

O. Henry's
The Gift of the
Magi

and other stories

Student Learning Materials

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THE CALIPH, CUPID, AND THE CLOCK

PRE-READING ACTIVITY 1: FOCUS ON SPECIFIC LANGUAGE FEATURES

The story of “The Caliph, Cupid, and the Clock” is about Prince Michael and his encounter with a young man. In the story, the narrator describes the characters’ actions through the use of verbs.

Directions:

1. Study the information below about the use of infinitives in English.

An **Infinitive** is the basic form of a verb that sometimes follows another verb (for example, *I want to eat*). Usually infinitives are used with *to*, but not always. The following table explains when infinitives follow *to* and when they do not.

Main verb	Infinitive	Example
<i>decide, want, accept, wish, allow, agree, continue, try, ask, find, tell, bring, invite, want, prepare</i> (and most other verbs)	+ to + infinitive	I want to help you with this work.
<i>let, make</i>	+ infinitive	Let’s help him with this work.

2. Use the verbs in parentheses to fill in the blanks below with the appropriate form of the infinitive. The first sentence is completed for you as an example:

1. All the sweeter things in life were waiting for Prince Michael of Valleluna whenever he might choose to take (take) them. But instead he was choosing _____ (sit) in torn clothes on a seat in a park. (p. 79)
2. “Ten minutes before nine!” said the young man. He raised his hands and then *let* them _____ (fall) as if hope had gone. (p. 80)
3. “I *want* time _____ (think),” she said. “I will either forget it forever, or never see your face again. At half-past eight,” she said, “watch the middle window on the third floor of this house. If I *decide* _____ (forgive), I will hang out a long white cloth. You will know then that everything is as it was before. And you may come to me. If you see nothing hanging from the window, you will know that everything between us is finished forever.” (p. 81)

PRE-READING ACTIVITY 2: MAKE A CONNECTION TO YOUR LIFE

In the story “The Caliph, Cupid, and the Clock” one important theme is dreaming. This activity will help you to express what you daydream and dream about.

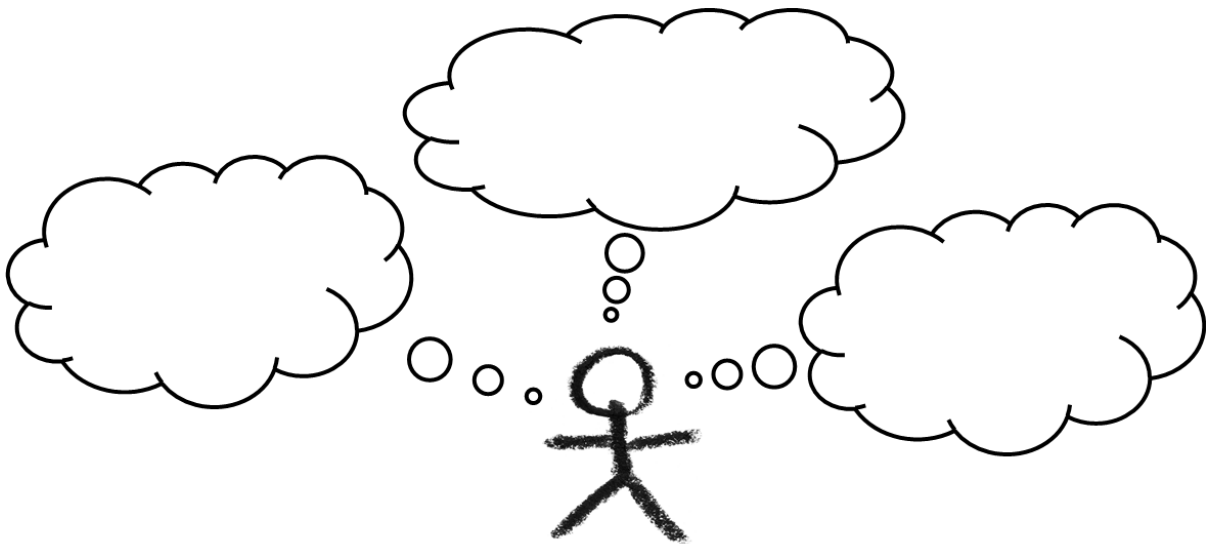
Directions:

1. Look at the pictures below. The picture on the left is an example of a little girl daydreaming. *Daydreaming* means that she is having pleasant thoughts about her life or future while she is awake. The picture on the right is a little boy who is *dreaming* about a dog while he is asleep.
2. In the **three** dream bubbles below, write or draw what you daydream or dream about. Use the two examples as models.

