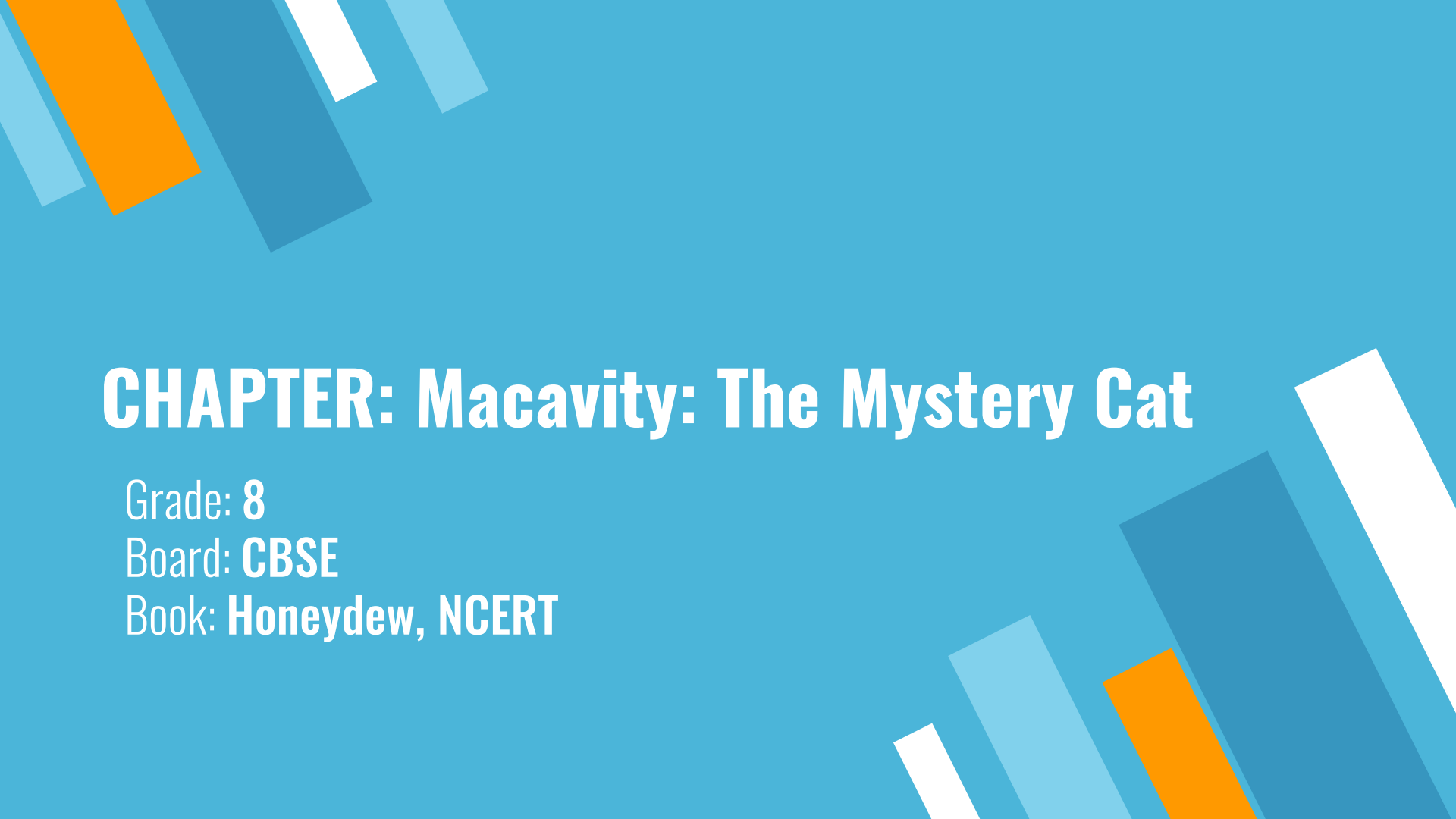




CHAPTER: Macavity: The Mystery Cat

Grade: 8

Board: **CBSE**

Book: **Honeydew, 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:

