Bob the Builder & the Elves
by Emily Rodda

by Janelle Ryan

Each literature unit contains:
- 8 pages of teaching notes
- Activities to take students into the book, through the book and beyond the book
- Discussion questions
- 10 practical blackline masters
- National Profile outcomes
Introduction

Synopsis
Bob the builder lives alone in a little house which is comfortably messy. He looks after himself quite happily, doing very occasional household chores, until one day he finds that elves have moved into his home. They make everything clean and tidy, wash and mend his work clothes and make fairy bread for him to eat. Bob is horrified by the situation and by the reaction of his workmates. However, with the help of his new neighbour Lily Sweet, and with some hilarious events along the way, he finally straightens out his problem and the tale has a happy ending.

Reading Level
Independent reading 7 to 9 years; read aloud 6 to 9 years.

Overview of Unit
The main aim of the unit is to provide text-related activities which will provide practice in basic literacy skills while contributing to enjoyment of the humorous story. Short writing tasks, such as providing a description, an explanation or a written response to interview questions are included, along with spelling tasks such as locating rhyming words and proofreading. Recall and sequencing of events, character analysis and weighing up the pros and cons of a character’s situation are also incorporated, along with some creative design activities.

Major Themes
Elves, friendship, fantasy and humour.

Literary Techniques
Third person narration from Bob’s point of view.

Grammar Focus
Use of adjectives, Australian colloquialisms and comparisons between spoken language and its more formal written form.

Useful Resources
Multiple copies of the text and multiple copies of the Yellow Pages phone directory.
The Emily Rodda Video (Insight Video/Blake Education, 1999).
Books about elves and fairies, such as Gnomes by Wil Huygen and Australian Gnomes by Robert Ingpen.

Assessment
Students will:

Talking and Listening
3.2 Recognise that certain types of spoken texts are associated with particular contexts and purposes.
- Compare the features of informal, personal speaking with those of more formal and public purposes and audiences.

Reading and Viewing
3.5 Interpret and discuss some relationships between ideas, information and events in written texts.
- Read for enjoyment novels produced for younger readers.
- Re-tell and discuss elements such as key events, main characters and setting.
3.7 Identify and uses the linguistic structures and features characteristic of a range of text types to construct meaning.
- Recognise the characteristic features of this text type: setting, problem, episodes, resolution.
- Construct timelines and story maps to represent event sequences.

Writing
3.9 Experiment with interrelating ideas and information when writing about familiar topics within a small range of text types.
- Write an imaginative story with a distinguishable storyline.
- Devise a simple recipe.
- Write an advertisement.
Into the Book

1 Building words (whole class)
A sk students to tell you anything they know about builders. O n a large sheet of cardboard or paper list the words and phrases as the class brainstorms. Prompt or give clues if needed to keep the ideas flowing. A sk questions, such as:

- What does a builder do? (builds homes, hammers nails, saws wood, reads plans)
- What tools might a builder use? (hammer, saw, plane, spirit level)
- How might a builder look? (strong, covered in sawdust, grubby fingernails, work clothes, scratches)

When the chart is complete, use it for a reading/language game, asking students questions which require them to refer back to the brainstormed vocabulary. Begin with easy word identification, such as:

- Who can point to the word ‘hammer’?

Then make questions more complex, such as:

- Find a word on the chart which is an adjective beginning with ‘g’
- What is the name of the tool used for cutting timber?

2 Portrait of a builder (individual)
Explain to the class that the main character in the book you will soon be reading to them is a builder. Give each student a sheet of art paper and ask them to sketch their mental picture of ‘Bob the Builder’, drawing on the word chart for ideas as to how he might look, what tools he might be carrying, and so on. Encourage them to make their sketches humorous if they like. The pictures should then be labelled, for example:

- hat to shade eyes while working outdoors
- grubby fingernails from cement
- splinter from plank of wood.

Encourage students to refer to the class vocabulary chart as well as drawing on their own individual ideas. A sk for volunteers to show and explain their completed sketches to the class. Display all of the pictures in a builders portrait gallery.

3 Making predictions (small group)
Tell students the full title of the book—Bob the Builder & the Elves—and show them the cover. Briefly compare the picture of Bob on the front cover with the students’ own sketches.

- What similarities are there?
- What differences are there?

A sk students to think about the title.

