

The Eye of the Tiger *By Iain Campbell*

10–11 years +

Introduction

Tigers are both feared and revered by man. They are also endangered. This text presents lots of fascinating facts about tigers and ways to help save these amazing cats.

Reason for reading

You could use this book with your students:

- as part of a unit on conservation, specifically endangered species
- to discover and summarise information about tigers.

Setting the scene

Draw on your students' prior knowledge. If necessary, introduce concepts or vocabulary to help them access the story. Also communicate the reason for reading.

- Brainstorm ideas about tigers. "Where do tigers live? Have you ever seen one? If so, where? What do you know about them?" Alternatively, you could elicit prior knowledge through a postbox or "think, pair, share" activity. Write key vocabulary on the board.
- Print Template A, the KWLH chart, from the back of this document. Alternatively, create a KWLH chart on the board. Have the students fill in the first two columns with what they know and want to know about tigers. After reading, they can fill in the final two columns (what they learned and how they learned it).
- Introduce any vocabulary that your students may need to access the text. Refer to Worksheet 2 for a list of potentially unfamiliar words. You could carry out this activity before or after reading. (See "Taking a closer look – Exploring language".)
- Have your students quickly skim the text, especially the contents page, headings, and index, to get an idea of what information

Getting stuck in

Choose the prompts that you feel your students need. Remind them to note any unfamiliar words and check for clues to the meanings in the text or images. The meanings of words in bold text are in the glossary at the back of the book.

- End page 2 – "What do you think of the idea that soon there may be no wild tigers left? Why?"
- End page 5 – "Where in the world do tigers live? Are all tigers the same? What types of tiger are there? Does any of the information here surprise you? Why or why not?"
- End page 7 – "What are two main points on page 6?" (Tigers are big and heavy, and they need lots of space.) Measure out three metres, and compare the tiger's weight with that of an average man. (A tiger weighs almost four times more.)
- End page 9 – "Why do tigers have stripes? How does the tiger's pug mark compare to the size of your hand?"
- End page 11 – "In what ways is a tiger built to hunt? How much bigger is the tiger's canine than your canine?"

- End page 13 – “What are four or five main points on these pages?” (The first sentences of each paragraph will help.) “Does anything here surprise you, for example, that most adult tigers live alone? Why or why not?”
- End page 15 – “When might a tiger attack a man? What two ways have people tried to stop this?”
- End page 17 – “Why is there no official name for a group of tigers?”
- End page 19 – “At what age do cubs go out on their own? Have you ever seen a liger? What do you think of the idea of crossing tigers with lions? Why?”
- End page 21 – “What are the two main reasons for the rapidly decreasing number of tigers in the world? Why are tigers poached? What do you think of poaching?”
- End page 23 – “What destroys the habitat of tigers?”
- End page 29 – “What are some ways that people are saving tigers? What do you think of these approaches? How do you feel about tigers being kept in zoos? Why?”

Taking a closer look

Choose suggestions that suit your students and reason for reading.

Exploring ideas and opinions

- Ask for your students’ opinions of the text and encourage them to justify those opinions.
- Have the students complete Worksheet 1 (the three-level thinking guide) and discuss their responses in pairs, in small groups, or as a class.
- Separate the students into small groups. Have each group list the main points in a particular section of the book (for example, pages 4 to 5, pages 6 to 7, page 9, page 11, pages 12 to 13, pages 14 to 15, pages 16 to 19, pages 20 to 23, and pages 24 to 29). You will probably need to model this for them. Have your more capable students work on the longer and/or more complex sections. Encourage them to summarise the points as concisely as possible, scanning the subheadings and first sentences of paragraphs to help. To add some fun, their summaries could be in the form of text messages. Have each group report back to the class.
- Discuss in more detail the threat to tigers and the actions being taken to save them. Encourage your students to share their opinions of these actions, for example, of zoos keeping tigers. “What other things do you think could be done?”
- Have the students complete the KWLH chart with things they’ve learned about tigers.

Exploring structure

- Explore how the text is structured, noticing the use of headings that identify the focus of each section. You could carry out a “treasure hunt” activity in which the students use features like the contents page and headings to scan for answers to questions you give them.

Exploring language

- Cut out the words and definitions from Worksheet 2 and muddle them up. Hand them out to individual students and have them find their correct “partner”.

- As an alternative to the above, divide the class into two groups and have them complete Worksheet 3a and Worksheet 3b respectively. This activity involves the students in creating the definitions, which they then use to test the other group.
- Your students could work in small groups to cluster vocabulary (from the worksheet, their earlier brainstorming, and/or the text) into sets of their choice, for example, tiger body parts, food, habitat, and behaviour – or even nouns, adjectives, verbs, and adverbs. They could also practise using the words in sentences.

Moving beyond the text

Choose activities that suit your students and reason for reading.

Writing

- Write an interview with a poacher, with someone trying to save tigers – or with a tiger! Remember to use open-ended questions (why, what, when, where, who, how). Carry out your interviews in pairs, with one person acting as the reporter and one as the person (or animal) being interviewed before swapping over.
- Create a poster informing people about the threat to tigers and what can be done to save them.

Debating

- Hold a class debate on a topic associated with the text, for example, whether tigers (or other wild animals) should be kept in zoos.

Research

- Choose an interesting fact about tigers to research in greater detail.
- Research another animal of your choice.

