

P4 Radio Capsules – Lesson 1: Interviewing skills
Lesson Plan

Level	Primary 4 (mixed-ability class)
Theme	School and life in other Asean countries
Duration	80 mins
Aims of the lesson	1. To set the context for Radio Capsules 2. To build up anticipation for Radio Capsules
Objectives of the lesson	1. To brainstorm for story angles relating to the theme 2. To identify types of questions 3. To evaluate the use of the types of questions 4. To draw up a list of interview questions
Concept Check Questions	1. How do we craft questions? (5W1H) 2. What are the types of questions? (Close and open-ended questions) 3. What is the purpose of these type of questions? (Open-ended to encourage responses, close-ended for clarifying purposes)
Prior knowledge required	1. 5W1H
Problems expected (Solutions)	1. Students ask questions strictly off their list. (Ask that group how they felt after asking all the questions they had. Was it enough for them to make an accurate guess? What do they think they could do?)
Materials	1. White board 2. A fairy-tale story

P4 Radio Capsules – Lesson 1: Interviewing skills

Stage	Time	Event	What the students do	What the teacher does
Generate Interest	4 minutes	1) Tune in to the lesson	1) Lead into lesson 2) Set the context for Radio Capsules	1) Play a recording of Fun Facts – Facebook ice-cream. Refer to Annex 1 2) Teacher asks the following questions: a) Did you enjoy the story? b) Why do you think I am playing this for you? How do you think this recording is produced? Elicit answers such as researching for fun facts, writing it out, record the reading. c) Teacher to lead in to the production of radio capsules d) Teacher to inform class that the theme of Radio Capsules and explain the opportunity of learning leveraging on the visitation of teachers from ASEAN.
Lesson Objectives	1 minute	2) Inform lesson objectives	2) Listen	3) Inform participants on the outline of the lesson: a) To brainstorm for story angles relating to the theme b) To identify types of questions c) To evaluate the use of the types of questions d) To draw up a list of interview questions
Direct Teaching	15 minutes	3) Play powerpoint	3) Listen	4) Elicit from the class if they get to talk to a zookeeper, what would they ask? 5) Write 6 – 8 questions provided by the

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Stage	Time	Event	What the students do	What the teacher does
				class on the board. Ask them to group the questions. 6) Draw their attention to close-ended questions and open-ended questions. 7) Elicit from the class what is the purpose of each different type of questions. 8) For classes with higher ability, give out the interview article with the zoo-keeper and ask them to read and check if their questions have been answered. They can also identify what other questions have been asked in order for this interview to be written. For mixed ability classes, teacher can attempt to answer some of these questions first and then hand out the article for them to read on their own. Refer to Annex 2
Group work	10 minutes	4) Collaborative learning	4) Craft questions	9) Tell the class that they are going to play a game to guess what fairy-tale character you are. Refer to Annex 3 and 4

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Stage	Time	Event	What the students do	What the teacher does
				a) Each group will craft 5 questions that they can ask before they can make a guess. Each group will be given 10 minutes to draw up their questions. b) Emphasize that the questions are only a guide. Good interviewers will ask follow-up questions on the spot based on the responses given. Therefore, groups can decide if they want to stick to their list of questions or not. c) Allow questions from the floor before start of group work.
Class work	25 minutes	5) Modelling of an interview	4) Listen attentively and wait for their turn.	10) Draw lots to see which group goes first. 11) Teacher will not reveal her identity until all groups have asked their questions. (A variation would be a different fairy-tale character for each different group). 12) Give feedback based on the type of questions asked by each group.
Direct	10 minutes	6) Explain the	5) Read the list of	13) Teacher informs students on their task.

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Stage	Time	Event	What the students do	What the teacher does
teaching		requirements of Radio Capsules	requirements	
Group work	15 minutes	6) Collaborative learning	6) Decide on the topic of their Radio Capsule	14) Walk around to answer queries and to check on progress of work. Teacher to help scope the topic for students if they are having difficulty.
Closure	10 minutes	9) Recap lesson	7) Share 1 thing they have learnt	15) Ask 5 pupils to share 1 thing they have learnt and their response must be different from the previous student. 16) Ask 1 rep from each group to share with class the topic of their radio capsules.

