



CHAPTER: The Best Christmas Present in the World

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:

- Describe the various emotions felt by the characters in the story.
 - Explain the narrator's actions.
 - Apply knowledge of the text to answer questions.
 - Use past tense correctly.
 - Write a story and a diary entry.
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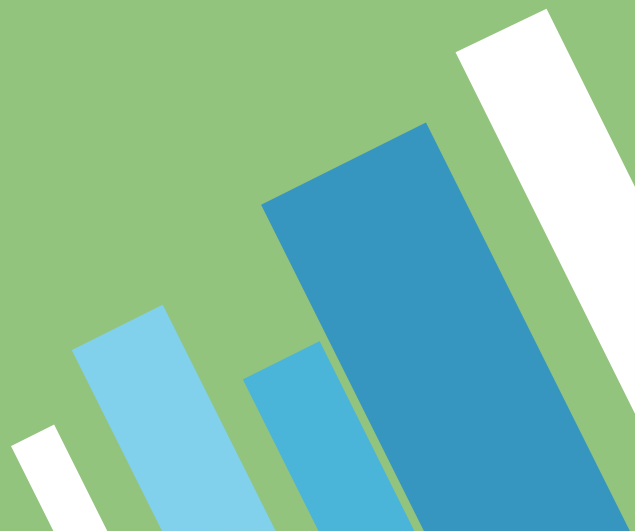


2.

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. CLUMSILY

Meaning: When we want to describe something as 'not properly done', we use this word.

Sentence: I arranged the books clumsily and they all fell on the floor.

Synonyms : awkwardly

Antonyms : -gracefully





2. BRUTE

Meaning: The meaning of this word is 'very strong, animal like force'

Sentence: Wrestling requires brute force.

Synonyms : bodily, physical.

Antonyms : gentle, mild, weak.





3. CRISP

Meaning: When we want to describe something as 'fresh' we use this word.

Sentence: I like to sleep on new and crisp bedsheets.

Synonyms : fresh, refreshing, stimulating.

No antonyms.





4. PARAPET

Meaning: The meaning of this word is 'a low protective wall along the edge of a roof, bridge or balcony'.

Sentence: Children should not sit on the parapet.

Synonyms : barrier, wall, railing, fence.

No antonyms.





5. HUDDLE(S)

Meaning: The meaning of this word is 'crowd together'.

Sentence: Children huddle together during their break.

Synonyms : gather, pile, collect, group.

No antonyms





6. MINGLING

Meaning :Children huddle together during their break.

Sentence: The students of the two schools were mingling with each other during the inter school competition.

Synonyms : blend, merge, combine, join.

Antonyms : disjoin, separate.





7. CAROL

Meaning: Is the name of the religious folk song of Christians.

Sentence: Carol singing is common during Christmas.

Synonym : hymn.

No antonyms.





8. GAPING

Meaning: The meaning of this word is 'wide open'.

Sentence: He had a gaping wound on his leg.

Synonyms : wide, broad.

No antonyms.





9. LOPSIDED

Meaning: When something is 'not equally balanced'.

Sentence: He has a lopsided smile.

Synonyms : uneven, unequal, slanted, sloping.

Antonyms : even, level, straight.





10. CONSERVATORY

Meaning: Is a room with a glass roof and wall.

Sentence: We put our potted plants in the conservatory during winters.

Synonyms : greenhouse, glasshouse, hothouse.

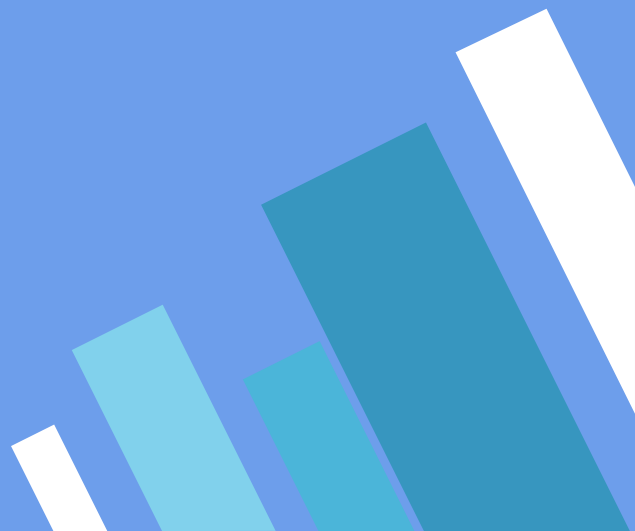




3.