- What are elves?
- What connection could there be between a builder and some elves?

Form the class into small groups of three or four students and give each group a blank sheet of paper. Either allocate a scribe or explain to students that they should take turns writing. Then have each group discuss and list their predictions about the book by speculating on what the elves might do (help with the building work, cause problems such as hiding the tools, play tricks on Bob). A fter a specified time (about ten minutes) call the class back together and have a spokesperson from each group read their predictions to the class. Discuss similarities between groups. Be sure to accept predictions without saying whether they are right or wrong.
Chapter 1

Bob is a happy man who lives alone in a messy little house, doing housework only sometimes and eating baked beans out of the tin most nights. One morning he finds his kitchen is clean and tidy with a plate of fairy bread on the table. He is puzzled until he sees three tiny elves dance out from behind his fridge.

Questions

- How does the author describe Bob? What words does she use?
- How do you think the author wants you to feel about Bob?
- How does the author’s description of Bob compare with your own drawing of a builder?
- How would you react if you saw three tiny creatures skitter from behind your fridge?
- How does Bob feel about the elves? How do you know this?
- What effect do you think the discovery of the elves will have later in the plot?

Session 1

Have students work in small groups to create charts for the character of Bob. Have each group write Bob’s name at the top of their chart and then describe his appearance and personality. Allow them to add new information to the chart as Bob’s character develops in later chapters.

Session 2

Distribute BLM 1 and have students describe how each part of Bob’s kitchen looked before the elves came and after their cleaning spree. Some information is given in the text, but students will also need to use their imaginations. Responses may be single words or descriptive phrases, depending on students’ capabilities, for example:

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kettle</td>
<td>Griny, dull</td>
<td>Shining</td>
</tr>
<tr>
<td>Sink</td>
<td>Piled high with dirty dishes</td>
<td>Spotlessly scrubbed</td>
</tr>
</tbody>
</table>

The proviso is given that the word ‘clean’ may be used no more than once, so this is a good opportunity to introduce or revise the use of a thesaurus. The activity also lends itself to revision of nouns and adjectives.

Encourage students to sketch labelled before and after views of Bob’s kitchen or selected appliances on the back of the worksheet.

Chapter 2

The elves have cleaned and mended Bob’s work clothes, polished his hard hat and put fairy bread in his lunch box, much to the amusement of his workmates. Bob goes home determined to eradicate the elves, but is unable to find a successful cure for his problem.

Questions

- How does Bob feel about having to go to work clean?
- When Bob gets home he finds that things have ‘got out of hand’ (p 16). What else might the elves have done to his house during the day?

Session 3

Ask students to recall the ways Bob attempted to get rid of the elves. Pages 16 and 17 may need to be re-read to assist students with recall. Distribute BLM 2 and have students list in their own words three of the things that Bob tried.

Have students work with a partner or small group to brainstorm as many other ideas as they can for ways Bob could get rid of the elves. Have them list their three favourite ideas on BLM 2 and then choose one of these as the basis for an elf trap design. They can then draw and label their design and write an explanation of how it works to successfully trap elves. If necessary, revise the features of an explanation text before students draft their writing. They should, for example, include a statement of what is to be explained and a sequence of events showing how one event causes the next.
Chapter 3
Bob is desperate to rid his home of elves before his Saturday pizza and cards night with his mates. In the chemist shop an unsympathetic sales assistant succeeds in embarrassing him in front of a shop full of people and he creeps away.

Questions
■ Tell me in your own words the opinions of the other people in the chemist shop.
■ How did Bob feel in the chemist shop?
■ Have you ever felt like that? Tell me about what happened.
■ What advice would you give Bob on what to do in the shop?

Session 4
Organise the class into groups to act out the chemist shop scene. Students can take on the roles of the lady in the pale pink smock, her co-assistant Leanne, the unfortunate Bob and the other customers. Allow time for groups to rehearse before performing for the rest of the class. After the performances, ask students to report how they felt as the different characters.

Chapter 4
Back at home, Bob eats some fairy bread for inspiration and decides to look up Pest Exterminators in the phone book. Mr Pesky from Pesky Pest Control initially seems helpful, but cannot call on Bob for over a week.

Questions
■ Why does Bob slam down the phone?
■ How does Bob cope with changes in his life?
■ Pretend that you are Bob. How would you have acted in his place? Why?

