



TRAVEL

03

Role Play

- Sethun : Hi, what are you **going to** draw?
- Shakthi : I am **going to** draw a monorail.
- Ravindi : What is a monorail?
- Shakthi : Can't you guess? Mono means single...
- Ravindi : Ah! Got it. A train that travels along a single rail.
- Shakthi : I **will draw** a tram....
- Sethun : What is that?
- Ravindi : I've seen one. Let me explain it to you. It's a vehicle that runs on electricity.
- Sethun : Really?
- Ravindi : Yes, and they run on rails that are built on roads.
- Sethun : Does that mean that trams run on the road with other vehicles like buses and cars ?
- Ravindi : Yes, you're right.
- Sethun : That's exciting. Shakthi, I am sure that you **will be** an automobile engineer one day.
- Shakthi : Yes, it's my ambition. What will you draw, Sethun?
- Sethun : I **will draw** a picture of the Wright brothers and a modern aeroplane.
- Ravindi : That's great! I **will draw** a space shuttle.
- Shakthi : Once I travelled in a space shuttle.
- Sethun : Ah, when did you go to space?

Shakthi : No, I didn't go to space. There was a model space shuttle at a carnival that I once went to and we could go inside the space shuttle and have a look. I **will go** to space one day. I want to be an astronaut...

Sethun : Look at what I have got! A magazine with beautiful pictures on different modes of transport.

Ravindi : Can you name these?

👍 Activity 01

Writing

Match the words with the pictures.

- skateboard
- tram
- motor car
- bicycle
- hovercraft
- canoe
- space shuttle
- ferry
- rocket
- ship
- monorail
- cable car
- train
- bus
- aeroplane

a



b



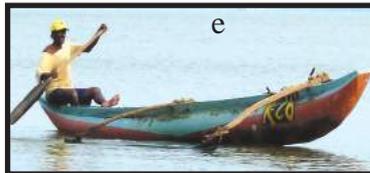
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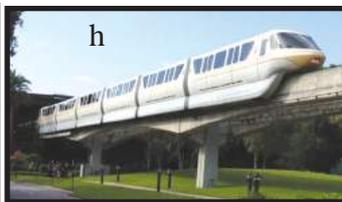
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m

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l



n



o

👍 Activity 02

Listening

Listen to the text and fill in the following table.

Itinerary

Date	Time	Venue	Activities

Happy Wanderer

I love to go a-wandering,
Along the mountain track,
And as I go, I love to sing,
My knapsack on my back.

Chorus:
Val-deri, Val-dera
Val-deri,
Val-dera-ha-ha-ha-ha-ha
Val-deri, Val-dera.

My knapsack on my back.
I love to wander by the stream
That dances in the sun,
So joyously it calls to me,
"Come! Join my happy song!"

Chorus:
I wave my hat to all I meet,
And they wave back to me,
And blackbirds call so loud and sweet
From ev'ry green wood tree.

Chorus:
High overhead, the skylarks wing,
They never rest at home
But just like me, they love to sing,
As o'er the world we roam.

Chorus:
Oh, may I go a-wandering
Until the day I die!
Oh, may I always laugh and sing,
Beneath God's clear blue sky!

Activity 03

Writing

Write true (T) or false (F).

- i) The singer likes travelling.
 - ii) The singer invites the stream to join his song.
 - iii) The skylarks usually are in their nests.
 - iv) The sound of Blackbirds are sad.
 - v) The singer wishes to travel all his life.
- 2) List the rhyming words in the song. E.g. track – back
- 3) Select any stanza you like and draw a picture related to it.
- 4) Write a list of things that the singer admires.

Activity 04

Speaking

Role play the dialogue.

At a hotel

- Receptionist** : Good morning sir, how can I help you?
- Tourist** : I am here to inquire if a room **has been reserved** for me?
- Receptionist** : Sir, may I know your name please?
- Tourist** : I'm Michael Stephens.
- Receptionist** : Let me see...(the register **is being checked**). A single room for two nights?
- Tourist** : That's right.
- Receptionist** : We have arranged refreshment in the lobby, sir. Please follow me.
- Tourist** : Thank you. But I want to see the room first.
- Receptionist** : Sorry sir, **it is being arranged at the moment**. It will be ready in five minutes.
- Tourist** : Oh, **is it still being arranged**? Then I'll wait in the lobby.
- Receptionist** : Is there anything else that you need to know?
- Tourist** : No thank you. I hope everything **is being attended to**.
- Receptionist** : Sure. Enjoy your stay here, sir.
- Tourist** : Thank you.

