

# Celebrations Around the World

## Poem

### Read and Enjoy

- ✧ Read aloud the poem or ask the students to take turns reading it, Explain it, and show pictures, if possible, of each celebration. Share the views of the students about the celebrations in their respective homes, for example, festivals special to different states/ethnic groups, like Pongal, Chhath, Gurpurab, Jagannath Yatra, Durga Puja, Ganesh Chaturthi, Novroz, etc.
- ✧ This poem gives a broad idea of festivals celebrated in different cultures and religions. Each stanza describes different festivals and cultures.
- ✧ In the second stanza, the poet tells us about the Chinese New Year. [This usually falls in February each year.] It is celebrated by wide use of the red colour on the doorways and windows of homes, etc. Red is considered a very auspicious colour. Paper lanterns are hung up everywhere, and special meals are prepared. 'So much more could be said,' says the poet.
- ✧ In the third stanza, the poet tells us about Diwali celebrations in India. He says the celebrations are carried on for five days. On these days people offer thanks for all the blessings they have received in their lives and light candles everywhere. [Traditionally, *diyas* or mud lamps are lit. But now people light candles and streams of electric lights.]
- ✧ In the fourth stanza, the poet says that there is a Jewish festival called Hanukkah. On that day, a holiday is observed and people celebrate it with lights, like Diwali in India. The celebrations go on for eight days and nights.
- ✧ In the fifth stanza, the poet refers to Eid, a festival held all over the world [by those who follow Islam]. This festival marks the end of a period of fasting among Muslims. They celebrate by wearing new clothes, decorating their homes, visiting family members and eating sumptuous meals when they breakfast.
- ✧ In the last stanza, the poet tells us that there are many festivals celebrated all over the world, like Christmas, Easter and Thanksgiving Day. He asks us to 'take some time to learn about them all' because each one is celebrated by us in 'our own special way'! Here we can elaborate on these festivals and their celebrations a little.
  - Christmas: It is celebrated on 25 December by Christians. It marks the birth of Jesus Christ. Special services are held in churches. Scenes of the Nativity (birth of Christ) are made or enacted in homes, churches, schools, etc. People shop for weeks for gifts for family and friends. They give gifts to people in hospitals, orphanages, etc. There are legends about Santa Claus and Christmas fairies. Special food and sweets are made during Christmas.
  - Easter: This is celebrated on a Sunday in April to mark the Resurrection of Christ three days after He was crucified. It is a period of prayer and services in churches followed by celebrations with special food, etc.
  - Thanksgiving: This began in the USA as a day to offer gratitude to God for all that we receive in life. It is marked on 30 October every year by a lavish family lunch/dinner to show thanks for abundance.

	<p>✧ This poem is written in six stanzas of four lines each. In each stanza, the second and fourth lines are rhymed. So the rhyme scheme is abcb. It is a brief way of introducing us to the different ways in which we celebrate special days across the world, in different ethnic groups, religions and cultures.</p>
<b>Read and Understand</b>	<p>✧ Exercises A and B: Do these exercises orally first. Then ask the students to write the answers in their books. It is advisable to check and assess their work individually.</p> <p>✧ Exercise A: Do this exercise orally first. Then ask the students to write the answer in their books/notebooks. It is advisable to check and assess their work individually.</p>
<b>Word Wise</b>	<p>✧ Exercises A and B: Explain, using the examples in the book and your own, what are word pairs. For example: cup and saucer, birds and beasts, fauna and flora, pencil and eraser, to and fro, up and down, black and white, long and short, right and wrong, lock and key, morning and evening, dawn and dusk, cat and mouse, music and dance, in and out, open and shut, etc.</p> <p>✧ Then do the exercises orally. After that, ask the students to write the answers. Announce the answers aloud and let them check their own work.</p> <p>✧ Explain two things: (i) Use of the hyphen [-] (ii) Compound adjective. Use the examples given and add your own examples too. For example: red-faced, well-in Formed, short-term, world-famous, old-fashioned, tight-lipped, full-scale, absent-minded, good-hearted, deep-fried, good-looking, quick-thinking, bad-tempered, topsy-turvy, cold-blooded, late-comer, etc.</p> <p>✧ Exercise C: Do the exercise orally. Then ask the students to do it in their books/notebooks. Announce the answers aloud and let them check their own work.</p>
<b>Appreciating the Poem</b>	<p>✧ Exercise A: Do the exercise orally. Then ask the students to do it in their books/notebooks. Announce the answers aloud and let them check their own work.</p>
<b>Write Well</b>	<p>✧ Exercise A: Read aloud the question and the sample. Discuss and settle doubts and questions on it. Then ask the students to write the letter on their own, in the given format, using the hints and keywords. They can add their own points using their imagination. It is advisable to check and assess their work individually.</p>
<b>AIL Activity</b>	<p>✧ Make groups of four and explain the question. Ask the groups to discuss their resolutions. You can guide them about the range of interests: origami; skills like carpentry; pottery; electrical or mechanical gadget creation or repair; music; dance; painting; sculpture; swimming; indoor games like chess; carrom; table tennis; or any outdoor games like badminton; tennis; football; basketball; bicycling, etc.</p>