

UNIT 08

A VISIT TO THE ZOO

Role Play

Amaya and Manuka are at the zoo with their parents.

Amaya: Mother, I like to see the birds.

Father: Amaya, first we will see the fish. We are following the map.

Amaya: Alright father. Where are the fish?

Manuka: Now we are at the entrance. Fish are in the first block.

Mother: Here is the first block. This is the aquarium. It's dark here. Amaya, hold my hand.

Amaya : Mother, these fish are very nice. What are they called?

Father : Let's see the board there. Oh! They are clown fish. They live in Indian and Pacific Oceans. There are arapaima fish in the next tank.

Amaya: They are very big. Brother, there are a lot of fish here. Did we miss any?

Manuka: No, we didn't . The birds are in the third, fourth and fifth blocks. Let's go there.

Amaya: Wonderful! I love birds. Let's go there soon.

Manuka: Sister, those are macaws.They are very colourful.



Amaya: They are creaking. Look at the pheasants. I love them a lot. Father, where are the monkeys? Are they in the next block?

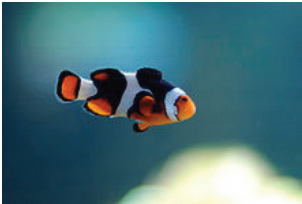
Father: No, son. they are in the fifteenth block. The next block is for butterflies.

Amaya: I'm a bit tired, mother, can I wash my face?

Mother: Alright. There's a tap over there. Let's go.

Father: Let's sit on that bench, Manuka. We will wait for them.

Amaya: Alright father. See you soon.



Activity 1

Now answer these questions.

1. Who visited the zoo?
2. What animals did they see?
3. Where do clown fish live?
4. Why did Amaya go to the tap?
5. What is your favourite animal?

Who said the following?

- I. "the aquarium is dark"
- II. "need to wash my face"
- III. "...fish are in the first block"
- IV. "macaws are creaking"



The Little Red Hen

Once there lived a little Red Hen. She lived with her chickens. She lived in a farm. There were also a Goose and a Duck in the farm. One day, she found a grain of wheat.

“I am going to plant the wheat. Who will help me?” she asked.

“Not I. I am busy.” said the Goose.

“Not I. I am busy.” said the Duck.

“I will, then.” said the little Red Hen, and she planted the grain of wheat.

She watered it, and it grew well. Later, she got a good harvest of wheat.

“I am taking the wheat to the mill. Who will help me?” she asked.

“Not I. I am busy.” said the Goose.

“Not I. I am busy.” said the Duck.

“I will, then,” said the little Red Hen, and she took the wheat to the mill.

Then she brought back the flour.

“I am going to make some bread. Who will help me?” she asked.

“Not I. I am busy.” said the Goose.

“Not I. I am busy.” said the Duck.

“I will, then,” said the little Red Hen.



So she baked the bread. It was sweet smelling.

“I am going to eat the bread. Who will help me to eat up the bread?” she asked.

“I will.” said the Goose.

“I will.” said the Duck.

Activity 2

Read the story and answer the questions.

1. How many birds are there in the story?
2. Where did they live?
3. What did the little Red Hen do with the grain of wheat? Write them in the correct order.
 - I) Water the grain of wheat
 - II) Took the wheat to the mill
 - III) Harvested the wheat
 - IV) Planted the grain of wheat
 - V) Made bread
4. What did the Goose and the Duck want to do?
5. What did you learn from this story? Select the correct answer.
 - I) The importance of working together
 - II) To think only about yourself
 - III) To be lazy
6. Which of these endings do you like most?
 - I) “No you won’t !” said the Red Hen. And called her chicks.
 - II) “You didn’t help me. But you both can share the bread,” said the Red Hen.
 - III) “ I have some more wheat. Take them and make your own bread,” said the Red Hen.



GRAMMAR

Read these sentences.

This is the first block.

These are the fish.

There are arapaima fish.

That is the second block.

Those are macaws.



Activity 3

Make new sentences.

This		
These	is	a parrot
There		a lion
That	are	fish
Those		elephants
		an eagle
		monkeys

Let's learn modals

1) Can

Can	Cannot / can't
	
<p>Can birds fly?</p> <p>Yes, birds can fly.</p>	<p>Can horses fly?</p> <p>No, horses can't fly, but they can run fast.</p>

We use the modal “can” to talk about ability.

Activity 4

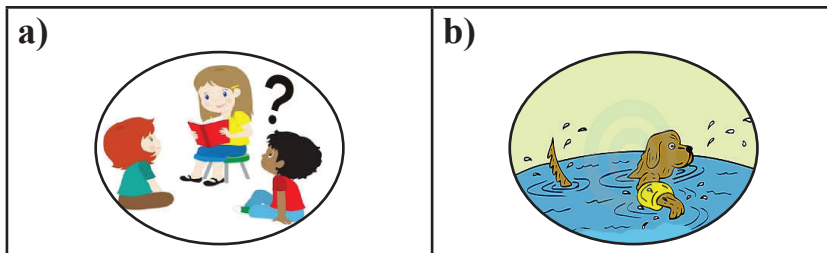
Make questions and sentences using the table.

