

# A Tiger in the House

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Saving the tiger in India is a major project. The tiger is endangered and is a symbol of the fight to save the environment; the forests, the habitat and all endangered wildlife, and also the balance between nature and human beings
- ▶ Reading, listening, understanding, thinking and discussion
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Word meanings, spellings, pronunciation, frequently used foreign words and phrases; sentences; using the dictionary; editing
- ▶ Grammar: Articles and determiners; phrases and clauses—what they are and how they are used.
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Writing a paragraph on a given situation; sentences with foreign phrases and words
- ▶ Project work on tiger conservation
- ▶ Applying the lesson learnt to life

### GEAR UP!

- ▶ Discuss in the class: What do you think about caging animals/birds? Do you think they like it? Would you be happy caged/tied? What animals can be kept as pets—advantages and disadvantages? Should we be considerate of neighbours' feelings and opinions?
- ▶ What is wildlife conservation? How important is it? How can we save endangered species?
- ▶ Do the exercise as instructed.

**Outcome:** Understanding life in a cage and in natural habitat; conserving wildlife and kindness to animals/birds.

### READ AND DISCOVER

- ▶ The students may read aloud the lesson in turns. Correct them where required.
- ▶ Explain the lesson, words and phrases like 'beaters', 'hotwater plates', 'finger-glasses', 'seven or

eight courses', 'distinction', 'give us a wide berth', 'her prophetic manner', 'made straight for', etc.

- ▶ Ask in-text questions, e.g., 'Why do neighbours give a wide berth to the author?', 'What was Grandmother's prophecy?', and 'What was humorous about Grandfather petting Timothy in the Zoo's cage?'

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**Outcome:** Reading aloud, understanding word meanings, spellings and pronunciation.

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## **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.
- ▶ Exercises B and C can be done by the students on their own. The teacher can assess the work of the students along with other written work.
- ▶ HOTS—Discuss the questions and their answers in the class. Then, ask the students to write the answers on their own. The teacher can assess the work individually. Share the best HOTS answer in the class.

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**Outcome:** Understanding and answering the questions orally and in writing.

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## **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and explain with examples what articles and determiners are and their usage.
- ▶ Also, use the blackboard and given examples to explain what phrases and clauses are and their kinds.
- ▶ Exercises A to D: Ask the students to do the exercises on their own. The teacher can announce the correct answers aloud. Students can check and correct their own work.

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**Outcome:** Learning articles, determiners, phrases and clauses

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## **VOCABULARY**

- ▶ Use the given examples and the blackboard to explain each of the foreign words and phrases given. There are several words from Indian languages also absorbed into English, e.g., 'pundit', 'chukker', 'juggernaut' (Indian); etc.
- ▶ Exercises A and B: These can be discussed in the class first. Then, the students can write the answer as corrected.

### **Dictionary Work**

- ▶ Exercise C: The students can do this exercise on their own. The teacher can assess their work.

### **Editing**

- ▶ Exercise D: The students can do the exercise on their own. Then, ask one student to write the edited passage on the blackboard. Involve the students in correcting it. The final correctly edited passage can be seen by the students to check and correct their own work.

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**Outcome:** Learning foreign words and phrases used in English; word meanings; sentences; using the dictionary; editing.

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## **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.

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**Outcome:** Listening attentively, understanding and answering the questions orally.

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## **CONVERSE AND CONNECT**

- ▶ Select two students to enact Sadiq and Rita.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them where required.
- ▶ Involve the students in assessing the enactment of the conversation on the basis of the parameters; pronunciation, pauses, emphasis and inflexion.

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**Outcome:** Learning to converse—pronunciation, pause, emphasis and inflexion.

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## **WRITING**

- ▶ Writing a paragraph of about 150 words on given situation.
- ▶ The teacher must assess the work of the students individually, along with other written work.

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**Outcome:** Writing a paragraph.

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## **PROJECT WORK**

- ▶ Ask the students in groups of eight to (a) select a tiger reserve, (b) get data on tiger population, (c) habitat, (d) dangers to the reserve and the tiger, etc.
- ▶ They may prepare a project and present it in the class.

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**Outcome:** Doing group work to make a project on any Tiger Reserve of India.

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## **VALUE CORNER**

- ▶ Read out the sentence and explain.
- ▶ Remind the students that the tiger is India's National Animal. Discuss what has been learnt about it.

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**Outcome:** Applying the lesson/value learnt in life.

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## **LIFE SKILLS**

- ▶ Read the problem and discuss.
- ▶ What constitutes harassment of animals, birds, etc.?
- ▶ List out 5-10 ways to show care and concern for animals at the zoo on the blackboard, taken from discussion.