

## 4.1 A Thing of Beauty is a Joy For Ever

### Unit Four

#### Warming Up!

1. (A) Fill in the Acrostic with names of things related to Nature.

B .....  
E .....  
A .....  
U .....  
T .....  
Y .....

- (B) Make a list of 10 words related to the word 'joy', for example, happiness.

1. ....	6. ....
2. ....	7. ....
3. ....	8. ....
4. ....	9. ....
5. ....	10. ....

2. Recollect a picnic or a trip to a spot of natural beauty (a hill station/ a beach/forest area etc.) when you were younger.

Write four beautiful unforgettable scenes that left a deep impact on you.

(1) .....  
(2) .....  
(3) .....  
(4) .....

3. 'Meter' in poetry is a pattern of stressed and unstressed syllables in lines of a poem. It gives rhythm to the poem.

Read the poem below aloud and with any coloured pen/ pencil put stress-marks ( ' ) on those syllables that are stressed in the words of the poetic lines.

*THE steadfast coursing of the stars,  
The waves that ripple to the shore,  
The vigorous trees which year by year  
Spread upwards more and more ;  
The jewel forming in the mine,  
The snow that falls so soft and light,  
The rising and the setting sun,  
The growing glooms of night,  
All natural things both live and move  
In natural peace that is their own ;  
Only in our disordered life  
Almost is she unknown.*

#### 4. Consonance and Assonance

**Consonance** : Repetition of consonant sounds within a word, phrase or a short sentence.

For example : pitter-patter/ chuckle-fickle/ sick-duck/ Betty bought some bitter butter

**Assonance** : Repetition of vowel sounds within a word/ phrase/ sentence.

For example : Jack had a bag.

Men sell metal- kettle.

Let the engineer steer without fear.

(**Note** : Here, the focus is on pronunciation and not on the spellings of words.)

From the above poem pick out examples of consonance and of assonance within words/ phrases.



## A Thing of Beauty is a Joy For Ever

**John Keats (1795-1821)** an English poet was one of the most popular of all British Romantic Poets. His poems are characterised by imagery from nature, that appealed to one's senses.

The present poem is the first stanza of a longer poem 'Endymion' based on Greek Mythology' the first line has become proverbial. The poem was first published in 1818.



A thing of beauty is a joy for ever :  
Its loveliness increases; it will never  
Pass into nothingness; but still will keep  
A **bower** quiet for us, and a sleep  
Full of sweet dreams, and health and quiet breathing.  
Therefore, on every **morrow**, are we **wreathing**  
A flowery band to bind us to the earth,  
**Spite** of **despondence**, of the inhuman **dearth**  
Of noble natures, of the gloomy days,  
Of all the unhealthy and o'er-darkened ways  
Made for our searching : yes, in spite of all,  
Some shape of beauty moves a way the **pall**  
From our dark spirits. Such the sun, the moon,  
Trees old, and young, sprouting a shady **boon**  
For simple sheep ; and such are daffodils  
With the green world they live in ; and clear **rills**  
That for themselves a cooling **covert** make  
'Gainst the hot season ; the mid forest **brake**,  
Rich with a sprinkling of fair musk-rose blooms :  
And such too is the grandeur of the **dooms**  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read :  
An endless fountain of immortal drink  
Pouring unto us from the heaven's **brink**.

- **bower** : a pleasant shady place under trees or climbing plants
- **morrow** : the following day
- **wreathing** : covering
- **spite** : desire to offend/annoy something
- **despondence** : desire to offend/annoy something
- **dearth** : shortage
- **pall** : a sheet spread over the dead
- **boon** : gift
- **rills** : streams

◆ *List the things of beauty mentioned in the poem.*

◆ *List the things that cause suffering and pain.*

- **covert** : not openly known or displayed
- **brake (Archaic)** : ferns
- **dooms** : last day of existence known or displayed
- **brink** : edge



Nor do we merely feel these essences  
 For one short hour ; no, even as the trees  
 That whisper round a temple become soon  
 Dear as the temple's self, so does the moon,  
 The passion **poesy**, glories infinite,  
 Haunt us till they become a cheering light  
 Unto our souls, and bound to us so fast,  
 That, whether there be shine, or gloom **o'ercast**  
 They always must be with us, or we die.