TEACHING PLAN

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



I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: 'WAR'

Discussion Points:

- Ask the students the question "Why do countries wage wars?"
 - Then ask them to discuss what happens during a war.
 - From there to who suffers during a war.
 - Also can we avoid wars?
- Encourage weaker students to participate with their thoughts on war.
 - 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.
 - Do not allow them to discuss 'terrorism'.
 - Bulk of talking should be done by the students, and not the teacher.
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Instructions for the teachers :

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.

Concluding the discussion:

Conclude your discussion with the following sentence:

When you read the text remember what we had discussed about war and how it destroys lives.

II. READING THE CHAPTER

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Questions should be asked frequently to test their understanding of the text
- The teacher can use the questions given under 'Comprehension Check'..
- Use simple vocabulary and also introduce students to new words listed above.

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. Record the opinion of a colleague on 'faith' on your mobile and play it for the class.
- 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 chapter such as:

1. The intensity of emotions felt by the characters.
2. How the writer portrays the futility of war and the havoc it wreaks on the families.
3. The poignant and moving end.

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 express their thoughts in a *one minute speech*.

Topic: *An act of kindness that they have done'.*

Guidelines for the teachers:

- Ask the students to deliver a one minute speech.
- Each student should participate
- 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.
- Listen carefully to others.
- Students should stand straight with a good posture.

Ask the students to look above the head of their audience if they are feeling nervous.

Conclusion:

Sum up the activity by discussing the social relevance of the task performed. It should teach them the importance of kindness in this selfish world.

Students may talk about how a selfless act of kindness made them feel good about themselves and motivated them to do so often.

The teacher may point out how this would help in building a more kind and compassionate society. Draw their attention to the words and expressions used.



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 . I thought I could restore it.

- (a) Who is 'I' ?
- (b) What did he want to restore ?
- (c) Give a synonym of 'restore'.

Q .2 . "Ah Dorset," he smiled. "I know this place. I know it very well."

- (a) Who is 'he'?
- (b) Where is Dorset ?
- (c) How did he know Dorset well?

Q .3 . "I think that is what every soldier wants, on both sides," Hans Wolf said.

- (a) What do the soldiers want ?
- (b) Both sides belonged to which countries ?
- (c) What had both sides just finished doing ?

Q .4 . She had been in the house when it caught fire.

- (a) Who is she ?
- (b) What made the house catch fire?
- (c) Where did she live now?

Short answer questions:

Q .1 . What was the condition of the roll-top desk?

Q .2 . How should a Christmas morning be ?

Q .3 . What did the Germans want to share with the Britishers ?

Q .4 . What were some of the things Jim and Hans talked about ?

Q .5 . Who won the match and what according to Hans was the reason?

Long answer question.

Q .1 . As the author write a diary entry describing how you found the letter.

Brain Teaser question.

Q .1 . What are the emotions felt by the author when he reads the letter and at the end of the story?

WORKSHEET 2: VOCABULARY

Best used: Class work at the end or as a home work.

Q .1. Christmas is mentioned throughout the chapter.
Here are some words associated with it. Match them
with their correct meaning.

No.	Word	Meaning
a.	Santa Clause.	The birth of Jesus Christ.
b.	Yuletide.	The day before Christmas.
c.	Christmas Eve.	An imaginary being who is thought to bring presents to children on Christmas.
d.	Carolers.	Period extending from Dec 24 to Jan 6.
e.	Manger.	People singing carols.
f.	Nativity.	A long wooden box used to feed livestock.

WORKSHEET 2: VOCABULARY

Q .2 . While reading the chapter, you have come across these words. Use a dictionary to find their antonyms.

- a. Expensive.
- b. Gently.
- c. Reveal.
- d. Shallow.
- e. Peace.
- f. Warmly.
- g. Perfect.
- h. Agreed.
- i. Generously.
- j. Distant.
- k. Pleased.

WORKSHEET 3: GRAMMAR

Best used: Class work or home work at the end.

Q .1. Complete the story. Write the correct form of the verbs in the brackets.

When, my Uncle _____(arrive) in Delhi a few years ago he didn't have a place to live. He _____(have) to stay with friends for a while. On his first day here, he _____(go) and _____(buy) a map. The next day he _____(get) a newspaper and _____(study) the classified ads. He _____(want) to rent an apartment. He _____(have) little money so he _____(want) a small house.

Q .2 . Choose the correct phrasal verbs.

- a. Most children _____ their father. (look up to/look down on)
- b. You must _____ your homework. (hand out/ hand in)
- c. It is difficult to _____ with the noise of the traffic. (put up/put off)
- d. Do not _____ without hard work. (give out/give in)
- e. Please _____ for a cup of tea in the evening. (drop in/drop off)
- f. It is important to _____ on time. (show off/show up)

WORKSHEET 3: WRITING SKILLS

Best used: Home work.

