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A Tiger in the House

SPECIFIC OBJECTIVES

- * Learning to love and care for animals and birds.
- * Care of pets and conservation of wildlife.
- * Saving the tiger: India's national animal – Project Tiger.
- * Preserving the habitat and providing the right environment for wildlife and marine life.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Nouns – formation; functions; gender and number – and usage.
- * Words and meanings, usage; frequently used foreign words and phrases; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a paragraph on adventure trip; punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about care of pets; conservation of wildlife; preserving the habitat of wild animals, etc.
- * Learning about nouns – formation, functions, gender and number.
- * Speaking, conversing and writing correctly.

Outcome

- * Exercise A: Teacher can read out the question and discuss in class.
- * Talk about: keeping pets; how do they care for them; what do the students personally do to take care of them.
- * What do they know about wildlife, marine life? Wildlife conservation and protection? Effects of expanding human settlements on habitat. Preserving the habitat – for birds, animals and marine life.
- * The students may suggest alternate ways of caring for the animals/ birds shown in the picture.

Get Set

- * Read the lesson aloud or ask the students to read parts of it.
- * 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.

Read and Enjoy



Read and Understand

Grammar Spotlight

- * This extract is about his grandfather's 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 is placed in a zoo, where later it recognises Ruskin's grandfather after a long time. It is a delightful story of the bond human beings can create with animals and birds, even with wild animals.
- * Share the stories about such bonding – Androcles and the Lion; The Jungle Book; the Harry Potter series with students having pets; books by Gerald Durrell and James Herriot, etc. There are films like Life of Pi; King Kong; George of the Jungle; Below Eight, etc. There are websites of organisations like the WWF, Green Peace, etc., and channels like Animal Planet, National Geographic, etc., and many others sources of information.
- * 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.
- * Reading creates familiarisation with words. Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships their family and daily life and ask in-text questions: Have you read any stories written by Ruskin Bond? Or seen any of the films? What is your opinion about it? etc.
- * Encourage students to read some of his stories.

- * Discuss the questions in Exercises A-C and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B-C.
- * HOTS: Read and discuss the questions in class. Then ask the students to write down the answers.

- * Use the board to brush up on nouns – their kinds: proper, common, abstract, material and collective.
- * Use the board to explain how they are formed: use the given examples as well as your own, and ask the students to think of examples too from Adjectives and Verbs.
- * Do Exercise A orally and then ask the students to write down the answers in their notebooks.
- * Explain the functions of a noun: as subject; as direct and indirect object and object of a prepositional phrase. A noun can also be used to show ownership – Henry's dog.
- * Discuss Exercises B and C and then the students can do it in class.
- * Brush up on Gender [masculine/feminine/common/neuter] and Number [singular/plural] using the board and your own examples.

- * Do Exercises D, E and F orally and then let the students write them.
- * Announce the answers aloud for Exercises A-F and let the partners check.

- * Getting to know new words.
- * Learn to recognise the new words by selecting them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.
- * Learning about words and phrases that are of foreign origin, commonly used or absorbed into English usage.
- * Explain how words from various languages have been absorbed into English: French, Latin, Greek, German, Italian and Spanish. Many words from Sanskrit and Hindi and some local languages also have been absorbed into it: chai, chukkar, tiffin, checkmate, juggernaut, calico, nabob, sahib, memsahib, verandah, pundit, etc.
- * Use the given examples and your own to explain this on the board.
- * Do Exercises A, B and C orally first, explaining each word, because some of the students may not be familiar with them.
- * Then the students can write the correct answers in their notebooks.
- * Make suitable sentences with each phrase to familiarise the students with their usage. Tell them to look out for them in newspapers.
- * Announce the answers to Exercises A-C and let the partners check.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- * Then ask the students to answer the questions orally.
- * Check the students where necessary.

- * Read the question out and make sure the students have understood what is required of them.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

- * Read out the question.
- * Discuss in class and ask the students to imagine a story involving them and a tiger.
- * Correct them where necessary, but encourage their imagination and listen to their stories.

