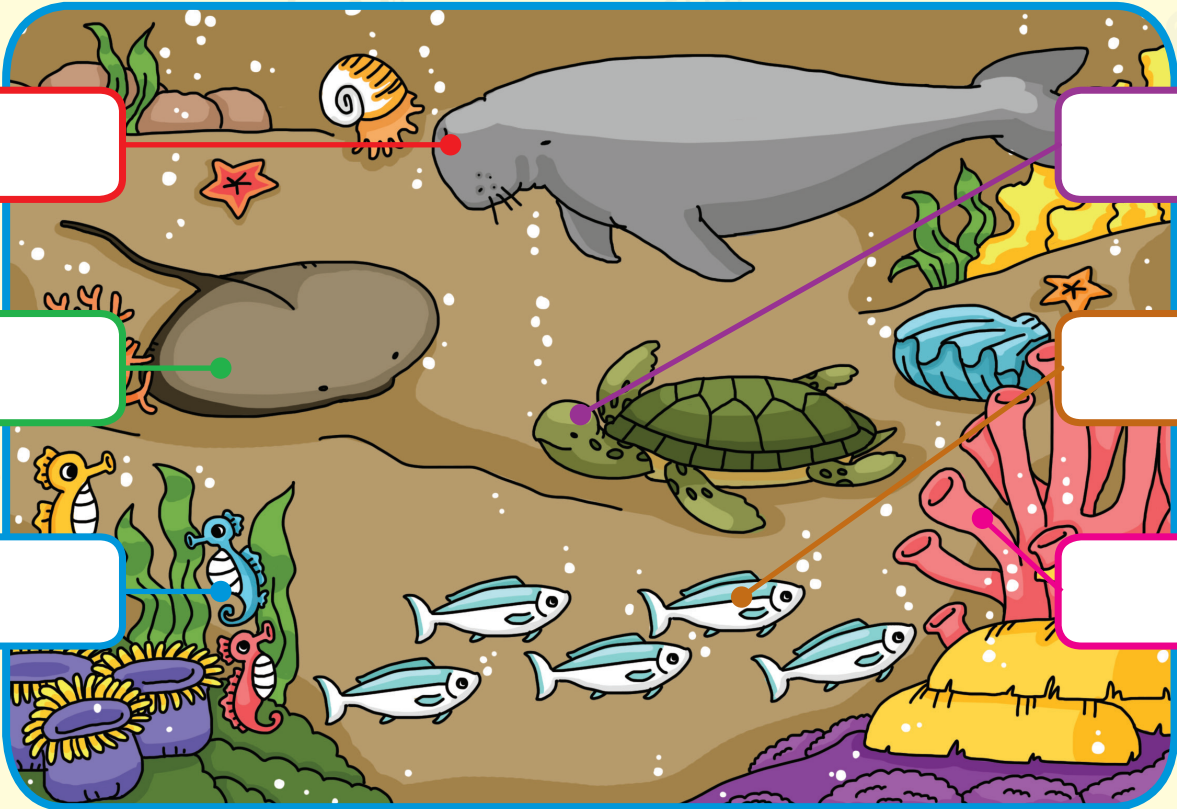
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3. Now, complete your model! When you are done, present it to you class.

# Extra Activities

## Part A: Topic Review

Look at the picture and label the sea creatures found in the Great Barrier Reef.



## Part B: Story Check

Read the following main ideas from the text, *The Undersea Rainbow*. Then, write two details that support each one.