Daydream



Dream



WHILE-READING ACTIVITY 1: WHAT'S NEXT?

“The Caliph, Cupid, and the Clock” is a story about a meeting in the park between Michael and a young man. This activity will check your understanding of this story and ask you make a prediction what will happen next.

Directions:

1. As you read the story, follow the directions provided below.
2. When you see the stop sign, stop reading. Mark the sentence that is the best summary of what has happened so far in this story.
3. Predict what will happen next.

Summary #1: After you read the first two pages, pause and review what has happened so far. Which statement best summarizes what has happened?

Prince Michael lives in the park and sees a young man who seems to be in trouble.

A young man comes to the park to see Prince Michael for help because he is in trouble.

Prediction #1: What Prince Michael will do next?

He will go talk to the young man and find out what kind of trouble he is in and if he needs help.

He will walk away because he sees the young man in trouble and does not want to be part of it.

Continue reading.

*Stop reading at the top of **page 81** when you see the following paragraph:*

“Sit down,” said the Prince softly. “I do not accept that. I do not include women. Women are enemies of clocks. They are born that way. Therefore they are friends of those who wish to destroy clocks. If you can trust me, tell me your story.”

Prediction Check #1: Did your Prediction #1 match what happened in the story?

Yes, my prediction matched the story.

No, my prediction did not match the story.

Summary #2: Again pause and recap. Which statement best summarizes what has happened so far?

The young man pays close attention to the clock as he talks to Prince Michael.

The young man pays close attention to what Prince Michael has to say and does not care what time it is.

Prediction #2: What do you think will happen next?

___ The young man will walk away when Prince Michael tells him to sit down.

___ The young man will stay and continue talking to Prince Michael when Prince Michael tells him to sit down.

Continue reading

*Stop reading in the middle of **page 82** when you see the following paragraph:*

“Thanks, Prince,” said the young man. “That day isn’t going to come. But thanks.”

Prediction Check #2: Did your Prediction #2 match what happened in the story?

___ Yes, my prediction matched the story.

___ No, my prediction did not match the story.

Prediction #3: Predict what will happen next?

___ The young man’s lady friend will not forget his wrong doing; therefore, they are not getting married.

___ The young man’s lady friend will hang out a long white cloth at 8:30 at the window to show him that she forgets his wrong doing.

Continue reading to the end of the story.

Prediction Check #3: Did your Prediction #3 match what happened in the story?

___ Yes, my prediction matched the story.

___ No, my prediction did not match the story.

Summary #3: After you finish reading the story, mark the best summary of the last part.

___ As Prince Michael says, “Clocks are bad and women are good.” It is the right thing for the young man to listen to Prince Michael and wait.

___ Prince Michael is wrong about the clock. The young man destroys the clock and walks away disappointed.

WHILE-READING ACTIVITY 2: DRAW THE SCENE

On **pages 78-79** of the story “The Caliph, Cupid, and the Clock,” the narrator describes the park and the main character, Prince Michael of Valleluna. This activity will help you find these descriptive phrases to visualize the scene and Prince Michael.

PART 1: FIND THE DESCRIPTIVE PHRASES

Directions:

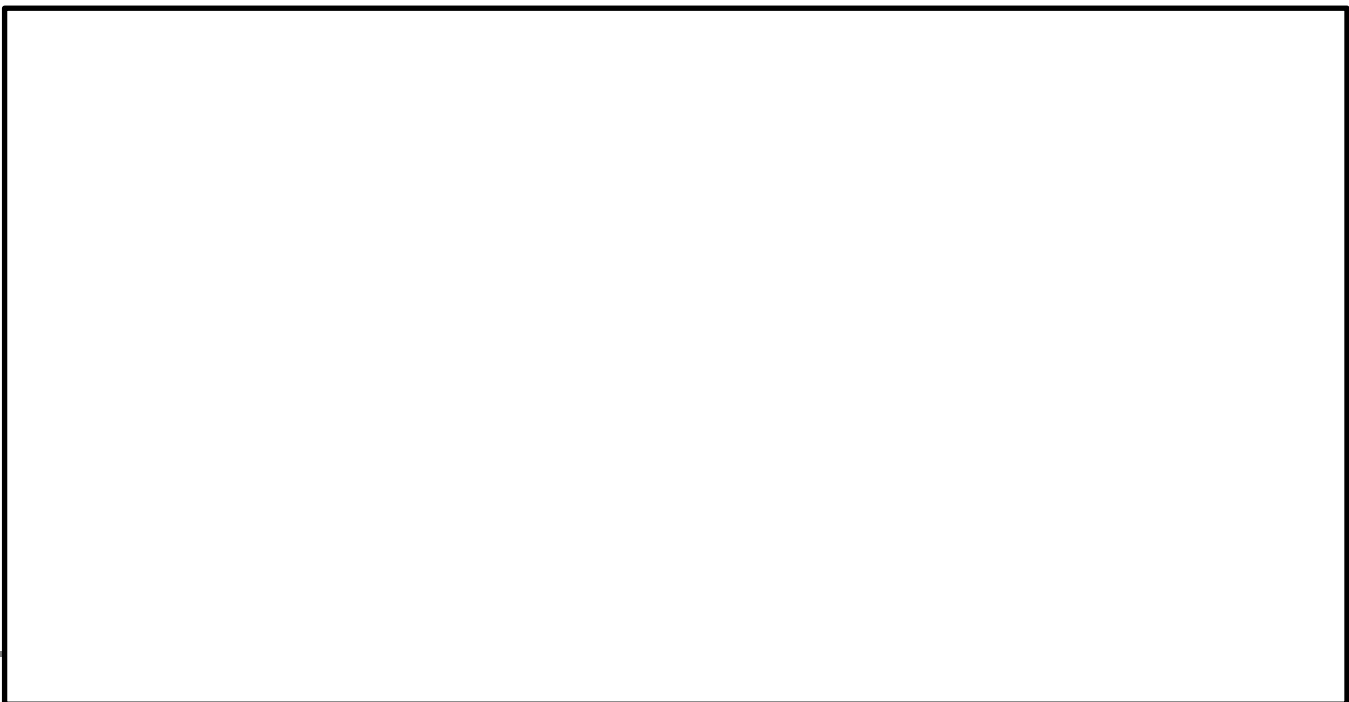
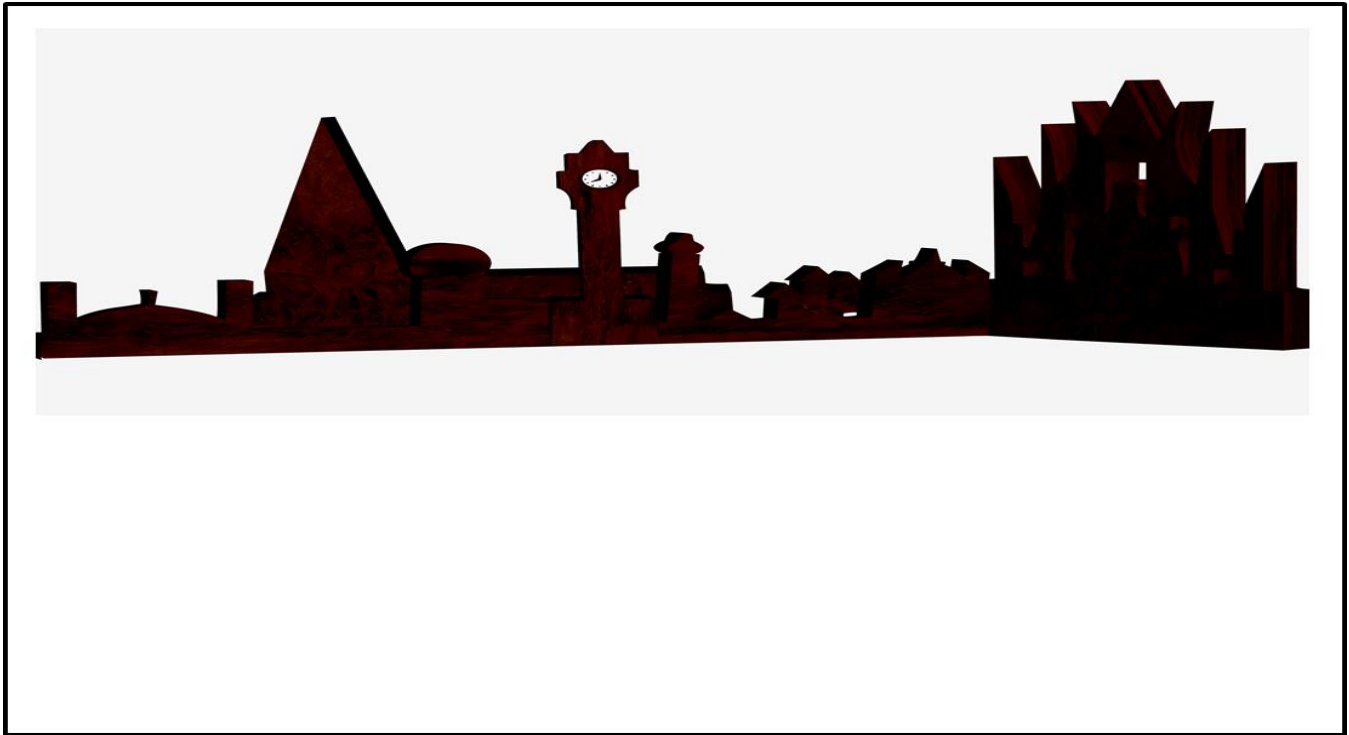
1. As you read **pages 78-79**, underline the sentences that describe the scene in the park and Prince Michael of Valleluna.
2. Write these sentences in the table below.
3. If the sentence describes the scene, write it in the column on the left.
4. If the sentence describes Prince Michael of Valleluna, write it in the column on the right. Several examples are provided.