Spell Well

Word Power

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to speak.
- * Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
- * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
- * Use the given words and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- * Ask the students to write an essay, with different paragraphs, as instructed.
- * Explain that it need not be long, but must have an introduction, a middle and an ending - at least three paragraphs: first para to explain how you decided to go on this trip, where and when and with whom; second about the trip itself; third about what you feel about the trip.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Ask the students to do Exercise A on their own.
- * Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it.

Project Work

- * Make groups of eight students and give them time to collect the data for the project as required.
- * They can write the names of tiger reserves/sanctuaries, travel and stay arrangements, viewing and studying the animals, and about the number of tigers there, their habitat/food, etc., the protective measures and tracking of the tigers on that reserve.

- * Then the groups can prepare a project report about: which reserve, how many tigers, habitat, care and protection, etc. Each member will take up one aspect of the report.
- * Share the projects in class.

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask the students what their views are.
- * Exercise B: Link this with what they have learnt so far.
- * Discuss why we go to the zoo: Do we go to have fun by troubling the animals or to admire them? Are they kept well?

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning about the pain of being imprisoned and the value of freedom.
- * What other people consider beautiful may not be beautiful for the person who is being providing the beauty: example – acrobats, clowns and animals in a circus; animals in zoos; children forced into studying subjects for which they have no aptitude; adults having to do some work that they do not like at all, may not be happy.
- * Reading and reciting the poem correctly with the rhythm and correct emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * The value of freedom and the grief of being deprived of it.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This is a beautiful poem by Cecil Frances Alexander [1818-1895], an Anglo-Irish poet and hymn-writer of the 19th century. She is best known for her hymn: 'All things bright and beautiful' and Christmas carols like 'There is a Green Hill Far Away' and 'Once in Royal David's City'.
- * This poem is about the travails of a little fieldmouse, whose life is in constant danger, as it is often killed by farmers for stealing grain from granaries. The poet describes the fieldmouse and then gives it advice about how to be safe. In the first stanza, the poet watches the fieldmouse scurrying under the trees, nibbling acorns and nuts. In the second, we learn that the fieldmouse has been hibernating in winter and is now awake and busy eating and collecting fruits as spring has arrived. In the third stanza, the poet warns the fieldmouse not to go 'where the farmer stacks his treasure' – the granaries and stacks of grain. The farmer has worked hard for the harvest and is justified in keeping a watch over it. She tells the little fieldmouse to eat the acorns and nuts under the trees rather than stealing the farmer's grain. In the last stanza, the poet tells the mouse to make its hole under 'the tall oak's shadow' and 'play about the sunny meadow'.

where it will remain a 'pretty, quiet harmless thing', 'away from corn and house'. This way the mouse will be prevented from harming the farmer's house and store of grain on the one hand, and on the other, 'none will harm' the fieldmouse either for stealing the grain.

- * Read aloud and enjoy rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet is suggesting ways to prevent any harm to either the fieldmouse or the farmer.
- * Explain the rhyme scheme is ababcc. Explain what the following are: 'in what dark den lie you all the winter sleeping?'; 'the farmer stacks his treasure'; 'eat the acorn at your pleasure'; 'none will harm you, little mouse.'
- * Discuss the exercises and ask students to answer them orally, before writing the answers down. Explain the context of the questions from the poem and ensure that the students understand it before they answer.
- * Explain the meaning of the excerpt from George Herbert's poem so that the students begin to understand and appreciate poetry. Compare the rhyme scheme with 'The Fieldmouse'.
- * Explain the difference between alliteration and assonance: alliteration is generally used for the first sound of a word and assonance for sounds in other parts of a word. Both refer to a repetition of phonetic sounds. Examples: 'Peter Piper picked a peck of pickled pepper' is alliteration; 'So all day long the noise of battle rolled' is assonance.
- * Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.