Croatian Confectioners Create White-and-Blue Ice Cream, Name It Facebook, Make a Killing

By Spooky on September 3rd, 2013 Category: [Foods](#)

Facebook, the world's most popular social network, has just passed the 100 billion valuation mark, but thanks to a couple of business-savvy ice-cream makers from Croatia, anyone can have a slice of it for as little as 1 euro.

Brothers Admir and Ibi Adili run the Valentino ice cream shop in Tisnom, on Croatia's Murter island. After noticing his 15-year-old daughter Bibi spent a lot of her free time on Facebook, Admir came up with the idea of creating a Facebook ice cream to attract other fans of the social network. All he had to do was make a plain white ice cream, decorate it with blue syrup, slap a "Facebook" sign on it and wait for the new business to roll in. Believe it or not, his plan actually worked. The treat has been a big hit with tourists this summer, and Adili told reporters it's been going like crazy. His Facebook ice cream apparently tastes like chewing gum and candy, but it's not the flavor that has customers begging for more, but the name and the trademark "Facebook" logo on the sign.

Speaking of trademark, the Adili brothers haven't bothered to ask mark Zuckerberg permission to use his company's name and logo to promote their business, but Admir jokingly says that "if he calls, I'll ask him".

What Fairy Tale Character Am I?

This story-game has two goals: to sensitize interviewers to the flow-stopping effect of closed-ended questions; and to encourage interviewers to ask questions based on what they have just heard.

I begin the game with the following explanation:

This is a guessing game. I will pretend to be a character from a fairy tale. Your job will be to guess who I am.

You can ask me questions about my life, and I'll answer them. But there are two special kinds of questions in this game.

One special kind of question is the "yes/no" question. These questions can be answered with just one word, "yes," or "no." Everytime you ask me one of these questions, I get a point on the blackboard. If I get five points, I win the game.

Another kind of question is the "follow-up" question. A follow-up question asks about something I just said. Everytime someone asks a follow-up question, you get a point on the board. Everytime you get three points, you can make one guess about who I am.

The game proceeds with me answering questions as though I am, say, Rapunzel. My job is not only to answer the questions, but to judge the correct amount of information to give.

With younger children, I might be quite forth-coming. With older or more experienced interviewers, on the other hand, I might give evasive answers that conceal as much information as possible.

In either case, my primary goal is not to fool the players, but to point out effective questions when they ask them.

Annex 4

Little Red Riding Hood

<http://www.britishcouncil.org/kids-stories-red-riding-hood-popup.htm>



by Leanne Guenther

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.

"That's a good idea," her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

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"Remember, go straight to Grandma's house," her mother cautioned. "Don't dawdle along the way and please don't talk to strangers! The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for awhile, listened to the frogs croaking and then picked a few more.

Little Red Riding Hood was enjoying the warm summer day so much, that she didn't notice a dark shadow approaching out of the forest behind her...

Suddenly, the wolf appeared beside her.

"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.

"I'm on my way to see my Grandma who lives through the forest, near the brook," Little Red Riding Hood replied.

Then she realized how late she was and quickly excused herself, rushing down the path to her Grandma's house.

The wolf, in the meantime, took a shortcut...

The wolf, a little out of breath from running, arrived at Grandma's and knocked lightly at the door.

"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf gobbled her up!

The wolf let out a satisfied burp, and then poked through Granny's wardrobe to find a nightgown that he liked. He added a frilly sleeping cap, and for good measure, dabbed some of Granny's perfume behind his pointy ears.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called in a cackly voice.

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"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"Grandmother! Your voice sounds so odd. Is something the matter?" she asked.

"Oh, I just have touch of a cold," squeaked the wolf adding a cough at the end to prove the point.

"But Grandmother! What big ears you have," said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood.

"The better to see you with, my dear," replied the wolf.

"But Grandmother! What big teeth you have," said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the bed was not her Grandmother, but a hungry wolf.

She ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could.

A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could.

He grabbed the wolf and made him spit out the poor Grandmother who was a bit frazzled by the whole experience, but still in one piece. "Oh Grandma, I was so scared!" sobbed Little Red Riding Hood, "I'll never speak to strangers or dawdle in the forest again."

"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!"

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The woodsman knocked out the wolf and carried him deep into the forest where he wouldn't bother people any longer.

Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

Fairfield Methodist School (Primary)
Radio Capsules
Requirements

Name: _____

Date: _____

Class: P4()

A. Requirements

1. In groups of 5 or 6, you are to
 - a. **interview** a foreign teacher
 - b. **write a radio script**
 - c. **produce a recording** of your research and interview
2. The final recording should be about **5 to 6 minutes** long. This is about 600 to 720 words long.
3. Teachers from the following countries are available for interviews:
 - a. Indonesia
 - b. Lao PDR
 - c. Malaysia
 - d. Myanmar
 - e. Thailand
 - f. Vietnam
4. Choose a country you fancy. Read up about this country.
5. Your radio capsule can be any topic relating to the theme of school or culture. For eg. Teachers and students or life of students in and after school.
6. You are expected to have the following sections in your script:
 - a. introduction of the **country**
 - b. your **topic**
 - c. **comparison** of your topic to that of Singapore. For eg. Comparison of teachers and students life in Cambodia vs the lives of teachers and students in Singapore.
 - d. Conclusion which includes your group's **feelings, thoughts and opinions** in presenting the topic and after making the comparison with Singapore.

Fairfield Methodist School (Primary)
Radio Capsules
Requirements

B. Purpose of interview

1. You can make use of the interview to find out more information or to confirm something that you have read. You can also use the interview to clarify some thoughts that you have after reading about it.
2. The interviews will be recorded and you can play it back to get the information that you need.
3. The information gathered from the interviews need to be presented in some part of your script and recording.
4. The interviews will not be directly recorded as part of your radio capsule.

Radio Capsules

Lesson 1

Interview skills



Facebook Ice-cream?

- <http://entertainment.xin.msn.com/en/radio/podcast/fun-facts>

Facebook Ice-cream

- Why is it called facebook ice-cream?
- Where is this ice-cream sold?
- Why is the road ahead rocky for this ice-cream?



Facebook Ice-cream

- How is this recording produced?
- Can you list down the steps to make this recording?



Today, you will learn to:

- To brainstorm for story angles relating to the theme
- To identify types of questions
- To evaluate the use of the types of questions
- To draw up a list of interview questions

Activity 1 - Zookeeper

- If you have a chance to meet a zookeeper, what would you ask him?



Activity 1 - Zookeeper

- How did you come up with these questions?
- Can you classify these questions?



5W1H

- We use 5 Wives and 1 Husband to help us think of the questions.
- WHO
- WHAT
- WHERE
- WHEN
- WHY
- HOW



Types of questions

- Questions can be open-ended or close-ended
- When do we use open-ended questions?
- When do we use close-ended questions?



Activity 2 – Who am I

- Each group has 10 minutes to write down 5 or 6 questions.
- Use your questions to guess this character.
- I am a character in a well-known children's story.
- Each group has only 10 seconds to make their guess after asking all the questions.





Your questions are only a guide

What have you learnt

Requirements

- In groups of 5 or 6, you are to :
- **interview** a foreign teacher
- **write a radio script**
- **produce a recording** of your research and interview

Requirements

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Purpose of Interview

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Purpose of Interview

- The interviews will be recorded and you can play it back to get the information that you need.
- The information gathered from the interviews need to be presented in some part of your script and recording.
- They will not be directly recorded as part of your radio capsule.

Your task now – 20 minutes

- Decide on the topic
- Allocate roles and parts
- Craft your interview questions

Fairfield Methodist School (Primary)
Radio Capsules
Roles

Name: _____

Date: _____

Class: P4()

Group Name	
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No	Roles	Names	Other duties
1	Main Presenter/ Leader		Put the whole script together and link all the parts
2	Introduction/ Questioner		Research and write on country
3	Topic 1/ Noise-controller		Research and write on topic
4	Topic 2/ Assistant Leader		Research and write on topic
5	Comparison/ Encourager		Compare and contrast with that in Singapore
6	Conclusion/ Time-keeper		Read the whole script and write and ending paragraph

Rhinos turned him around

Mr Vijaya
self-
head, learnt
elephants



Elephant man: Mr Pillai turned down a promotion initially because it would mean he could not work closely with the elephants he loved. ST PHOTO: DESMOND FOO

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He had come out of national service at age 20 with three GCE O levels in hand.

Unlike many zoo employees who say they have had a lifelong passion for animals, he says he was never particularly drawn to them as a child. He was attached to his family's dog while growing up in the civilian quarters at Nee Soon camp, where his father was chief plumber for the British army, but that affection had not translated into a general affection for animals.

