

Unit 2: The World of Animals

A Tiger in the House

SPECIFIC OBJECTIVES

- ▶ Making the school and home fun and inviting through creative study, art-related and social activities.
- ▶ Understanding the need for seeing, being aware of and enjoying nature, including the animals, through friendly social interaction and collaboration, integrating discipline and communication.
- ▶ Learning to take care of animals as pets and to conserve wildlife.
- ▶ Highlighting the importance of the tiger, which is also our national animal, and doing all we can to preserve its habitat as well as the habitats of other endangered species.
- ▶ Learning to appreciate everything that nature offers us and interacting with it in a harmonious manner.
- ▶ In today's world, we are living in metros, cities and towns, often cut away from nature and all that it comprises, including the animals. Often, we don't think about wild animals that need our care and protection. This needs to change. So many species of plants and animals are on the brink of extinction because of the callous and wasteful manner in which we lead our lives. We must remember that, as humans, we are just a tiny part of the web of life that sustains all life on this planet. So, while reading and teaching this lesson, ensure that the students are made aware of all these issues. If we are to live and survive as a species, we need to respect all life forms on this unique planet.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Nouns – Possessive nouns; formation of nouns; functions of nouns.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Learning about foreign words used in English, pronunciation of selected words, writing a formal letter, punctuation.
- ▶ This Unit has two lessons, one is prose and one is poetry.

Get Going!	<ul style="list-style-type: none"> ✧ Read out the question and discuss in class. Let the students look at the picture carefully. Ask them to explain what they see and whether they think it is right to keep birds and animals in cages. We often come across such a scenario in pet shops. How do the students feel about it? Encourage them to speak their minds openly. Tell them to imagine how birds and animals must feel confined in small cages without the freedom to lead full, happy lives. All creatures have the right to live a life of freedom, in their natural habitat. We must treat them with love and kindness.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Talk about the author: Ruskin Bond is of British descent, born in India and lives in Mussoorie. He is a prolific writer of stories, novels, etc., for children and adults. Some of his books have been made into films too: 'A Flight of Pigeons' (Junoon), 'The Blue Umbrella', etc. Many of his stories and books are based on his own experiences. ✧ In this extract, the period refers to the time when India was under British rule. It is about the author's grandfather and his love of animals and birds, particularly a pet tiger cub he brought home and cared for. It was treated like any other pet and had complete freedom to move and play in the house, till it began eating the chickens and stalking the cook. Then it was placed in a zoo. It is a delightful story of the bond human beings can create with animals and birds, even with wild animals. ✧ Read aloud the lesson or have the students read it. Explain the words and phrases, and their meanings: finger-glasses, seven or eight courses, bagging game, give us a wide berth, her prophetic manner, made straight for, etc.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A-E: Explain the exercises. Do them orally first and then ask the students to write the answers in their notebooks. It is advisable to check and assess individual work.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercises A and B: Explain the exercises. Discuss and do them orally first and then ask the students to write the answers in their notebooks. It is advisable to check and assess individual work.
Grammar Spot	<ul style="list-style-type: none"> ✧ Brush up on what nouns are - They are the names given to things, persons, objects (animate or inanimate) or feelings: e.g., Ram, man, dog, book, tree, light, love, etc. Use the blackboard to explain possessive nouns - what they are and how they are formed and used.

<ul style="list-style-type: none"> ✧ We use the possessive form of the noun to show who owns something. It is used for living things (the dog's tail); as a personified noun (India's hockey team); without a following noun, if the meaning is clear (Whose bag is this? Raman's.); for people's houses, shops and firms (All of us met at Suman's last night and had dinner there; The train station is near St. Peter's; the shirt was bought at Arrow's). ✧ Use the possessive with a singular noun and a plural noun (my brother's book; the babies' cries); to show individual and joint possession (Geeta's and Rohan's books; Harsha and Deepak's house). ✧ Use the given examples as well as your own, and ask the students to think of examples too. ✧ Exercise A: Do the exercise orally and then ask the students to write down the answers in their books/notebooks. ✧ Explain the formation of nouns using suffixes from adjectives and adverbs like '-ion', '-ness', '-age', '-ism', etc. (inform -> information; happy-> happiness; seep-> seepage; hero-> heroism). ✧ Do Exercise B orally and then ask the students to write down the answers in their books/notebooks. ✧ Exercise C: Bush up on the functions of nouns/noun phrases, which have already been covered in earlier classes. Explain how a noun can act as the subject of a verb, for example: The dogs ran after the terrified thief. Here, 'the dog' is the noun of the verb 'ran'. ✧ As an object of a verb: The children played many games. Here, 'games' which is a noun, is the object of the verb, 'played'. ✧ As an object of the preposition: I put the books on the table. In this sentence, 'on' is the preposition and 'table' is the object. ✧ Announce the answers of A-C and let the students check their work. 	
<ul style="list-style-type: none"> ✧ Exercise A: Explain how English, as an international language has borrowed many words and phrases from other languages, such as Hindi, Sanskrit, Spanish, French, Italian, Greek and Latin. Use the examples given in the book as well as your own to explain. Then let the students do the exercise on their own. Write the answers on the blackboard and let them check their own work. ✧ Exercise B: Help the students by giving some examples of your own. This will encourage them to think their own examples. 	Word Wise

Listen and Learn	✧ Exercise A: Read aloud the passage or have the students read it. Explain it. Then ask the students to answer as true or false.
Converse and Connect	✧ Exercise A: This can be enacted by 2-3 pairs of students doing a role-play in class under the guidance of the teacher.
Speak and Express	✧ Exercise A: Tell the students to look at the picture carefully and give them ten minutes to talk to their partners about it. Then question them at random and let them speak in class and share their ideas.
Pronunciation Practice	✧ Exercise A: Read each word aloud and ask the class to follow. Check and correct their pronunciation.
Write Well	<p>✧ We have already covered the formal letter and its format in the earlier classes. Go through the information given in the book once again so that the students can recall and refresh what they had learnt.</p> <p>✧ Exercise A: Read exercise slowly so that the students are clear about what they are required to do. Go through the sample letter as well. Then let the students attempt the exercise on their own. It is advisable to check and assess their work individually.</p>
Punctuation	✧ Exercise A: Ask the students to do the exercise on their own. Write the passage with the correct punctuation on the blackboard and ask the students to check their work in pairs.
AIL Activity (Experiential Learning)	✧ Exercises A and B: These can be done under the guidance of the teacher.
Values and Life Skills	✧ Exercise A: Discuss this in class. Explain to the students why feeding the animals is wrong. Then let them do the exercise on their own. Let their partner check the work.