- John Keats

## ENGLISH WORKSHOP

### 1. Read the poem and fill in the table.

Sr. No.	Expressions of Beauty (joy)	Expressions of sorrow
1		
2		
3		
4		
5		
6		

### 2. Answer in your own words.

- What is the impact of a beautiful thing on us?
- What does a thing of beauty keep in store, for us?
- Who are the mighty dead? Why are they attribute with 'grandeur'?
- How does the memory of a beautiful visual scene become a joy forever?

### 3. Pick out and rewrite 5 lines that contain imagery.

For example : (a) we are wreathing a flowery band...

- .....
- .....
- .....
- .....
- .....

### 4. Choose the correct figures of speech that occurs in the following lines. Justify your choice.

(a) ..... but still we keep a bower quiet for us .....

- (i) Simile                      (ii) Irony                      (iii) Metaphor

- (b) Some shape of beauty moves away the pall .....  
 (i) Personification      (ii) Alliteration      (iii) Hyperbole
- (c) A thing of beauty is a joy for ever .....  
 (i) Epigram      (ii) Antithesis      (iii) Climax
- (d) Trees old and young, sprouting a shady boon.  
 (i) Exclamation      (ii) Personification      (iii) Antithesis

**5. From the poem pick out words that we do not use often in modern times. They should match the meanings given below.**

- (a) gift ..... (f) edge.....  
 (b) the next day ..... (g) depression .....  
 (c) a protective spot ..... (h) cover for the dead .....  
 (for animals)  
 (d) a cool shady spot ..... (i) streams .....  
 under tall under  
 (e) ferns ..... (j) poetry .....

**6. Copy the first 8 lines and mark the stressed syllables using a coloured pen.**

**7. Read the poem and write –**

- (a) The rhyme scheme of the following lines.  
 Lines 1 to 8 .....  
 Last stanza .....
- (b) (i) The number of stressed syllables (Rhythm) in the line.  
 A thing of beauty is a joy forever. ....  
 (ii) Does the poem retain a steady rhythm throughout?
- (c) Give four examples of each. Pick the lines from the poem.  
 (i) Consonance :  
 (1) ..... (2) .....  
 (3) ..... (4) .....  
 (ii) Assonance :  
 (1) ..... (2) .....  
 (3) ..... (4) .....

**8. Go through the poem again and write in your notebook an appreciation of the poem in the paragraph format. (Refer to page no. 5 )**

**9. Project :**

**Collect from various sources proverbs or maxims related to 'beauty of nature.' Make a chart/ poster with the same. Decorate it with images, drawings, pictures and put it up by turns in your class.**



## 4.2 The Luncheon

### Warming Up!

**1. Talk with your partner and discuss the following questions :**

- (a) Have you ever been invited for a lunch to any hotel by your friend?
- (b) What was the occasion?
- (c) Did you enjoy the lunch? Why?

**2. Discuss in pairs :**

People with foibles are often not conscious of them. Do you agree or disagree? Why?

**3. As you know, every country has its own currency. Find out the currency of at least 6 countries alongwith their exchange rate in India, with the help of the internet. One is done for you.**

For example, Switzerland: franc; 1 franc = 66.73 INR

Country	Currency	Exchange rate in Indian Currency



## The Luncheon

**William Somerset Maugham (1874-1965)** was a distinguished British playwright, novelist and short story writer. He was among the most popular writers of his era and reputedly the highest paid author during the 1930s. His work is characterized by a clear unadorned style, cosmopolitan settings, and a shrewd understanding of human nature.

A most delightfully humorous narrative 'The Luncheon' is a *Slice of Life* story about Maugham's luncheon date proposed to him by a woman whom he hopes is a supporter of his art.

I caught sight of her at the play and in answer to her call. I went over during the interval and sat down beside her. It was long since I had last seen her and, if someone had not mentioned her name, I hardly think I would have recognised her. She addressed me brightly.