The reason he joined: Clint Eastwood.

"I had a fascination with horses from watching his movies – For A Few Dollars More, The Good, The Bad And The Ugly. I loved the way he rode a horse and I always wished that I could ride like him," he says.

He had been a fairly good student when he was in Nee Soon Primary, he says, but in Upper Thomson Secondary, he found that he preferred to be with friends at the movies than studying.

So when a friend, already a zoo employee, told him that his workplace was hiring, Mr Pillai showed up.

The inexperienced Mr Pillai was at first a volunteer, but when he proved himself, he was offered a full-time keeper's job. He was willing to do anything as long as he could work with, and ride, the ponies. The zoo kept its promise and he worked with the equines, but he found that he clicked with other species too.

In those early days, new keepers had to work out the finer details of animal care together. There were a few surprises. For instance, keepers assumed that

the king cobra was like other cobras, in that its diet consisted of small mammals such as rabbits and birds like chickens. But it refused to eat any of these. Then, he recalls now, someone found out that the king cobra's diet consisted solely of other snakes.

As the zoo's collection grew, Mr Pillai discovered he had an affinity for large mammals. When the rhinos came, he became their first keeper. He grew close to the sweet-tempered female, Jenny. While she rested, he would too, laying on the ground next to her, reading.

In the normal course of rotations, he

was moved to care for Asian elephants. Working with them was to be something of a turning point in his life. The young man had been, by his own description, something of a hot-head.

"Working with elephants turned me around. Being hot-tempered with them doesn't work," he says.

He bonded with the female Anusha, who was particularly sweet-tempered, and Komali, who arrived as a boisterous youngster in 1974. He spoilt her rotten. Komali developed a habit of grabbing spectacles and breaking them – a habit he thinks he might have curbed had he been willing to use punishment, he says.

Mr Pillai had found his calling. "I was truly having the best time of my life, working with animals," he says, but his parents had other opinions.

When he signed up with the zoo, he turned down other job offers that did not require as much manual labour and that seemed much safer.

"My father thought I was nuts," he recalls, especially after an orang utan bit

his hand while he was trying to feed the primate. It was not just the orang utans that would have a go at him. The gibbons, too, would leave teeth marks on him on five separate occasions.

He turned down a promotion because it would take him away from close physical contact with the elephants he cared for so much, agreeing to it only after he saw that he could do more to protect them if he could set policy.

His father died in 1993, leaving behind his mother, a housewife.

He is the oldest of seven siblings. He has one remaining brother (two having died) and three sisters.

His wife, Ms Santie Gunasekara, is deputy director of marketing communication at the National University of Singapore. They have two children, a son and daughter, both in secondary school.

The former chief of Wildlife Reserves Singapore, Mr Bernard Harrison, 62, joined the zoo in its founding days, as had Mr Pillai, and worked with him up to the time Mr Harrison left the organisation in 2002.

"Kumar is a remarkable man. He was attached to the elephant section and just loved them," says Mr Harrison in an e-mail interview.

Mr Pillai was trade union chief for the zoo and was the most gracious negotiator, standing up firmly for the rights of the staff, says the Wildlife Reserves' former chief, who now runs a zoo consultancy, Bernard Harrison & Friends.

Along with his empathy for animals, Mr Pillai has a sharp manager's mind, a man blessed with "sheer personality coupled with a breadth of interest and talents".

His rise – "through the keeper ranks to Senior Assistant Curator (to the) zoological running of the Night Safari and eventually General Manager of Night

Safari" – is notable.

"It's actually not a remarkable achievement in some other countries, but for Singapore, so conscious of degree-holders, it is remarkable and is a mark of the quality of the man. He is a skilled manager and extremely knowledgeable in zoology," says Mr Harrison.

Mr Pillai has gone back to school a few times in his four decade-long career, gaining both zoo-specific qualifications, such as a Certificate in Animal Management from the City and Guilds of London, and more general ones, including a diploma in business administration from the National Productivity Board.

That was to be a springboard to a master's degree, but those studies were interrupted and put on indefinite hold in the early 1990s as work on the Night Safari took more of his time.

He enjoys photography and perhaps not surprisingly, favours shooting pictures of nature and wildlife.