WORKSHEET 1

The Eye of the Tiger – Three-level thinking guide

- Level 1 – Reading on the lines (interpreting what the text says on a literal level)
- Level 2 – Reading between the lines (inferring, or interpreting what the text might mean)
- Level 3 – Reading beyond the lines (evaluating ideas by relating them to other knowledge)

Students write “agree” or “disagree” beside each statement and then discuss their responses in pairs, in groups, or as a class. The value of this activity lies in the discussion it generates as students justify their views. The activity is not intended as a test for comprehension.

LEVEL 1	Agree/disagree
Tigers will eat anything.	
There are no longer tigers in the wild.	
All tigers live in Asia.	
There are only eight different kinds of tiger left in the world.	
All tigers have black stripes.	
The South China tiger is the most rare species of tiger.	
Sabre-toothed tigers died out around 10,000 years ago.	
Like most cats, tigers don't like the water.	
Sumatran and Siberian tigers have the same number of stripes.	
A group of tigers is called a streak.	
Tiger cubs live with their mother for two years.	
By 2010, there will be no more tigers in the world.	

Sheet 1 of 2

LEVEL 2	Agree/disagree
Tigers are the most feared animals on earth.	
It is very difficult to see tigers in the wild.	
A tiger can be identified by its pattern of stripes.	
Tigers need to eat every day.	
A tiger will not attack people wearing masks.	
Tigers are very intelligent animals.	
A tiger family is a close-knit unit.	
Tigers are born already knowing how to hunt and kill.	
A liger is the largest cat in the world.	
All tigers are dangerous animals.	
All Buddhist monks are passionate about tigers.	
LEVEL 3	Agree/disagree
Human beings are a tiger's worst enemy.	
Humans must prevent tigers from becoming extinct.	
All people love tigers.	

Sheet 2 of 2

Worksheet designed by Barbara Freeman, Wellington, New Zealand, 2007

WORKSHEET 2

The Eye of the Tiger – Match the meaning

Cut out the words and definitions, muddle them up, and have your students match them.

Word	Definition
ferocious	fierce, wild, violent
revered	loved and respected
predators	animals that live by hunting other animals
species	a type of animal
extinct	no longer existing anywhere in the world, died out
camouflaged	coloured to blend in with the environment, disguised
canine	teeth the pointed teeth used to hold prey and tear meat
prey	animals that are hunted for food by other animals
lunge	to leap at suddenly
territory	the area over which an animal roams
carnivores	meat-eating animals
dusk	sunset, early evening

Word	Definition
dawn	sunrise, early morning
stalks	creeps slowly and quietly after something, sneaks up on
gorge	to eat as much as possible, to feed greedily
cubs	young tigers
den	the home of a wild animal
poaching	catching or killing wild animals illegally
habitat	an animal's natural home, the area where it lives
sanctuaries	places where animals are protected
monk	a man who lives in a religious community and has devoted his life to his religion
monastery	the place where monks live and work
breeding	raising animals to produce more of them
endangered	in danger of becoming extinct

Sheet 2 of 2

Note that some words above may have other meanings in other contexts.

Worksheet designed by Barbara Freeman, Wellington, New Zealand, 2007

WORKSHEET 3a – GROUP A

The Eye of the Tiger – Vocab swap

- Divide the class into two groups and give half Worksheet 3a and half Worksheet 3b.
- In the second column, each group writes definitions for the words in the first column. Where a word has more than one meaning, they may need to check the page listed.
- They then fold the first column out of sight and swap sheets with the other group.
- That group guesses the original word and writes it in the third column. They can go to the page listed if they need help. For an extra challenge, they can guess without referring to the page.
- You could make this a fun competition and give points for every correct word.

Word	Definition (Group A)	Word (Group B)
ferocious (p. 2)	(p. 2)	
predators (p. 2)	(p. 2)	
extinct (p. 4)	(p. 4)	
canine teeth (p. 11)	(p. 11)	
lunge (p. 11)	(p. 11)	
carnivores (p. 12)	(p. 12)	
dawn (p. 13)	(p. 13)	
gorge (p. 13)	(p. 13)	
den (p. 18)	(p. 18)	
habitat (p. 20)	(p. 20)	
monk (p. 24)	(p. 24)	
breeding (p. 28)	(p. 28)	

Worksheet designed by Barbara Freeman, Wellington, New Zealand, 2007

WORKSHEET 3b – GROUP B

The Eye of the Tiger – Vocab swap

- Divide the class into two groups and give half Worksheet 3a and half Worksheet 3b.
- In the second column, each group writes definitions for the words in the first column. Where a word has more than one meaning, they may need to check the page listed.
- They then fold the first column out of sight and swap sheets with the other group.
- That group guesses the original word and writes it in the third column. They can go to the page listed if they need help. For an extra challenge, they can guess without referring to the page.
- You could make this a fun competition and give points for every correct word.

Word	Definition (Group B)	Word (Group B)
revered (p. 2)	(p. 2)	
species (p. 4)	(p. 4)	
camouflaged (p. 9)	(p. 9)	
prey (p. 11)	(p. 11)	
territory (p. 12)	(p.12)	
dusk (p. 13)	(p. 13)	
stalks (p. 13)	(p. 13)	
cubs (p. 16)	(p. 16)	
poaching (p. 20)	(p. 20)	
sanctuaries (p. 24)	(p. 24)	
monastery (p. 25)	(p. 25)	
endangered (p. 29)	(p.29)	

TEMPLATE A

KWLH chart

<u><i>KNOW</i></u>	<u><i>WANT TO KNOW</i></u>	<u><i>LEARNED</i></u>	<u><i>HOW I LEARNED</i></u>