Session 5
Distribute copies of the Yellow Pages and help students to look up Pest Control, as Bob did. Revision of alphabetical order and phone book skills may be necessary. Discuss the different types of ads, from a basic one-line listing to the larger, almost quarter-page advertisements. Ask students to identify features common to all of the ads (such as name of company, suburb, phone number) and those optional details or features which are included in only some entries (bold or large print, picture or logo, colour, full address, list of pests eradicated). They can then list these features on BLM 3 before designing their own Yellow Pages ad for 'Pesky Pest Control'. Remind students to use information given in the story in addition to their own imaginative details when designing their ads.

Chapter 5
Bob's next attempt to banish the elves takes him to the local library where he discovers his new neighbour, Lily Sweet, is the librarian. She finds a book about elves for him to borrow and he creeps home with it hidden under his coat.

Questions
■ What does a librarian do?
■ List five adjectives that describe Lily Sweet.
■ Why was Bob so embarrassed walking home?

Session 6
Ask students to recall all the 'little creatures' mentioned in this chapter. Then take them to the school and/or local library to locate books about all the creatures on the list. Revise the procedure for locating books and information on a particular topic. Depending on the resources available, this may also lead into the use of contents and index pages. Have students decide which book in their library would be most useful to Bob.
Chapters 6 and 7

Bob finally finds a recipe guaranteed to banish elves. He begins collecting the ingredients, but discovers that he has run out of a vital ingredient—baked beans. Eventually he calls on Lily Sweet to borrow some. Lily is shocked and apologetic when Bob tells her he needs the beans for a recipe to get rid of elves.

Questions
- How does Lily react when she hears about Bob's elf problem? Why do you think she reacts in this way?
- What do you think will happen next?

Session 7
A llow students to re-read the recipe given on p 36. Distribute copies of BLM 4 and ask students to find the rhyming words in the recipe and record them on the BLM. Then invite them to dream up their own revolting ingredients to rhyme with those given, for example fingernail a squashed snail and baked beans your dirty jeans. A brainstorming session as a whole class may help. This is also a good opportunity to revise/teach writing a procedure text. Have students identify the structure of the recipe (ingredients list and method) and the imperative language and action verbs used (stir, heat). Students can then write their own method to accompany their revolting ingredients.

Session 8
Examine the extensive use of direct speech in Chapter 7. Choose from the following ideas. Revise/teach the correct use of speech marks. List alternatives to the word 'said'. Create a cartoon strip of the chapter with direct speech re-written in speech bubbles. Rewrite the chapter as a play would be written.

Lily: (smiling) Well, hello, Bob. What can I do for you?
Bob: (mumbling) I was just wondering . . . if you’d have any baked beans at all?

Chapters 8 and 9

Lily admits that she had elves at her last house; they have obviously made the move with her. She also tells Bob that the recipe for banishing elves doesn’t work. Bob admits that his main concern with the elves is what his friends will think. Lily tells Bob that elves love to receive notes. She offers to help write one asking the elves to keep out of the way for a while.

Questions
- What else do we learn about Lily in these chapters?
- How does Lily suggest the elves might have spread to Bob's house?
- How else might they have spread? How many silly or sensible ideas can you think of?
- Should Bob be worried about what his friends think? Why or why not?

Session 9
Distribute BLM 5 and ask students to imagine that they are Lily about to be interviewed for a news programme. Have students write their responses (as Lily) to the interview questions. The interviews could then be performed in pairs for the class. (You may wish to revise statements and questions, and the use of appropriate punctuation for each.) Students can then write their own interview questions for Bob and swap sheets with a partner who answers the questions from Bob's point of view. A gain, these interviews may be performed for the class.
Chapter 10
Lily and Bob write a note and the elves disappear. Bob asks Lily if she will help him write another note the next day, asking the elves to leave permanently. Lily is not sure that is a good idea; Bob starts thinking about the pros and cons of having elves about the house.

Questions
- Should Bob tell the elves to leave forever or should he let them stay to tidy his house? Why do you say that?
- Would you let the elves stay if you were Bob? Why or why not?
- What do you think Bob will do?