Q.1. Write a diary entry describing your feelings and the chance encounter with a kind stranger who helped you.

Q.2. Given below is the outline of a story. Construct a story using the outline.

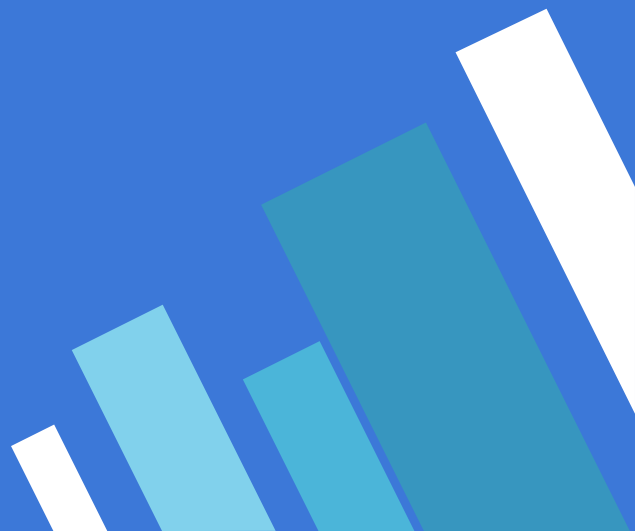
A teacher in a school - helps poor students – gives tuitions for free – loved and respected – grows old and retires – continues to teach slum children for free – falls seriously ill – requires expensive surgery – unable to afford – doctor offers to do for free – an old student – whose fee the teacher had paid.



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Reference to context.

- Q 1 . (a) Michael Morpurgo.
(b) A roll-top desk.
(c) Repair.

- Q .2 . (a) Hans Wolf.
(b) England.
(c) From reading books in English.

- Q .3 . (a) The war to end so that they could go home.
(b) Germany and Britain.
(c) Playing a football game.

- Q .4 . (a) Mrs Macpherson.
(b) Candles.
(c) In a nursing home.

Short answer questions.

1. It was in a bad condition with one leg clumsily mended and scorch marks all over it.
2. It should be cold and frosty.
3. Their schnapps and sausages.
4. Hans favourite book and their respective families.
5. The Germans won because the goal of the Britishers was wider.

Long answer question.

The answer must have:

- Correct format of a diary entry.
Date:
The written text.
- Details of how the drawer was stuck.
- The kind of force used.
- Exactly where the letter was.

Brain Teaser.

After reading the letter: sadness and sympathy for the husband and wife, determination to do something.

At the end : confusion and sadness at the condition of the wife, satisfaction that he did a good deed.

WORKSHEET 2: Vocabulary

Q. 1.

- a. An imaginary being who is thought to bring presents to children on Christmas.
- b. Period extending from Dec 24 to Jan 6.
- c. The day before Christmas.
- d. People singing Christmas carols.
- e. A long wooden box used to feed livestock.
- f. The birth of Jesus Christ.

Q .2 . a. Inexpensive.

- b. Roughly.
- c. Hide.
- d. Deep.
- e. War/disturbance.
- f. Coldly.
- g. Imperfect/flawed
- h. Disagreed.
- i. Miserly
- j. Near.
- k. Displeased.

WORKSHEET 3: GRAMMAR

Q .1.

arrived,	had,	went,
bought,	got,	studied,
wanted,	had,	wanted.

Q. 2 .

- a. look up to
- b. hand in
- c. put up
- d. give in
- e. drop in
- f. show up

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

Websites:

Following websites can be used:

- <https://www.ef.com/english-resources/english-grammar/past-perfect-tense/>
- <https://learnenglish.britishcouncil.org/en/english-grammar/.../past-tense/past-perfect>
- www.gingersoftware.com/content/grammar-rules/verbs/phrasal-verbs/
- www.grammar-monster.com/glossary/noun_phrases.htm

Newspapers and magazines:

- Relevant articles on compassion shown to a total stranger specially during festival time.
- Students can be asked to take the front page of the newspaper and identify the past tenses.

Reading List:

- Amar Chitra Katha on Jesus Christ and Mother Teresa.
- A Christmas Carol by Charles Dickens.

Youtube videos:

- https://www.youtube.com/watch?v=6A9_IVINYEo
- <https://www.youtube.com/watch?v=9QU5bqql8Kg>
- <https://www.youtube.com/watch?v=2iV6USahyOA>
- <https://www.youtube.com/watch?v=RIQN8kMXN38>