- Write the rhyming scheme.
 - Recognize the humor.
 - Describe the actions of Macavity.
 - Identify the figures of speech.
 - Understand the text and answer questions on it.
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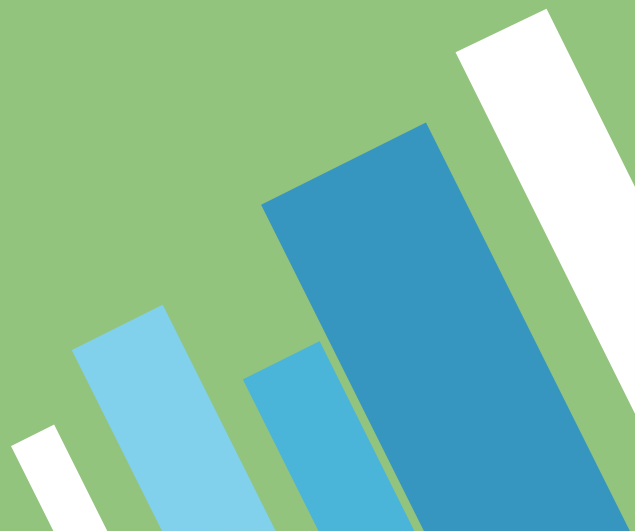


2.

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. BAFFLEMENT

Meaning: To be confused.

Sentence: There was bafflement on the faces of the students after the exam.

Synonyms: Confusion, surprise, daze.





2. DESPAIR

Meaning: A complete loss of hope.

Sentence: The farmer was full of despair at the news of a poor monsoon.

Synonyms: Anguish, gloom, misery.

Antonyms: Comfort, joy, peace.





3. DOMED

Meaning: Shaped like a rounded vault.

Sentence: The top of the building was domed.

Synonyms: Curved, rounded, arched.

No antonyms.

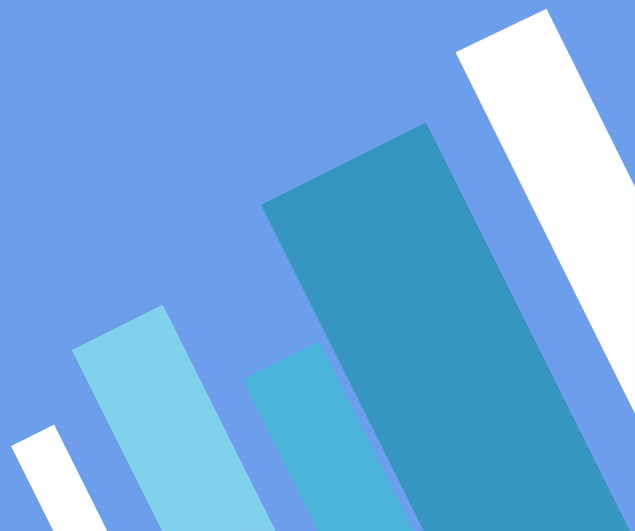




3.

TEACHING PLAN

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



I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: 'Mystery'

Broad instructions:

Discussion Points:

- Ask the students, "What does this word mean?"

Accept the answer:

Something that is difficult or impossible to understand or explain.

- Have you read a mystery story?
- Have you seen a mystery movie?
- What did you like about them?

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.
- 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 humorous poem by T. S. Eliot about a cat who has every one confounded.

II. READING THE CHAPTER

- While teaching this poem, the teacher may employ the following methods:
- Use simple vocabulary and also introduce students to the new word sprang.
- 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.
- *Discuss the rhyming scheme which is:*
Aabb aabb.
- *Discuss the figures of speech which are:*
Simile-Like a snake.
Repetition-Macavity's not there, Macavity there's no one like Macavity.
- Questions should be asked frequently to test their understanding of the text.
 1. What is Macavity called?
 2. Who is the despair of the Flying Squad?
 3. What would make a fakir stare?
 4. What is the color of his coat?
 5. What is dusty from neglect?
 6. Where may you see him?

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. Recite the poem and play it for the children.
- **Worksheet 2** can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher must highlight the important points of the poem such as:

1. The humor.
2. Figures of speech used.
3. Rhyming scheme.
4. Things Macavity does.

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 deliver a **one-minute speech on 'Humor'**.