Session 10
Bob has had a very busy Saturday. Distribute BLM 6 and have students mark on the map the locations of all the places he has been. Tell students they will need to use their imaginations since the exact locations are not specified in the text. But also remind them to think logically, for example the corner shop must be placed on a corner and Bob's and Lily's home are next-door to each other. Students should then draw Bob's route using arrows, showing the order in which each place was visited (his own home was returned to several times).

Session 11
Have students use BLM 7 to list the pros (advantages) and cons (disadvantages) of having resident elves. Remind them to refer to the text as much as possible to justify their list. They can then relate the text to their own lives by writing about things they would/would not like elves to do for them.

Chapter 11 and 12
After a successful card night the elves return and clean up the empty glasses and pizza boxes. Bob writes the next note without Lily's help. He thanks the elves but outlines some rules he would like them to follow if they wish to remain in the house. Bob's friendship with Lily grows. They finally decide to get married and enlarge their two small homes into one large one—making plenty of mess to keep the elves happy.

Questions
- What were Bob's reasons for deciding to let the elves stay?
- How are Bob and Lily alike? How are they different?
- How has Bob changed by the end of the book? How does he cope with changes now?
- What would have happened if the elves hadn't spread into Bob's house?

Session 12
Tell students that you have a copy of a note the elves wrote to Bob. Distribute BLM 8 and point out that the elves are good at housework but not at spelling. Have students find and circle ten spelling errors in the note and then use dictionaries, word charts, or the novel to locate the correct spelling.

Session 13
Have students compare Bob's spoken language with his written English in the note on p 66. Ask them what they notice about his spoken language and about his written language. How is his written English different? Why is it different? Distribute BLM 9 and have students match Bob's colloquialisms with their standard English equivalents.

Session 14
Revise the term 'adjectives' and then distribute BLM 10. Have students match the adjectives given with the characters named. Point out that some may fit more than one character.

Revise the term 'synonym' and the use of a thesaurus and then ask students to find synonyms for some of the adjectives given.
1  Narrative structure

On large sheets of paper or cardboard, write headings for the main structural elements of a narrative:
- Orientation or setting
- Complication or problem
- Events
- Resolution

As a whole class, referring back to the text as needed, identify and fill in the setting of the story and the problem presented. Brainstorm together and list the major episodes in the book, for example the chemist shop, the library, the pest control phone call, and so on. Divide the class into groups and give each group a sheet of paper. Allocate each group a particular episode to summarise in one or two sentences, for example ‘The library episode: Bob went to the library where he was helped by Lily Sweet, the librarian, to find a book on elves. When he returned home and read the book, he discovered a recipe for banishing elves.’ Bring the class back together and sequence the episodes on the chart. Finally, fill in the resolution. Display the chart and remind students to refer to it when planning stories of their own.

2  Sequels

If possible, obtain The Emily Rodda Video (Insight Profile/Blake Education, 1999) and allow students to view it. In the video the author discusses her writing and tells how she asks ‘What if . . .?’ questions to help get ideas for stories. Invite students to write sequels to Bob the Builder & the Elves by asking themselves ‘What if the elves went to work with Bob on the building site?’ or ‘What if the elves went to the library with Lily?’ or any other ‘What if . . .?’ question of their own.

3  Awards

Collect from the school and local library as many books by Emily Rodda as are available. Spend a session reading selections to students and allowing them to browse through those which appeal to them. Note how many have received awards. Discuss what they think makes an award-winning book for children. Individually or in pairs, students could write a short speech to be presented in front of their classmates explaining why they believe Bob the Builder & the Elves should/should not be an award-winning book. What features make it special? Is the story well written? Does it appeal to children? Students could also design their own award certificate to be presented to Emily Rodda. It might be an award for Bob the Builder & the Elves, for example ‘The Fairy Bread Award for the Best Book About Elves’ or ‘The Year Three Favourite Book Award’. Or it might be an award for another Emily Rodda book that students have read.
Integrated Activities

1 Health
Have students evaluate Bob's diet (fairy bread, baked beans, pizza). Ask them to consider how it could be made more balanced and nutritious. Then have them design a menu for a healthy lunch for him to take to work. Remind them that the lunch must not embarrass Bob in front of his mates.

2 Safety
Have students write some safety rules for the elves to follow in Bob's home:
- when using electrical appliances such as the vacuum cleaner,
- when using sharp knives in the kitchen to make fairy bread, and
- when using the stove or kettle.