 **Activity 05**

Writing

Construct meaningful sentences to describe what is being done in each picture.
Follow the example.



1) **floor - polish**

E.g. : The floor is being polished.



4) **cake - decorate**



2) **table - set**



5) **flowers - pick**



3) **hall - decorate**

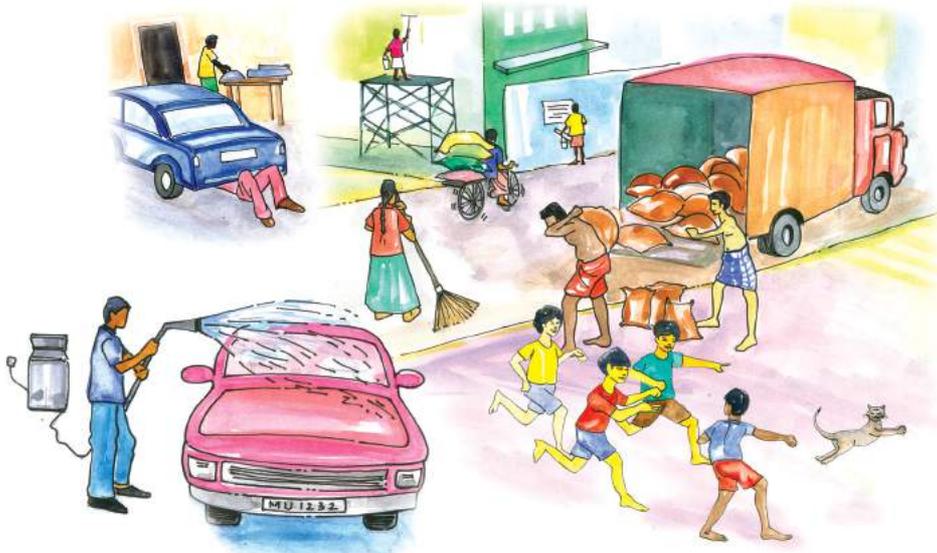


6) **bush - prune**

👉 Activity 06

Form passive voice sentences to describe what is happening in the picture.

E.g.: The goods **are being unloaded** from a lorry.



👉 Activity 07

Reading and Writing

The hotel crew is busy at work. The manager wants to check whether everything is going well. He asks the following questions. Read them carefully.

- Is the food being served at this moment?
- Is the hall being decorated?
- Are the chairs being arranged?
- Are the two swimming pools being cleaned?

Form similar **questions** with the words given below.

- | | | |
|-----------|-----------|---------------------------------|
| a) letter | - type | c) water - pump - into the pool |
| b) dinner | - prepare | d) gift packs - distribute |

Activity 08

Read the following article and answer the questions given below.



The wheel has been an essential part of human life from the very early years of human civilisation. The wheel can be best described as a circular object that rotates on an axial bearing. The earliest wheels were known to be wooden disks with a hole in the middle for the axle. The word wheel first came from an Old English word. In Sanskrit, the wheel is called chakra to mean round or circle. It is believed that the wheel first originated around 3500 BC in Mesopotamia (part of modern -day Iraq) where it was used for chariots. Some argue that it was invented by the Mesopotamians, the Northern Caucasus and Central Europeans. Therefore, the issue of where the wheel originated in still remains a mystery.

The next step in the evolution of the wheel was made by the Egyptians 1500 years later in 2000 BC when **they** used spokes in their wheels and proudly used them in their chariots while the Greeks have the honour of introducing the cross bar or the H-type wheel.

The other significant developments in the evolution of the wheel includes the introduction of wire tension spoke in 1802 when G. F. Bauer obtained a patent for it and the introduction of a new type of tire in 1845 by R.W. Thompson which was improved later by John Dunlop in 1888.

The wheel was one of the central technologies which boosted the industrial revolution. The invention of the wheel has contributed immensely to the development of technology and the most significant being the water wheel, the cog wheel and the spinning wheel. Some of the latest developments of the wheel include the propeller, the jet engine and flywheel and the turbine. The wheel which originated so long ago has passed through many stages of development and change and is now presented in very attractive forms. Today, one cannot even imagine any mechanism without a wheel, can you?

1. Write true (T) or false (F).
 - I. Technology would not have developed if we had not invented the wheel.
 - II. The earliest wheels were made of rubber.
 - III. The word 'wheel' came from Sanskrit.
2. Who invented wheels with spokes?
3. Who possesses the patent for the wire tension spoke?
4. Complete the following flow chart to describe the evolution of the wheel.