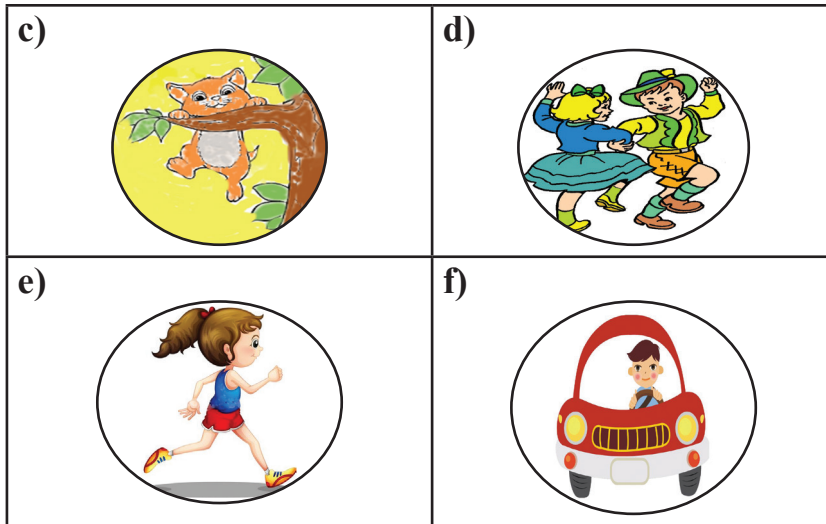
I We You They He/ She/ It	can can't	swim
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Activity 5

Match the sentences with the pictures.

- 1) Rama can dance well.
- 2) We can't understand the question.
- 3) Can dogs swim? Yes, they can.
- 4) Can Sandun drive a car? Yes, he can.
- 5) Ramani can run fast.
- 6) Cats can climb trees.





Activity 6

Discuss with your friend and complete the chart. Put a tick (✓) or a cross (✗).

can	you	your friend
drive a car? swim? play badminton? cook? play the piano? use a computer? climb a tree?		

Activity 7

Tell the class about you and your friend.

- Eg :** - I can swim, but my friend can't.
 I can't swim, but my friend can.
 Both of us can swim.
 Both of us can't swim.

2) May

May

It is a cloudy day.
It **may** rain, today.



May not

It is a sunny day.
It **may not** rain, today.



May is used to talk about possibilities.

Activity 8

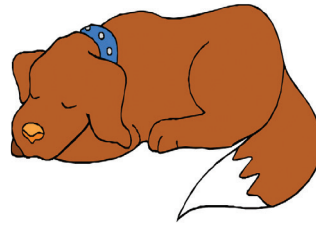
Match the sentences with the picture.

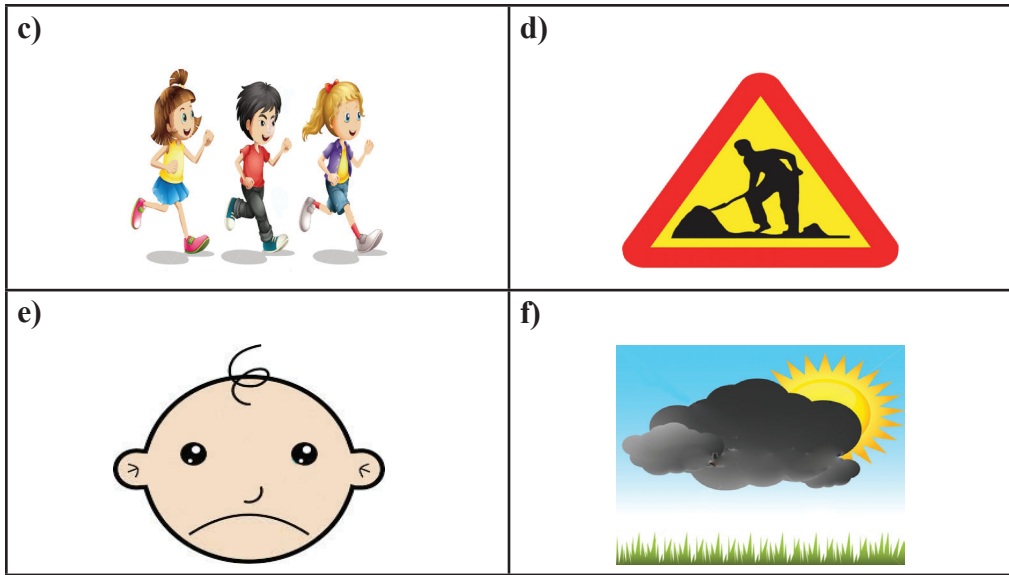
- 1) The baby is not happy. He may cry again.
- 2) People are building the road. The bus may be late.
- 3) Don't get wet. You may get a cold.
- 4) The dog is sleeping. It may not bite you.
- 5) Take the umbrella. It may rain.
- 6) Let's run. We may not be on time.

a)



b)





We can use “can” and “may” to take permission.