**Main Idea:** The Great Barrier Reef is home to many sea animals.

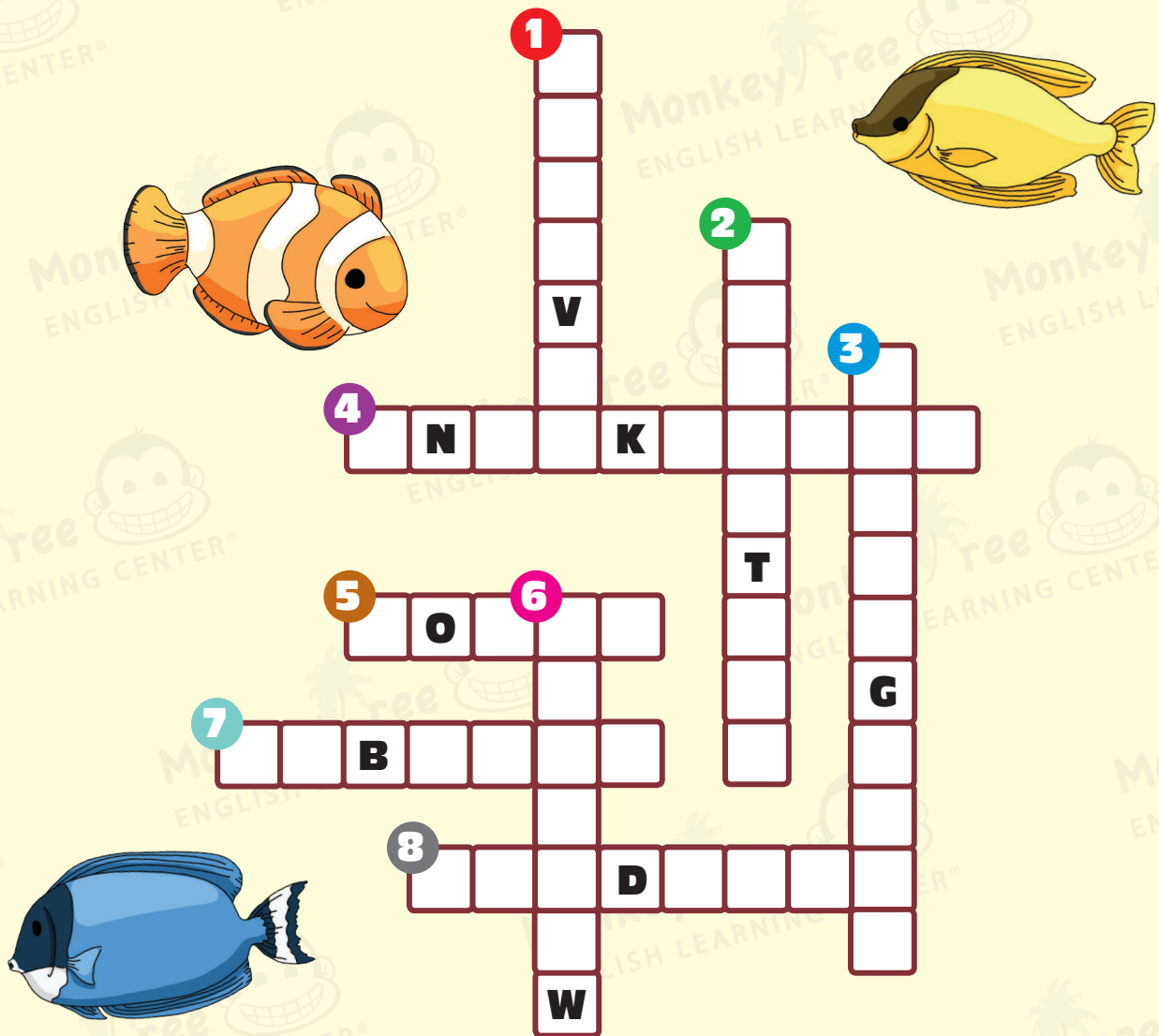
**Details:**

**Main Idea:** The Great Barrier Reef attracts many tourists each year.

**Details:**

## Part C: Vocabulary Review

Use the clues to complete the crossword puzzle.



### Across

- 4** Swimming using goggles and a special tube so you can breathe underwater
- 5** The part of the land near the sea
- 7** An animals home
- 8** All of the animals in a place

### Down

- 1** To get better after being sick
- 2** Something that happens when land, air, or water is made dirty and unsafe with waste
- 3** At risk of becoming extinct
- 6** Not very deep

## Part D: Grammar Review

1. Read the following sentences. Tick ✓ the box if the **semicolon** is used correctly and cross ✗ the box if the **semicolon** is used incorrectly.

a. That is my favorite toy; dogs are very cute.

☐

b. I just ate a big meal; however, I am now hungry again.

☐

c. I made too many mistakes; I failed the exam.

☐

d. There are only two girls in my class; Sophie and June.

☐

e. Suzy thinks it is very easy; I think it is too hard.

☐

f. It took a long time to find the MTR station; today is Friday.

☐

2. Read the following passage and fill in the blanks with **commas** and **colons**.

In July \_\_\_\_ 2019 \_\_\_\_ a warm and dry month \_\_\_\_ we went to Australia. There was one thing that I really wanted to do while I was there \_\_\_\_ visit the Great Barrier Reef!

The first thing I noticed from the coast was the water. It was bright blue and very clear. I couldn't wait to go swimming in it. I put on my swimsuit \_\_\_\_ goggles \_\_\_\_ snorkel \_\_\_\_ and swim cap. I got into the water \_\_\_\_ and it was warm \_\_\_\_ wet \_\_\_\_ and salty.

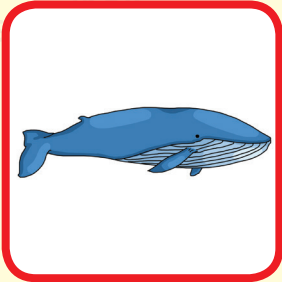
Swimming among the coral reef was incredible! I saw so many animals \_\_\_\_ fish \_\_\_\_ sea turtles \_\_\_\_ stingrays \_\_\_\_ and even dugongs!

The coral itself was so beautiful and colorful. It is the most wonderful thing I have ever seen!



# Concept Check

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



\_\_\_\_\_

2. Circle the letters next to the best answers.

i. Why are the animals of the Great Barrier Reef in danger?

- a** Pollution is damaging the corals.
- b** They have no food left.
- c** People have been fishing too much there.
- d** There are too many sharks there.

ii. Which one of the following statements is an opinion?

- a** Many animals live in the Great Barrier Reef.
- b** The Great Barrier Reef is the most beautiful place on Earth.
- c** People go snorkeling at the Great Barrier Reef.
- d** The Great Barrier Reef is near Australia.

3. Read and punctuate the following sentences.

- a. Please pack the following items in your bag a torch a map a compass and some gloves.
- b. This is my best friend who likes roller coasters and penguins.
- c. That shop Luck Box sells crayons and pencils.
- d. I want a new computer but my mom says they are too expensive.
- e. I visited my best friend Beth in Edinburgh Scotland in June 2010.

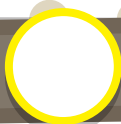
# Intermediate Monkeys

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:

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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.