The Scene (page 78)	Prince Michael (page 79)
1. <u>The moon was rising over the houses on the east side of the park.</u>	1. <u>The hair of his face has been growing for two weeks.</u>
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____

PART 2: DRAW THE SCENE

Directions:

1. Use the words and descriptive phrases that you identified in **Part 1** to help you draw the scene and Prince Michael of Valleduna.
2. An example has been started for you in the first box below. If you prefer to draw the scene without an example, use the second box on the next page.



POST-READING ACTIVITY 1: T-CHART

A T-Chart is used for listing two separate views of a topic. The main character in the story “The Caliph, Cupid, and the Clock” is called both Prince Michael of Valleluna and Michael the Dreamer. The first is how he dreams about himself and the other is the real-life Michael. This activity will help you understand the differences between these two views.

Directions:

- Below is a list of the phrases that the narrator uses to describe Prince Michael of Valleluna and Michael the Dreamer.
- Read through the list and decide if the phrase describes Prince Michael of Valleluna or Michael the Dreamer
- If the phrase describes Prince Michael of Valleluna, write the phrase in the left column. If the phrase describes Michael the Dreamer, write the phrase in the right column. One example has been completed already.

- | | |
|--|--|
| <ul style="list-style-type: none"> shoes were old and broken had as many jewels, and houses, and land the hair of his face had been growing for two weeks his hat was older and more torn than his shoes all the sweeter things in life were waiting (for him) all the best things in the world could be his—art, pleasure, beautiful women, honor | <ul style="list-style-type: none"> clothes were very torn could have sat at table with kings and queens had as much gold as any rich man (his hair) was all colors—gray and brown and red and green-yellow had enough money to buy every house he could see lives in the park |
|--|--|


Prince Michael of Valleluna (in his dreams)	Michael the Dreamer (in real life)
1.	1. <i>lives in the park</i>
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

POST-READING ACTIVITY 2: DRAW A CARTOON

The story “The Caliph, Cupid, and the Clock” takes place in a park in New York City. Prince Michael of Valleluna and a young man have an interesting encounter. This activity will help you to think about the important moments in the conversation between the two characters.