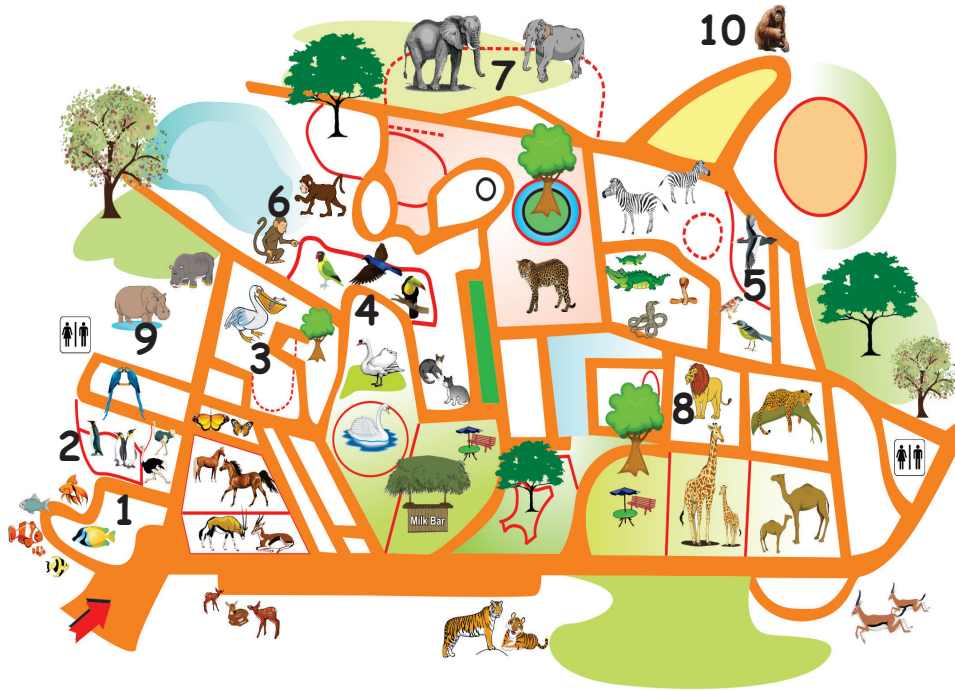
<p>Can May</p>	<p>I</p>	<p>come to the classroom? clean the blackboard? go out? drink some water? read the lesson?</p>
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Activity 9

How do you ask for permission in the following situations?

- a) You are outside. You want to come to the class.
- b) You want to drink some water.
- c) You want to borrow your friend’s pen.
- d) You want to know the time.
- e) Your book is with the teacher. You want to take it.

GRAMMAR



Activity 10

Complete the sentences using the above map.

The first block is for the fish.

The ninth block is for-----

----- third block is for-----

The elephants are in ----- block.

The lions are in ----- block.

The monkeys are in ----- block.

A SONG

Sing this song with your teacher.

A VOWEL SONG

Shake it !

Shake your hand a,a...

Shake your leg e, e...

Shake your hips i,i...

Shake your body o,o...

Shake your thumb u,u...

Vowels

men shine coat time teen tube hope snack
ate seat hug flutter pet light bit beat
cat bean hide rot flute cub dim ten
snake tap sit note bite robe cut cute
hid bed lit tape bake mute fade hop

Activity 11

List the words according to the vowel sound.

a	a:	e	e:	i	i:	o	o:	u	u:
snack	snake	ten	teen	hid	hide	hop	hope	cub	cube



Opposites

Learning point:

There are words that give different meaning.

Example:- big → small up → down

They are called **opposites** or **antonyms**.

Activity 12

Fill in the blanks with the suitable word given below.

1. Monkeys are noisy but the deer is
2. Lions are..... but rabbits are timid.
3. The giraffe has a long neck and hippopotamus has a neck.
4. Elephant is big and rat is
5. Polar bear isin colour but the Asian bear is black.
6. Tiger's tail is and pig's tail is short.
7. Dog is a domestic animal and wolf is a animal.
8. Cheetahs areand tortoises are slow.

quiet, short, small, wild, fast, white, thin, brave, long



Activity 13

Study the word search. Find the antonyms/opposites to the following words.

noisy, brave, long, big, tame, black, fast, beautiful, happy, fat
Words can go in the following directions:

→ ↓

S	M	A	L	L	E	J	Y	J	V
T	W	I	L	D	O	C	J	N	S
I	R	O	W	C	V	J	I	T	H
M	G	E	J	W	N	Y	V	G	O
I	I	M	W	S	X	T	W	G	R
D	R	G	C	T	U	W	F	I	T
M	T	A	B	H	G	H	P	D	S
S	L	O	W	I	L	I	W	Z	A
L	P	G	Q	N	Y	T	Z	C	D
S	I	L	E	N	T	E	E	X	Y