5. Find single words from the text for the following phrases.
 - I. belonging to a period of history -
 - II. involving a great or complete change -
 - III. most important -
6. Find antonyms / opposite words from the text for the following words.
 1. unattractive -
 2. modern -
 3. dishonour -
7. What does 'they' in paragraph 2 refer to?
8. Give a suitable title to the text.
9. Write the main idea of the text in two sentences.
10. Imagine a world with no wheels. Write a short paragraph.

You can begin like this....

Before the invention of wheel, people had to walk long distances but today people travel because of If there were no wheels, people would.....

An Unforgettable Trip

The trip we made to Kataragama during my school holidays was an unforgettable one. We left home **early** in the morning and reached Kataragama by the evening. Everybody got out of the van and began to **unload** the baggage. My uncle got on to the roof of the van and began to **untie** the rope so that they could **unload** the pots and pans. We took our bags into the room to **unpack** our clothes. My mother and aunt went to the kitchen to prepare dinner. After a few minutes I heard them laughing **loudly**. They seemed to be enjoying the cooking. As we were **sleepy** and tired we had our dinner and went to bed early.

The following morning, we woke up early and had a bath in the beautiful Menik Ganga. Next, we went to the Kiri Vehera and the Kataragama Kovil. We waited **patiently** in line at the Kovil to offer a basket of fruits to the Kataragama Deity. We spent the rest of the day walking around the historic city of Kataragama.

I was very **unhappy** to see a lot of garbage left **carelessly** all around the city. I wish that people were more **thoughtful** of the environment and were more **careful** when they throw garbage. We all came back to the guest house later in the evening and packed our bags **quickly** to go back home.

Learning Point

Affixes

The word class and / or the meaning of words are changed by adding affixes.

e.g.: un, ly, fully, ness, sion, some

Affixes are of two types.

1. Prefixes (added at the beginning of the word)
2. Suffixes (added to the end of the word)

- The following affixes change the meaning of the word but the word class remains unchanged.

e.g: happy - **un**happy
(adj) (adj)

tie - **un**tie
(vb) (vb)

- The following affixes change the word class and perhaps the meaning of the word also change.

e.g: care - care**less**
(vb) (adj)

beauty - beaut**iful**
(noun) (adj)

sad - sad**ness**
(adj) (noun)

 **Activity 09**

Read the following word list and change their word class using the affixes given. Copy the grid into your writing book and complete it.

bright, dark, great, develop, introduce, ready, advertise, trouble, create, immediate, quarrel, invite, thoughtful, truthful, mystery, judge, courage

-ness	-ment	-tion/-sion	-some	-ous	-ly

Activity 10

Fill in the blanks using appropriate words from the table you have completed.

- 1) Fire fighters arrived
- 2) Theof the country lies on our hands.
- 3) The students distributed the
- 4) Never tell lies is a great human quality.
- 5) The child acted quickly and saved the crowd from the danger.

Activity 11

Reading

Work in groups of three and go through the image and read aloud the conversation given below.



Ama : What is this?

Yusuf : I don't know. My pen-pal from Chile has sent this.

Meena : Hasn't he mentioned what it is? It seems to be a leaflet.

Yusuf : He has called it a travel B-R-O-C-H-U-R- E. How do we pronounce this word?

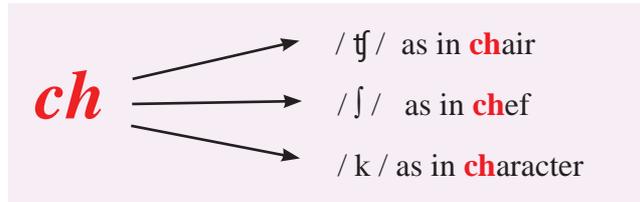
Ama : Let's look up in the dictionary for the pronunciation.

Meena : Then we can learn the meaning, too.

Activity 12

Speaking

Study the different sounds made by 'ch'.



Read aloud the words given in the following box. Categorize them according to the sound made by 'ch' and fill in the grid given in the work book. (Unit 3. Activity 09)

● parachute	● headache
● cholera	● chore
● chauffeur	● brochure
● chameleon	● machine
● chocolate	● sachet
● march past	● choir
● cache	● chaos

Read aloud and enjoy!

Tongue twisters

- I scream, you scream, we all scream for ice cream!
- Kitty caught the kitten in the kitchen.
- If two witches were watching two watches, which witch would watch which watch?
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.