

Teacher Notes

TIGERS

Activity 1

 <p>Giraffe Size: 5-6m Weight: 1,182kg Where: Africa</p> <p>They can reach speeds up to 35 mph – the fastest weighs 24 lbs. they can be pregnant for up to 465 days.</p>	 <p>Elephant Size: 4m high Weight: 7,000 kg Where: Asia and Africa</p> <p>They have a pulse rate of 27, they have no natural predators. They communicate by touch, sight, smell and sound. have been known to show empathy for dead or dying of their kind.</p>	 <p>Gray Wolf Size: 1.5m Weight: 40kg Where: Worldwide</p> <p>They mate for life, they can eat 20-30 lb of meat in one feed but can go up to 14 days with no ill effects, offspring are born blind and deaf and have to be looked after until about 10 months old.</p>	 <p>Tiger Size: Up to 3m Weight: Up to 300kg Where: Asia</p> <p>They can swim up to 6 km and jump over 5 metres. There are more of these kept as pets than in the wild.</p>
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Activity 1

Thinking starter – class hypothesise which is most likely. Correct sequence is as shown.

TIGERS

Activity 2

The cubs are interesting pets if taken from the mother very young. I have reared several, but only kept one for any length of time. He was found by my camp followers with another in a nullah, and brought to me. The other cub died, but Zalim lived to grow up into a very fine tiger, and was sent to England. I never allowed him to taste raw flesh. He had a little cooked meat every day, and as much milk as he liked to drink, and he thrived well on this diet. When he was too large to be allowed to roam about unconfined I had a stout buffalo-leather collar made for his neck, and he was chained to a stump near the cook-room door. With grown-up people he was perfectly tame, but I noticed he got restless when children approached him, and so made up my mind to part with him before he did any mischief.

What 5 things does the writer do to help **REAR** the tiger?

Which word is closest to 'rear' in this context?

go backwards (verb) raise (verb) train (verb) disguised (adjective)

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Activity 2

Class look at focus word 'rear' – follow-on task asks class to look at other (more modern) meanings of 'rear' – this can help focus on how word classes can change – ask class to put the words into a sentence for each of these meanings. After this opener class can highlight the 5 elements in the text.

TIGERS

Activity 3

Text A

The writer tells us to take the tiger when it is very young. He also stopped the tiger from eating raw meat. I think he did this in order to stop the tiger becoming savage and out of control. He only gave the tiger a little bit of cooked meat every day – probably to stop the tiger from eating too much and getting used to eating meat. He seems to think that tigers are very difficult to rear.

Text B

The writer never allowed the tiger to eat "raw flesh" and only gave him a "little" cooked meat each day. He allowed it as much milk as it wanted. When he became too big he gave him a "stout buffalo-leather collar" and he "chained" him to a nearby door.

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Activity 3

Class to compare both answers and give a mark out of 5 for each. The shorter response is better. A click on the magnifying icon will give highlighting and comments on effectiveness of answer.

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Activity 4

I know nothing of the habits of the tiger of the grass plains, but those of the hill tiger are very interesting, the cattle lifter especially, as he is better known to men. Each individual has his special idiosyncrasy. I wrote of this once before as follows: 'Strange though it may seem to the English reader that a tiger should have any special character beyond the general one for cruelty and cunning, it is nevertheless a fact that each animal has certain peculiarities of temperament which are well known to the villagers in the neighbourhood. They will tell you that such a one is daring and rash; another is cunning and not to be taken by any artifice; that one is savage and morose; another is mild and harmless. There are few villages in the wilder parts of the Seonee and Mandia districts without an attendant tiger, which undoubtedly does great damage in the way of destroying cattle, but which avoids the human inhabitants of the place. So accustomed do the people get to their unwelcome visitor that we have known the boys of a village turn a tiger out of quarters which were reckoned too close, and pelt him with stones. On one occasion two of the juvenile assailants were killed by the animal they had approached too near. Herdsmen in the same way get callous to the danger of meddling with so dreadful a creature, and frequently rush to the rescue of their cattle when seized. On a certain occasion one out of a herd of cattle was attacked close to our camp, and rescued single-handed by its owner, who laid his heavy iron-bound staff across the tiger's back; and, on our rushing out to see what was the matter, we found the man coolly dressing the wounds of his cow, muttering to himself: 'The robber, the robber! My last cow, and I had five of them!' He did not seem to think he had done anything wonderful, and seemed rather surprised that we should suppose that he was going to let his last heifer go the way of all the others.

What impressions does the writer give of tigers in the extract above?

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TIGERS

Activity 5

I know nothing of the habits of the tiger of the grass plains, but those of the hill tiger are very interesting, the cattle lifter especially, as he is better known to men. Each individual has his special idiosyncrasy. I wrote of this once before as follows: 'Strange though it may seem to the English reader that a tiger should have any special character beyond the general one for cruelty and cunning, it is nevertheless a fact that each animal has certain peculiarities of temperament which are well known to the villagers in the neighbourhood. They will tell you that such a one is daring and rash; another is cunning and not to be taken by any artifice; that one is savage and morose; another is mild and harmless.

Bogus...or not?

All tigers are 'savage'

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TIGERS

Activity 6

It isn't easy being the World's Top Cat

Growing Up Against the Odds
Danger awaits young tigers at every turn. Even under the best conditions, only 20 percent live to establish their own territories. But tigers are adapted to offset such high natural mortality. Females breed early, deliver cubs after just 103 days, and bear litters of two to four cubs.