3 PE
In Chapter 2 Bob tries to get rid of the elves by throwing things at them. Draw a large elf on a sheet of cardboard, stick it to an outside wall and allow students to use it for target practice with balls or beanbags.

4 Music
A nother strategy Bob tried to get rid of the elves was playing loud music. With students, listen to various pieces of music, for example an orchestral work, rock music, and a lullaby. Together, decide which might be suitable for eradicating elves if played loudly. Then let students create their own elf extermination music using percussion instruments (and ear plugs!).

5 Maths
Time
On a calendar, mark in events on the day/date they occurred, for example on the first of the month Bob swept the floor, on Saturdays he did his shopping, the Elf-Rid was being delivered to the chemist on Tuesday.

Position
After marking locations and Bob's route on the map on BLM 6, students could write directions for the route he took, for example Bob walked east down Smith Street and turned left into Main Street.

Number
Bob needed just 22 baked beans for his anti-elf recipe. Challenge students to write as many number sentences as possible for the number 22. They can use all four operations, for example 11x2=22, 30-8=22, 10+(2x6)=22.

6 Science
Look at some tools used by builders. With students, discuss how they are used and how they help to make the job easier. Identify parts such as fulcrum, wedge, lever, and so on.

7 Technology
After reading about Bob's visit to the library in Chapter 5, suggest students design a cover or title page for a book about elves, pixies or fairies using an appropriate program such as Kid Pix. If necessary, help them choose a border and suitable font size before creating a picture. Remind them to include all the relevant information, such as title, author, publisher.

8 Craft
Provide various scrap materials and allow students to construct an elf. Some ideas for materials are: corks for body, pipe cleaners for limbs, scraps of fabric for clothes, wool for hair, tissue paper or cellophane for wings. Hang the completed elves from hoops or coathangers to make mobiles.
Describe what each part of Bob’s kitchen might have looked like before the elves came and after they had cleaned up. Some clues are given in the chapter, but mostly you will have to use your imagination.

**BEFORE**

Kettle: ________________________

Windows: ________________________

Table: ________________________

Sink: ________________________

Cupboards: ________________________

Floor: ________________________

Stove: ________________________

Fridge: ________________________

Bench tops: ________________________

**AFTER**

You may use the word **clean** only once!

On the back of the sheet, sketch before and after views of Bob’s kitchen, or of one or two of his appliances.
Elf Trap

Bob tries different ways to get rid of the elves. List 3 things he tries. Pages 16 and 17 will help you.

1. _______________________________________________
2. _______________________________________________
3. _______________________________________________

Write down 3 ideas of your own that he could have tried.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

Design and draw your own Elf Trap. Label its parts.

Now turn your sheet over and write an explanation of how your special trap works to catch elves.
Design an Ad

Look up Pest Control in the phone book and examine the types of ads you see. List the features ALL of the ads have, then list the features which SOME of the ads have.

All of the ads have . . .

Some of the ads have . . .

Now design your own Yellow Pages ad for Pesky Pest Control.
Rhymes and Recipes

Bob finds a recipe to banish elves from his home. It is written as a rhyme.

Find 2 words in the recipe which rhyme with
whack _____________________ _____________________

Find 1 word which rhymes with
folk _____________________

Think of 2 words of your own to rhyme with each of these words from the recipe.
heat _____________________ _____________________
round _____________________ _____________________
head _____________________ _____________________
well _____________________ _____________________
stir _____________________ _____________________
while _____________________ _____________________

Think of a revolting ingredient to rhyme with each of these from the recipe.
fingernail ________________________________
mouldy cheese ________________________________
cube of ice ________________________________
tomato sauce ________________________________
baked beans ________________________________

On the back of the sheet write the method to follow to make your revolting recipe. Try making it rhyme!

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Interview With Lily

“Welcome to the Channel 3 evening news. With us in the studio tonight we have Miss Lily Sweet, neighbour of Bob the Builder, a man who has a serious elf problem. Miss Sweet has admitted that it is her fault that her neighbour’s home is infested with elves. She has agreed to talk to us tonight and answer some questions about the matter.”