General guidelines:

- Guide the students that they can get information for their speech from the library or the net.
- They may talk about the various kinds of humor.
- Humorous stories, poems, movies etc.
- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- The students must make an effort to do their best.

- They can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:

Sum up the activity by discussing the words and phrases used. Praise the good speeches while motivating others to do better next time.

Talk about the importance of making people laugh.



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. For he's the master criminal who can defy the law.

- a. Who is 'he'?
- b. Who has written the above line?
- c. Give a synonym of 'defy'.

Short answer questions:

Q.1. Why is Macavity called a mystery cat?

Q.2. Why is he called the hidden paw?

Q.3. Why are his eyes sunken?

Q.4. Why is his brow deeply lined and his head domed?

Q.5. Where do the police search for him?

Brain teaser:

Q.1. Why are the police unable to catch Macavity?

WORKSHEET 2: VOCABULARY

Best used: class-work or homework.

Q.1. You have read these words in the poem. Choose their antonyms:

a. Defy.

i. Respect

ii. Confront

iii. Resist

iv. Elude

b. Broken.

i. Busted

ii. Cracked

iii. Complete

iv. Damaged

c. Seek.

i. Explore

ii. Quest

iii. Enquire

iv. Shun

d. Awake.

i. Asleep

ii. Aware

iii. Wakeful

iv. Vigilant

e. Fiend.

i. Beast

ii. Devil

iii. Monster

iv. Angel

f. Monster.

i. Humanitarian

ii. Beast

iii. Giant

iv. Villain

WORKSHEET 2: VOCABULARY

Q.2. Here are some animals from the cat family. Can you name them?



WORKSHEET 3:WRITING SKILLS

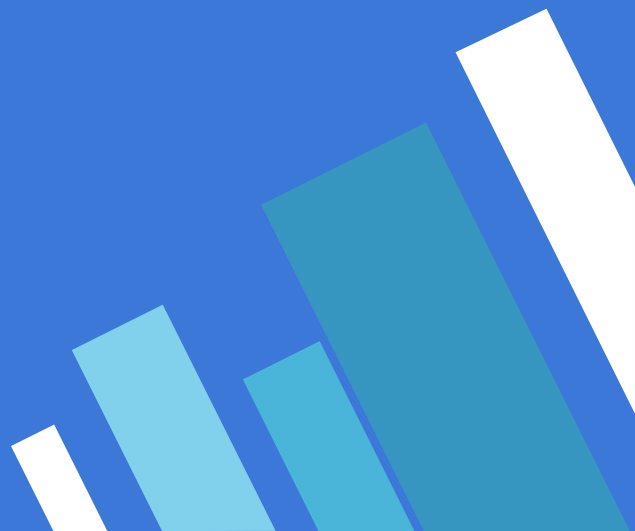
Q.1. If given the option, who would you like as a pet? A cat or a dog?
Explain in a paragraph.



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Reference to context:

- Q.1. a. Macavity.
- b. T. S. Eliot.
- c. Disobey.

Short answer questions:

- Q.1. Police unable to catch him, seen and then disappears, leaves no clues.
- Q.2. Because he is seen in the square but when searched for cannot be found.
- Q.3. Thinking deeply about next crime, sign of wickedness.
- Q.4. Always busy thinking and planning bad things.
- Q.5. Basement, up on the walls.

Brain teaser:

- Q.1. Sly, wicked and cunning. Mastermind, quick to disappear.

WORKSHEET 2: Vocabulary

- Q.1. a. Respect.
b. Complete.
c. Shun.
d. Asleep.
e. Angel.
f. Humanitarian.

Q.2. Tiger, lion, leopard, lynx, cheetah, puma.

WORKSHEET 3: GRAMMAR

Q.1. Name of preference, reasons, describe experiences, can make it funny.

WORKSHEET 3: WRITING SKILLS

Q.1. The answer should have:

a.The correct format which is:

Date:

Start writing the text.

b.Where the encounter took place.

c.Description of the encounter and the feelings.

Q.2.The story should cover all the hints given.



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.

Youtube videos:

- <https://www.youtube.com/watch?v=7LjaT3Ew>

Reading List:

Poems by Ogden Nash.