Tigers and Humans: Competing for Resources.
The pressing need for food and fuel often pits Asia's human population against the tiger. Where public land is degraded, people slip into reserves to graze animals, collect firewood, and kill the tiger's prey. Poachers have taken thousands of tigers to supply bones and other parts for traditional medicines. Living near reserves takes a toll on people, too. Park animals destroy crops, tigers kill livestock--and, sometimes, people.

What Hope for the Tiger?
Mysterious, powerful, majestic--the tiger stands tall in our imaginations. But, in truth, tigers are disappearing in the wild. Just a century ago, an estimated 100,000 tigers inhabited the forests of Asia. Now scarcely 6,000 remain, and soon this magnificent cat may only exist in zoos. Do tigers have a chance? Only if people living near reserves believe that a live tiger is more precious than a dead one.

Tigers and Humans: Colliding Worlds Civilization hems in the tiger.

Whole forests have fallen across Asia in the last century, shrinking potential tiger habitat to about 170 small fragments of land in 14 countries. Some pockets contain breeding tigers. But most areas are so small and isolated that if any tigers remain, they probably won't survive.



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Activity 4

Question - "What impressions are given of tigers?" Before starting work on question, teacher to give vocab test quiz where students work out meanings from the context (use magnify icon for this).

Activity 5

Before focusing on whole passage work through 'Bogus or not?' statements on the opening paragraph. Here the focus is on how accurately students can draw assertions from the text. Using worksheet it would be useful to ask student to highlight the supporting elements of the text for any of the statements. When finished class work through the whole passage as a half-hour task (with peer marking).

Activity 6

Introduce leaflet on Tigers. Establish focus of question "How does the writer persuade us that they are in danger of becoming extinct." Ask class to look at just the opening paragraph first and highlight aspects of content and style. Magnifier icon will then reveal model comments and highlighted text. Class should then work through the whole passage using the notes on the opener as a starter.

Teacher Notes

TIGERS Activity 7

Point	Evidence	Explain
The title emphasises how tough it is to be a tiger	"only 20 per cent live to establish their own territories"	this suggests that the chances of survival are slim.
The writer uses facts to show that tigers are endangered	"It isn't easy being the World's Top Cat"	highlight what wonderful creatures they are.
The writer uses a question...	"What Hope for the Tiger?"	this emphasises that only a small number become independent.
The writer uses tripled adjectives...	"Mysterious, powerful, majestic"	this tells us how life can be difficult for this animal.

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Activity 7

PEE table is there to explore two problems that students have:

- Lack of focus on the question;
- Laboured explanations when there is no need.

TIGERS Activity 8

Text A

The writer starts with a catchy title "it isn't easy being the World's Top Cat". This suggests that life is very hard for cats. The sub-heading "Growing Up Against the Odds" also tells us how life is difficult as they have the odds stacked against them. The writer uses personification "Danger awaits them" this makes the danger seem very real as if it is a person. The writer makes use of statistics to show that so few of them can survive on their own "20 per cent". The writer uses emotive words "breed early" to show how tough it is being a tiger. The writer also uses a rhetorical question "What Hope for the Tiger?" to grab the reader's attention. The use of tripling "wonderful, powerful, majestic" also makes us think what great creatures these are. The writer also uses exaggeration "Whole forests" to grab the reader's attention.

Text B

The writer suggests how life is difficult in the heading and sub-title "it isn't easy" and "Growing Up against the Odds". The writer emphasises the danger by personifying it "Danger awaits... every turn" here the word "every" tells us that danger can be anywhere. The fact that "only 20% live" to establish their own habitat also shows us how few of them survive. Another heading "What Hope for the Tiger?" might suggest that they are running out of hope. The writer emphasises the dramatic fall in population from "100,000" to just "6,000". The writer also suggests that they might become extinct as they battle with humans for resources summed up by the title "Colliding Worlds".

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Activity 8

After completing task on leaflet, students can compare 2 model answers. Magnifier icon reveals comments on effectiveness of answers and highlighting.

TIGERS Activity 9

What do BOTH texts say about:
How they are reared?
How tigers behave with humans?

Show text A Show text B Show further explanation

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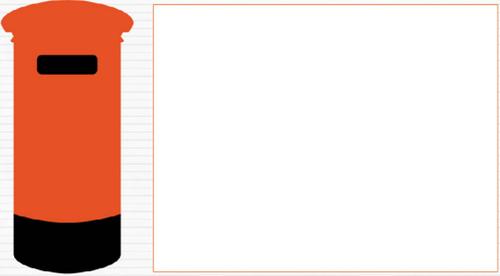
Activity 9

Introduce 'Synthesis' question – Model answers indicate a weaker and more focused responses. Students should weigh up which is most effective, and why. When complete students to answer the question themselves.

Teacher Notes

TIGERS Activity 10

Your local council has decided to set up a tiger sanctuary in the area. Write a letter to them giving your views. Which conventions belong to formal letters? Drag the correct options onto the letter and check your answer.



Be clear and direct in your views	Begin 'Dear Mr/Mrs...'	End 'Yours sincerely...'	Begin 'Hi Dave...'
1st paragraph: introduce reason for writing.	Use sophisticated connectives e.g. 'Unfortunately...'	Use humour	Use chatty language

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Activity 10

Task: Your local council has decided to set up a tiger sanctuary in the area. Write a letter to them giving your views. Which conventions belong to formal letters? Students select features that they feel are typical of informal letters and then work on response – students can use all the information from both texts in their responses.