

# 2

## The Gift of the Magi

### LEARNING 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: Nouns – Formation; functions; gender and number and usage.
- 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.
- **Outcome:** Learning about giving of gifts–the true value of gifts; the grace of receiving gifts; the joy of giving them.
- Learning about nouns – formation; functions; gender and number and usage.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> <li>➤ Exercise A: Teacher can read out the question and discuss in class.</li> <li>➤ Encourage the students to answer the questions orally and share their experiences.</li> <li>➤ Exercise B: Read out the questions and ask the students to read them too. Explain and discuss so that the students are clear on that is being asked.</li> <li>➤ Then encourage the students to answer the questions.</li> <li>➤ Check them, if required.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask the students to read parts of it.</li> <li>➤ 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 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.</li> <li>➤ 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.</li> </ul>	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>➤ Share other stories about gifts – for example: Munshi Premchand's 'Idgah'.</li> <li>➤ 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.</li> <li>➤ Reading creates familiarisation with words. Discuss picture associations so that reading becomes fun.</li> <li>➤ 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.</li> <li>➤ Encourage the students to read O. Henry's 'The Last Leaf'.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>➤ Discuss the questions in Exercises A-D and ask the students to answer orally first.</li> <li>➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.</li> <li>➤ They may then write down the answers of Exercises A-D.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>➤ Read and discuss the questions in class. Then ask the students to write down the answers.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>➤ Use the board to brush up on nouns – their kinds: proper, common, abstract, material and collective.</li> <li>➤ Use the board to explain how they are formed: use the given examples as well as your own, and ask the students to think of examples too.</li> <li>➤ Do Exercise A orally and then ask the students to write down the answers in their notebooks.</li> <li>➤ Explain the functions of a noun: as subject; as direct and indirect object and object of a prepositional phrase. A noun can also be used to show ownership – Henry's dog.</li> <li>➤ Discuss Exercises B and C and then the students can do it in class.</li> <li>➤ Brush up on Gender [masculine/feminine/common/neuter] and Number [singular/plural] using the board and your own examples.</li> <li>➤ Do Exercises D, E and F orally and then let the students write them.</li> <li>➤ Announce the answers aloud for Exercises A - F and let the partners check.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ Getting to know new words.</li> <li>➤ Learn to recognise the new words by selecting them.</li> <li>➤ Learn their spellings and meanings.</li> <li>➤ Brush up on the use of the dictionary whenever possible.</li> <li>➤ Do Exercise A orally first. Then ask the students to write down the answers.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ Learning about prefixes and becoming familiar with how to use them.</li> <li>➤ Use the given examples as well as your own to explain this on the board.</li> <li>➤ Do Exercise A orally first, explaining each word, because some of the students may not be familiar with them.</li> </ul>

<ul style="list-style-type: none"> <li>Then the students can write the correct answers in their notebooks.</li> <li>Make suitable sentences with each word to familiarise the students with their usage. Tell them to look out for them in newspapers.</li> <li>Announce the answers to A and let the partners check.</li> </ul>	
<ul style="list-style-type: none"> <li>Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly.</li> <li>The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.</li> <li>Then ask the students to answer the questions orally.</li> <li>Check the students where necessary.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>Read the question out and make sure the students have understood what is required of them.</li> <li>Then ask pairs of students at random to enact the dialogue according to their own imagination.</li> <li>Correct the students regarding content and pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>Read out the question.</li> <li>Discuss in class and ask the students to imagine how they would choose a gift for a member of their family.</li> <li>Correct them where necessary, but encourage their imagination and listen to their suggestions.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>Let the students listen to the Digital Content so that they are sure of the right way to speak.</li> <li>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.</li> <li>Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.</li> <li>Use the given words and any other examples you like or doubts that the students may have.</li> <li>Ensure that the phonetic symbols for the sounds are understood by the students.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>Use the board to do this exercise.</li> <li>Call random students to correct the sentences in the passage.</li> <li>Once it is all written correctly on the board, ask them to write it down in their notebooks.</li> <li>If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.</li> <li>Ask the students to write a paragraph, as instructed.</li> <li>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.</li> <li>The teacher must correct the individual work of the students. Only then will they become independent in their writing.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>Ask the students to consult their dictionaries.</li> </ul>	<b>Dictionary Skills</b>

	<ul style="list-style-type: none"> <li>➤ Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary.</li> <li>➤ Ensure that every student in the class understands the correct way to use the dictionary.</li> <li>➤ Draw attention to the meanings and the pronunciation.</li> <li>➤ Ask the students to do Exercise A on their own.</li> <li>➤ Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it.</li> </ul>
<b>Project Work/ AIL Activity</b>	<ul style="list-style-type: none"> <li>➤ Ask the students to work with their partners.</li> <li>➤ List out family members of each-then list their interests.</li> <li>➤ Finally decide on gifts for each-check if you are looking at the cost or the value of the gift you are giving.</li> <li>➤ Share the projects in class.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the sentence.</li> <li>➤ Discuss it in class and ask the students what their views are.</li> <li>➤ Exercise B: Read the question and link this with what they have learnt so far.</li> <li>➤ Discuss what they would do, and why.</li> </ul>