CHAPTER: TIGER IN THE ZOO

Grade: **10**
Board: **CBSE**
Book: **First Flight, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Contrast and compare the tiger in the zoo and the one in its natural habitat.
- Describe the movements and actions of both.
- Relate to what the poet feels.
- Identify the imagery.
- Write the rhyming scheme.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. VIVID

Meaning: Intensely deep or bright.

Sentence: There was a vivid mark on his cheek.

Synonyms: Bright, brilliant, radiant.

Antonyms: Bland, cloudy, dull.

2. LURKING

Meaning: Be or remain hidden so as to ambush someone.

Sentence: I think there is someone lurking behind that tree.

Synonyms: Hiding, skulking, sneaking.

No antonyms.

3. PLUMP

Meaning: Having a full rounded shape.

Sentence: My dog is plump and healthy.

Synonyms: Chubby, fat, ample.

Antonyms: Skinny, thin, lean.

4. BARING

Meaning: Uncover or expose to view.

Sentence: Journalist love baring the scams.

Synonyms: uncovering, exposing.

Antonyms: Concealing, covering, hiding.

5. STALKING

Meaning: Stride in a proud or angry manner.

Sentence: Stalking a person is illegal.

Synonyms: Striding, storming, marching.

Antonyms: Ignoring, retreating.

6. PATROLLING

Meaning: Keep watch over an area by regularly travelling around it.

Sentence: The police are patrolling the riot affected areas.

Synonyms: Cruising, inspecting.

Antonyms: Neglecting, ignoring.

3.

TEACHINGPLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE POEM : Class Discussion

Suggested Topic: ' Wildlife safari'.

Broad instructions

Discussion Points:

- Ask the students," What is a wildlife safari?". Accept the answer:

The animals roam around free in a sanctuary and the visitors drive through in jeeps or cars.

- Then-is this better than a zoo?
- Why? Accept the answers:

Animals are free.
They are in their natural habitat.
They have plenty of space.

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on predictions, etc.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

- Conclude the discussion with the following sentence:

Let us now read a poem by Leslie Norris where she brings out the difference in existence of a tiger in a cage and one in the jungle.

II. READING THE POEM

- Use simple vocabulary and also introduce students to new words **vivid** and **lurking**.
- Read the poem yourself and then ask a student to read the entire poem.
- Check for pronunciation and pauses.
- After the reading briefly explain each line.
- Allow students to express their own explanation.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Point out the imagery in the poem.

  Stalks in his vivid stripes.
  Velvet quiet.
  Lurking in shadows.
  Strength behind bars.

- Discuss the rhyming scheme which is : abcb abcb.
- Discuss the message which is: Man should not imprison animals for his entertainment.
- Questions should be asked frequently to test their understanding of the text.

The teacher may ask the following questions:

1. Who has vivid stripes?
2. Where is he?
3. Who should he attack?
4. Who should he terrorize?
5. Where is he stalking?
6. What is brilliant?

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt

IV. Literature section preparation:

Since this is a board class the teacher must highlight the important points of the poem such as:

1. Examples of imagery.
2. Movement of the tigers.
3. Rhyming scheme.
4. Message of the poem.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to make a pictorial presentation of the poem in the form of a chart.

General instructions:

- Divide the students into groups of three or four.
- Explain to the students that they have to prepare a chart on the **images that come to their mind when they read the poem.**
- Since there is lack of time in senior classes, don't allow the task to become too elaborate. It can be given as a home task or to be done in any free period during school hours.
- The chart should be made with the available resources.
- It should clearly illustrate the poem.
- The students must discuss among themselves and not quarrel.
- Ensure that in a group every student has a task and the degree of difficulty is evenly distributed.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

Conclusion:

Sum up the activity by discussing the power of words and how they create images in our minds. Display the best ones in the class.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: After completion of the text for extra practice on literature questions, home assignment.

Reference to context:

Q.1. On pads of velvet quiet,
In his quiet rage.
Who is 'he'?
What image does the first line create in our mind?
Why is 'his' angry?

Q.2. He should be snarling around houses.
a. Who has written the above line?
b. Who is 'he'?
c. Where is 'he'?

Q.3. And stares with his brilliant eyes.
a. Who has brilliant eyes?
b. What is he staring at?
c. Write the synonym of 'brilliant'.

Short answer questions:

Q.1. How does the tiger walk in his cage?
Q.2. Where should he be lurking?
Q.3. Who should he terrorize and how?
Q.4. Why does the tiger express his rage quietly?
Q.5. Where does 'he' stare with his brilliant eyes?
Q.6. Where does the poet think the tiger should be?

Brain teaser:

Q.1. What emotions did you experience as you read the poem?

WORKSHEET 2: Vocabulary

Best used: class-work or homework.

Q.1. You have read these words in the poem. Pick their synonyms.

a. Vivid.

i. Radiant ii. Bland iii. Cloudy iv. Dull

b. Sliding.

i. Ascending ii. Rising iii. Slithering iv. Staying

c. Plump.

i. Skinny ii. Thin iii. Lean iv. Chubby

d. Baring.

i. Concealing ii. Exposing iii. Covering iv. Hiding

e. Ignoring.

i. Approving ii. Attending iii. Evading iv. Noticing

f. Patrolling.

i. Cruising ii. Neglecting iii. Ignoring iv. Leaving

WORKSHEET 2: Vocabulary

Q.2. In the poem the tiger snarls. Here are some sounds made by animals. Match them with the correct animal.

neigh, howl, chatter, bleat, screech, laugh, grunt, coo, trumpet, cackle

a. Horses.
b. Sheep.
c. Pigs.
d. Hens.
e. Elephants.
f. Wolves.
g. Bats.
h. Doves.
i. Hyenas.
j. Monkeys.

WORKSHEET 3: Writing Skills

Q.1. Have you ever visited a zoo? Write your experience in a paragraph.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context:

Q.1. a. The tiger.
b. Of a tiger restlessly pacing in his cage.
c. Because he was captured and imprisoned.

Q.2. a. Leslie Norris.
b. The tiger.
c. In a cage.

Q.3. a. The tiger.
b. The stars.
c. Bright.

Short answer questions:

Q.1. Stalks, walks up and down silently and angrily.
Q.2. In the jungle, near the water hole.
Q.3. Villagers, by snarling around their houses, baring his fangs.
Q.4. Because he is caged, there is nothing he can do about it.
Q.5. At the brilliant stars.
Q.6. In the jungle, lurking in long grass, hunting, terrorizing people.

Brain teaser.

Q.1. Moved by the beauty of the words.
Pity for the tiger behind the bars.
Anger at the human race.
Determination to conserve and preserve wildlife.

WORKSHEET 2: Vocabulary

Q.1. a. Radiant.
b. Slithering.
c. Chubby.
d. Exposing.
e. Evading.
f. Cruising.

Q.2. a. Neigh.
b. Bleat.
c. Grunt.
d. Cackle.
e. Trumpet.
f. Howl.
g. Screech.
h. Coo.
i. Laugh.
j. Chatter.

WORKSHEET 3: Writing Skills

Q.1. Depends on individual students but it should have the following points.

- When and where?
- With whom?
- Details of visit.
- Enjoyed or not.
- which animals were seen
- variation in animal spotting t different times of the day
- animal feeding

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

Following website can be used:

- https://www.poetryfoundation.org/poems/43678/the-tyger

Reading List:

Poems by William Blake.