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## The Gift of the Magi

### SPECIFIC OBJECTIVES

- \* Learning the art of giving gifts that have true value – the happiness of giving, the grace of receiving gifts.
- \* Listening, reading and understanding and answering the questions orally and in writing.
- \* Grammar: adjectives – types; formation; usage of adjectives of quantity and number correctly; order of adjectives; degree of comparison.
- \* Words and meanings, usage; prefixes; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- \* Writing a paragraph on how children should contribute and bring happiness in the lives of underprivileged people; Punctuation and editing.
- \* Learning to speak, converse and write correctly.

- \* Learning about giving of gifts – the true value of gifts; the grace of receiving gifts; the joy of giving them.
- \* Learning about adjectives – formation, order, comparison and usage.
- \* Speaking, conversing and writing correctly.

### Outcome

- \* Exercise A: Teacher can read out the question and discuss in class.
- \* Talk about: Occasions for giving and receiving gifts: anniversaries, birthdays; milestones like passing a test or an examination; winning a match; festivals; harvest; Teachers’ Day, etc.
- \* Explain what is the background to the title: the Nativity [Birth of baby Jesus in Bethlehem]; the Magi [three Kings from the East bearing priceless gifts of gold, myrrh and frankincense]; the celebrations marking Christmas.
- \* Talk about other festivals where gifts are exchanged and scenes of joy are recreated – Krishna Jayanti, Deepawali, Eid, Gurpurab, etc.

### Get Set

- \* Read the lesson aloud or ask the students to read parts of it.
- \* Talk about the author: O. Henry, whose real name was William Sydney Porter [1862-1910], was an American writer of short stories, particularly known for surprise endings. He did several jobs from being a pharmacist, a draftsman to working as a teller and a bookkeeper in

### Read and Enjoy

## Read and Understand

## Grammar Spotlight

- a bank. He wrote under several pen-names, the best known being O. Henry. 'The Gift of the Magi' and 'The Last Leaf' are two of his most famous stories.
- \* This is a story of two very poor, young and ordinary people who do something very extraordinary in trying to give a gift of love to each other. Della and Jim's story has a very surprising ending, as is usual with the stories of O. Henry. The story tells us that the true value of a gift lies, not in its cost, but in the love and effort that has gone into obtaining or making it.
  - \* Share other stories about gifts – for example: Munshi Premchand's 'Idgah'.
  - \* Explain the words and phrases, and their meanings: Queen of Sheba and Solomon; the Babe; the Magi; their gifts; 'proclaiming its value by substance alone'; immediate employment of all the comforting powers of the lord of the flat'; possibly bearing the privilege of exchange in case of duplication'; the uneventful chronicle', 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 received gifts which were not costly but which you treasure? Have you given such gifts? Do you think the price is important or the value? etc.
  - \* Encourage the students to read O. Henry's 'The Last Leaf'.
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- \* Discuss the questions in Exercises A-E 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-E.
  - \* HOTS: Read and discuss the questions in class. Then ask the students to write down the answers.
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- \* Use the board to brush up on adjectives – their kinds: quality, quantity, number, demonstrative, possessive and interrogative.
  - \* Use the board to explain how they are formed from nouns, verbs and other adjectives: use the given examples as well as your own, and ask the students to think of examples too.
  - \* Do Exercise A orally and then let the students write the answers down.
  - \* Explain the correct usage of adjectives of quantity and number – the difference, using the examples given. you can add your own examples on the board.
  - \* Do Exercise B orally and then ask the students to write down the answers.

- \* Explain the order of adjectives – as given in the text – using the board and the examples given. You can add your own examples on the board.
- \* Do Exercise C and then the students can write the answers down.
- \* Explain the degrees of comparison of adjectives: positive, comparative and superlative – using the given examples. Add your own examples on the board.
- \* 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 prefixes and becoming familiar with how to use them.
- \* Use the given examples as well as your own to explain this on the board.
- \* Do Exercise A 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 word to familiarise the students with their usage. Tell them to look out for them in newspapers.
- \* Announce the answers to A 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 how they would choose a gift for a member of their family.

## Spell Well

## Word Power

## Listen and Learn

## Converse and Connect

## Speak and Express

## Pronunciation Practice

- \* Correct them where necessary, but encourage their imagination and listen to their suggestions.
- \* 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 a paragraph, as instructed.
- \* Exercise B: Read aloud the question and explain if necessary. Then ask the students to write a paragraph on the scene in 4-5 sentences.
- \* The teacher must correct the individual work of the students. Only then will they become independent in their writing.

## Project Work

- \* Ask the students to work with their partners.
- \* List out family members of each - then list their interests.
- \* Finally decide on gifts for each - check if you are looking at the cost or the value of the gift you are giving.
- \* Share the projects in class.

## Values and Life Skills

- \* Exercise A. Read aloud the sentence.
- \* Discuss it in class and ask the students what their views are.
- \* Exercise B: Read the question and link this with what they have learnt so far.
- \* Discuss what they would do, and why.

## SPECIFIC OBJECTIVES

- \* Learning about the hustle and bustle of a traditional Indian bazaar.
- \* Enjoy the variety of goods and vendors in the bazaar. It tells us a lot about the crafts and craftsmanship, and about the lives and choices of the people buying the items.
- \* Reading and reciting the poem correctly with the rhythm and correct emphasis.
- \* Answering questions on the poem.
- \* Learning words and meanings, spellings, pronunciation, rhymes.

- \* Learning about the rich fabric of life through observing a bustling bazaar and its goods and people – miniature picture of society.
- \* Understanding the poem well.
- \* Learning to pronounce perfectly by reciting the poem.

## Outcome

- \* This is a beautiful poem by Sarojini Naidu, freedom fighter and writer, who was named 'Nightingale of India'.
- \* This poem is the observation of the poet of a crowded, jostling, lively bazaar in Hyderabad – where ordinary things are sold along with the most exotic wares – where colour and variety vie with each other for the attention of the customer.
- \* Read aloud and enjoy rhythm, rhyme and meaning of the poem.
- \* Draw attention to the layout of the poem: as questions and answers. Secondly the variety available in the crowded market is reflected in the number of wares displayed for sale, in the sheer difference of merchants and the goods to be sold, and the riot of colour. There are merchants, vendors, goldsmiths, maidens, pedlars, fruitmen, musicians and flower-girls, and the wares they are selling range from clothes, to gold, from fruit to flowers, from gold, sandalwood and ivory to lentils and rice; from jewellery and garlands fit for brides and kings to the white shroud for the dead. What is fascinating is that many of the wares carry colours of their own, even in their names: turbans of crimson and silver, purple brocade, mirrors with panels of amber, daggers with handles of jade, saffron, henna, ivory dice, blue pigeons, girdles of gold for dancers, citron, pomegranate and plum,

## Read and Understand

- \* tassels of azure and red, sheets of white blossoms. The bazaar is full of the cries of vendors, merchants and pedlars, of musicians and fruitmen and flower-girls, of anklets and wristlets, bells and sitar and sarangi and drums. It is a riot of people and wares, colour and sound.
- \* Explain the rhyme scheme is abcbdb.
- \* 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.
- \* Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.