Directions:

1. Go back to the story and review the pages indicated in the chart below. Use the narrator’s descriptions to help you draw three scenes and the characters.
2. After you draw each scene, write what the characters talked or thought about.
3. If the characters talk to each other, write their conversation in a speech bubble.
4. Write a character’s thoughts about anything in a thought bubble.
An example for Scene 1 is provided.

Scene 1 Prince Michael of Valleluna sitting in the park (pp. 78-79)	Scene 2 The conversation between Prince Michael of Valleluna and the young man (pp. 79-82)	Scene 3 Prince Michael of Valleluna sleeping on the bench and the young man waiting for the white cloth to be hung from the window (pp. 82-83)
		

Answer key | The Caliph, Cupid, and the Clock

Pre-reading Activity 1: Focus on Specific Language Features

1. All the sweeter things in life were waiting for Prince Michael of Valleluna whenever he might choose to take (take) them. But instead he was choosing to sit (sit) in torn clothes on a seat in a park. (p. 79)
- 2.
3. \
4. “Ten minutes before nine!” said the young man. He raised his hands and then let them fall (fall) as if hope had gone. (p. 80)
5. “I want time to think (think),” she said. “I will either forget it forever, or never see your face again. At half-past eight,” she said, “watch the middle window on the third floor of this house. If I decide to forgive (forgive), I will hang out a long white cloth. You will know then that everything is as it was before. And you may come to me. If you see nothing hanging from the window, you will know that everything between us is finished forever.” (p. 81)

Pre-reading Activity 2: Make a Connection to Your Life

Answers will vary.

While-reading Activity 1: What’s Next?

Answers for the predictions will vary.

Summary #1: After you read the first two pages, pause and review what has happened so far. Which statement best summarizes what has happened so far?

- Prince Michael lives in the park and sees a young man who seems to be in trouble.
- A young man comes to the park to see Prince Michael for help because he is in trouble.

Summary #2: Again pause and recap. Which statement best summarizes what has happened so far?

- The young man pays close attention to the clock as he talks to Prince Michael.
 The young man pays close attention to what Prince Michael has to say and does not care what time it is.

Summary #3: After you finish reading the story, mark the best summary.

- As Prince Michael says, "Clocks are bad and women are good." It is the right thing for the young man to listen to Prince Michael and wait.
 Prince Michael is wrong about the clock. The young man destroys the clock and walks away disappointed.

While-reading Activity 2: Draw the Scene

Part 1: Find the Descriptive Phrases

The Scene (page 78)	Prince Michael (page 79)
<ol style="list-style-type: none"> 1. <i>The moon was rising over the houses on the east side of the park.</i> 2. <i>Children laughed and played.</i> 3. <i>Music came softly from one of the nearer streets.</i> 4. <i>Around the little park, cabs rolled by.</i> 5. <i>The train that traveled high above the street rushed past.</i> 6. <i>The park was safe and quiet.</i> 7. <i>Above the trees was the great, round, shining face of a lighted clock in a tall old building.</i> 	<ol style="list-style-type: none"> 1. <i>The hair of his face has been growing for two weeks.</i> 2. <i>It was all colors - gray and brown and red and green-yellow.</i> 3. <i>His hat was older and more torn than his shoes and his other clothes.</i> 6. <i>He sat on a park bench alone.</i> 7. <i>Studied people and liked to help them.</i> 8. <i>Happier in the park than in his previous life.</i>

Part 2: Draw the Scene

Answers will vary.

Post-reading Activity 1: T-Chart

Prince Michael of Valleduna (in his dreams)	Michael the Dreamer (in real life)
1. <i>had as many jewels, and houses, and land</i>	1. <i>lives in the park</i>
2. <i>all the sweeter things in life were waiting</i>	2. <i>shoes were old and broken</i>
3. <i>all the best things in the world could be his—art, pleasure, beautiful women, honor</i>	3. <i>the hair of his face had been growing for two weeks</i>
4. <i>could have sat at table with kings and queens</i>	4. <i>his hat was older and more torn than his shoes</i>
5. <i>had as much gold as any rich man</i>	5. <i>clothes were very torn</i>
6. <i>had enough money to buy every house he could see</i>	6. <i>was all colors—gray and brown and red and green-yellow</i>

Post-reading Activity 2: Draw a Cartoon

Answers will vary.