On travels, both for work and on holiday with his family, he brings home plenty of snaps. Almost every year for the last two decades, he and a group of friends have done a pilgrim's tour around temples in south India.

"I've always felt at peace in temples. Being close to God brings me joy and peace," he says.

At age 62, he is officially retired, but continues as Wildlife Reserves' director of zoology at the management's request.

He has no date in mind for calling it quits and taking it easy, he says.

"I'll like to carry on for as long as I possibly can. I enjoy my work. I enjoy working with my colleagues and I want to contribute for as long as I can, making WRS a great place for animals and visitors."

✉ johnlui@sph.com.sg

Jumbos turned him around

Zoology director Vijaya

Kumar Pillai, a self-confessed hot-head, learnt to be cool with elephants



John Lui

It was the late 1980s and the team formed to create the Night Safari was eager to start building. A market research company came with bad news: Its surveys showed that on a good night, the proposed park would draw 600 attendees. That estimate, if accurate, would mean the attraction could not hope to break even financially. The project seemed doomed even before it had started.

Mr Vijaya Kumar Pillai, 62, known to his friends as Kumar, was a member of that early team. He laughs when he remembers the report's dismal figures. The Singapore public had no idea what a nocturnal zoo could be like – the Night Safari would be the world's first – and did not seem interested, the research showed.

"We thought, that can't be possible. It doesn't make sense. We decided that the marketing team was wrong," he says.

The Night Safari group stuck to its original plan to build a park capable of hosting 1,200 visitors a night, twice the report's projections. It was a figure based on personal experience. He was there in 1973 when the Singapore Zoo opened. It was mobbed.

"The queue of cars went all the way up to Mandai Road," he says.

The Night Safari team predicted that in a good year, the new park would see 500,000 admissions.

"That first year," says Mr Pillai, "we had 750,000 admissions".

When the Night Safari opened almost exactly 20 years ago on May 26, 1994, a throng showed up and it has never really let up since. Instead of poor take-up, the newly built venue's problem was one of crowd control, of expanding capacity as well as diverting and channelling visitors into less crowded zones. Over time, its nine trams became 24 and its 250-seat amphitheatre became a 600-seater, then an 800-seater.

Today, demand still nips at the heels of capacity. All four shows at the amphitheatre normally have full houses. Attendance at the Night Safari last year was 1.1 million, while its sister attraction, the Singapore Zoo, drew 1.7 million visitors. That initial marketing estimate was wildly inaccurate, Mr Pillai believes, because the team did not poll enough tourists. They make up between 70 and 80 per cent of attendees.

Mr Pillai does not have a degree in zoology or veterinary science, or any other degree. His place on the 10-member founding team of the Night Safari was secured through his deep practical knowledge of management, both of animals and the people who care for them.

He joined the Singapore Zoo in 1972, some months before its opening.