1. Miss Sweet, when did you first have elf problems yourself?

____________________________________________________________________

2. What did the elves do on that occasion?

____________________________________________________________________
____________________________________________________________________

3. How did you try to get rid of them?

____________________________________________________________________
____________________________________________________________________

4. Did that work?

____________________________________________________________________

5. How do you think your neighbour, Bob, got the elves?

____________________________________________________________________
____________________________________________________________________

6. How do you feel about this situation?

____________________________________________________________________

7. What do you think Bob should do?

____________________________________________________________________
____________________________________________________________________

“Thank you very much for your time tonight, Miss Sweet.
We hope the elf problem is sorted out soon.”

On the back of the sheet, write your own interview questions to ask Bob the Builder.
Bob’s Neighbourhood

On Saturday, Bob went to each of these places.

Chemist     Lily’s house     Library
            Corner shop      Bob’s house

Mark their locations on the map.
Mark Bob’s route on the map like this  ------>------>----->

Number these events in the order they happened on Saturday.

_____ Bob and Lily write a note to the elves.
_____ Bob goes to the chemist.
_____ Bob reads his library book inside the tent.
_____ Bob rings the pest exterminator.
_____ The elves disappear.
_____ Bob finds the recipe.
_____ Bob goes to the library.
_____ Bob runs to the corner shop.
_____ Bob asks Lily Sweet for baked beans.
_____ Bob’s mates will arrive to play cards.
Pros and Cons

List the advantages and disadvantages Bob found having elves living in his home.

<table>
<thead>
<tr>
<th>Pros (advantages)</th>
<th>Cons (disadvantages)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you had elves living in your home, what would you like them to do/not do for you?

I would like them to

________________________________________________________________________
________________________________________________________________________

I would not like them to

________________________________________________________________________
________________________________________________________________________

On the back of the sheet, draw an elf doing something helpful for you.
Elf Proofreading

The elves are good at housework, but not at spelling!
Proofread their note and circle the 10 spelling errors.
Then find the correct spelling for those words.

Dear Bob,
Thank you for your note. We like living in your house and helping to keep things clean and tidy. We don’t want you to be unhappy, so we will follow your rules from now on. We won’t make fairy bread for your lunch, but we’ll make it for you at home sometimes because we know it helps you to have bright ideas.

From your friends,
The Elves.

Corrections:

1 ________________________________ 6 ________________________________
2 ________________________________ 7 ________________________________
3 ________________________________ 8 ________________________________
4 ________________________________ 9 ________________________________
5 ________________________________ 10 ________________________________

The word elf forms the plural by changing the f to v and adding es.
Write the plural of these words.

half ___________________ roof ___________________ shelf ___________________
calf ___________________ leaf ___________________ dwarf ___________________
loaf ___________________ sheaf ___________________ wharf ___________________
Australian Sayings

Match Bob’s Australian sayings in the left-hand column with their more formal English meanings in the column on the right.

**Hint!** The chapter for each saying is shown. Find each saying in the text and read the sentences around it. This will help you work out the meaning.

Chapter 2  Bloke          You’re a wonderful lady.
Chapter 4  I’m going bonkers.  I’m in a hopeless situation.
Chapter 7  Hoo roo           Why don’t we get married?
Chapter 6  Whacko!           Man
Chapter 10 A pain in the neck  Where does he live?
Chapter 12 You’re a bonzer sheila.  I’m going crazy.
Chapter 9  I’m up the creek without a paddle.  A nuisance
Chapter 12 How about we get hitched?  Hooray!
Chapter 8  Where’s he hang out?  Goodbye.

Write the formal English for these words used by Bob. The page numbers are given to help you.

p46  yeah ________________________
p46  ‘em ________________________
p47  s’pose ________________________
p44  I don’t reckon they would ________________________

Now read the note on page 66.

Is the language used in the note the same as the language Bob uses when he speaks? ________________________

How is it different? ________________________

Why do you think there is a difference? ________________________

________________________________________________________________________
Character Adjectives

Join each of these characters to the adjectives which describe them best.

Lady in chemist shop

Lily Sweet

Mr Pesky

Bob's mates

Bob

The elves

guilty

understanding

friendly ★

helpful ★

gloomy ★

confused

rude ★

messy ★

upset

busy ★

unsympathetic

thoughtless

teasing ★

kind ★

embarrassed ★

lazy

angry ★

hard-working

miserable ★
tidy ★

★ Use your thesaurus to find at least one synonym for each adjective marked with a star. ★