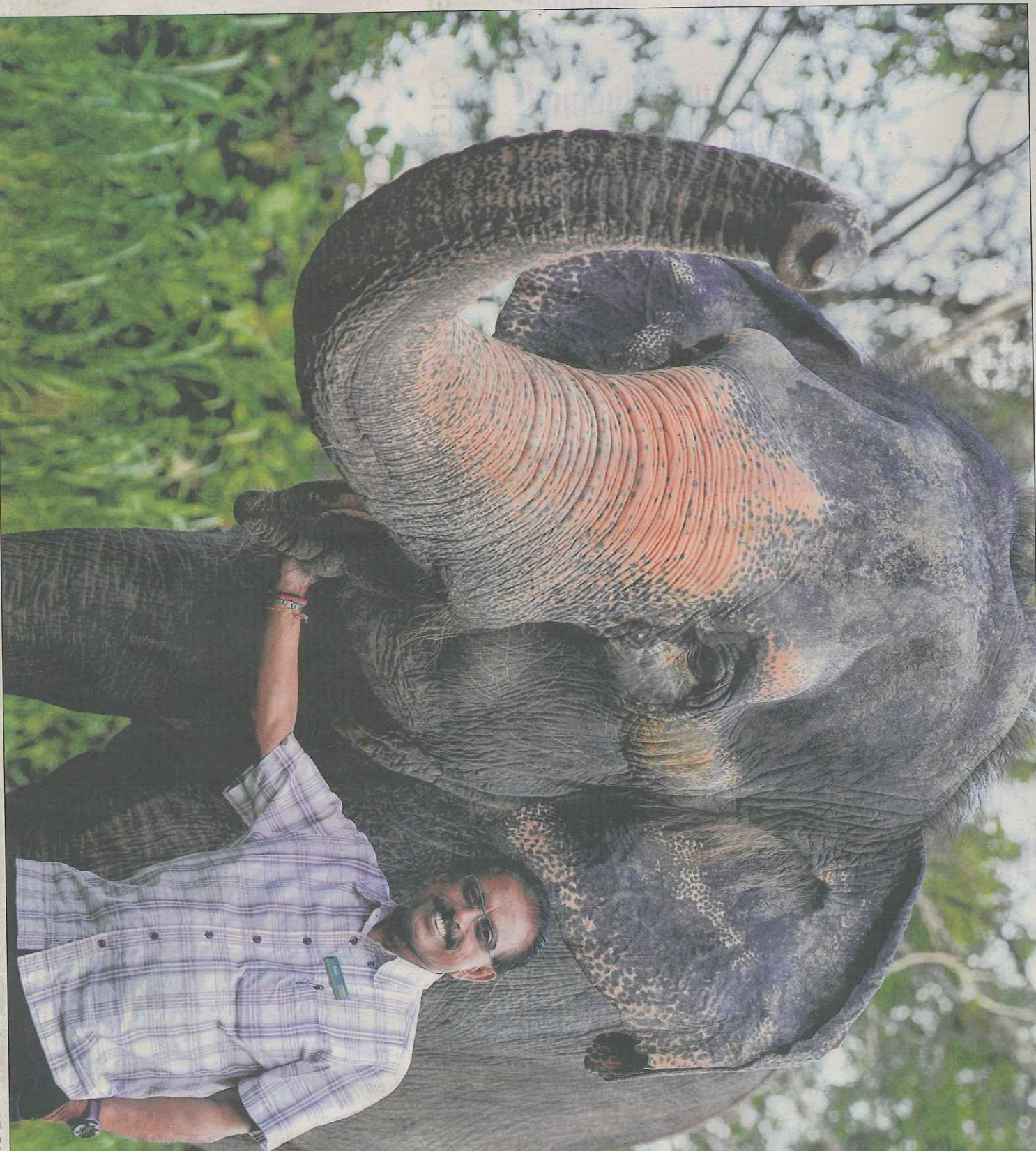
Starting as a keeper, he rose to become assistant curator at the zoo before transferring to the Night Safari, also as assistant curator, before becoming its general manager in 2011.

In January last year, he was promoted to director of zoology at Wildlife Reserves Singapore, making him the most senior among the people managing the animal collections. He reports to the Chief Life Sciences Officer, Dr Cheng Wen-Haur.

Wildlife Reserves runs four attractions: Jurong Bird Park, Night Safari, Singapore Zoo and the recently opened River Safari.

Mr Pillai works with each park's zoology heads.

"I'm reading up on birds and fishes," he says with a smile. Until recently, he



Elephant man: Mr Pillai turned down a promotion initially because it would mean he could not work closely with the elephants he loved. ST PH

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His father died in 1993, leaving behind his mother, a housewife.

He is the oldest of seven siblings. He has one remaining brother (two having died) and three sisters.

His wife, Ms Santie Gunasekara, is deputy director of marketing communication at the National University of Singapore. They have two children, a son and daughter, both in secondary school.

The former chief of Wildlife Reserves Singapore, Mr Bernard Harrison, 62, joined the zoo in its founding days, as had Mr Pillai, and worked with him up to the time Mr Harrison left the organisation in 2002.

"Kumar is a remarkable man. He was attached to the elephant section and just loved them," says Mr Harrison in an e-mail interview.

Mr Pillai was trade union chief for the zoo and was the most gracious negotiator, standing up firmly for the rights of the staff, says the Wildlife Reserves' former chief, who now runs a zoo consultancy, Bernard Harrison & Friends.

Along with his empathy for animals, Mr Pillai has a sharp manager's mind, a man blessed with "sheer personality coupled with a breadth of interest and talents".

His rise – "through the keeper ranks to Senior Assistant Curator (to the) zoological running of the Night Safari and eventually General Manager of Night

Safari" – is "It's a merit in Singapore, holders, it the quality manager at zoology," as a manager at zoology, "as a Certi from the C more gene business al Product

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