"Well, it's many years since we first met. How time does fly! We're none of us getting any younger. Do you remember the first time I saw you? You asked me to luncheon."

Did I remember?

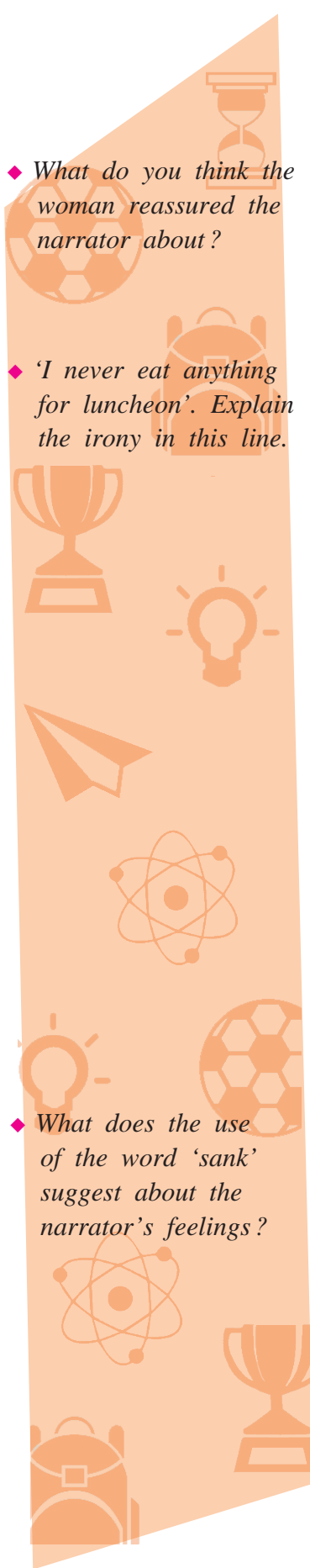
It was twenty years ago and I was living in Paris. I had a tiny apartment and I was earning barely enough money. She had read a book of mine and had written to me about it. I answered, thanking her, and presently, I received from her another letter saying she was passing through Paris and would like to have a chat with me. But her time was limited and the only free moment she had was on the following Thursday and would I give her a little luncheon at *Foyot's* afterwards? *Foyot's* is a restaurant and it was so far beyond my means that I had never even thought of going there. I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks, I could manage well enough.

I answered that I would meet my friend at *Foyot's* on Thursday at half-past twelve. She was, in appearance, imposing rather than attractive and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose.

◆ What is the profession of narrator?

◆ When was the lady free?

◆ Where and when did they decide to have luncheon?



◆ *What do you think the woman reassured the narrator about?*

◆ *'I never eat anything for luncheon'. Explain the irony in this line.*

◆ *What does the use of the word 'sank' suggest about the narrator's feelings?*

She was talkative, but since she seemed to want to talk about me, I was prepared to be an attentive listener.

I was startled when the menu was brought, for the prices were a great deal higher than I had thought. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat for too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the menu, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in—it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked. "No," she answered, "I never eat more than one thing. Unless you had a little caviar. I never mind caviar."

I knew I could not afford caviar, but I could not very well tell her that. For myself, I chose the cheapest dish on the menu and that was a mutton chop.

I think you're unwise to eat meat," she said. "I don't believe in overloading my stomach."

She ate the caviar and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived, she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

My heart sank. I had seen them in the shops and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus." I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."



We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from my guest. I knew exactly how much I had and if the bill came to more. I made up my mind that I would put my hand in my pocket and with a dramatic cry, start up and say it had been picked. Of course, it would be awkward if she had not money enough either to pay the bill. Then, the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. I watched her thrust them down her throat in large mouthfuls. At last, she finished.

“Coffee?” I said.

“Yes, just an ice cream and coffee,” she answered. I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

“You know, there’s one thing I thoroughly believe in,” she said, as she ate the ice cream. “One should always get up from a meal feeling one could eat a little more.”

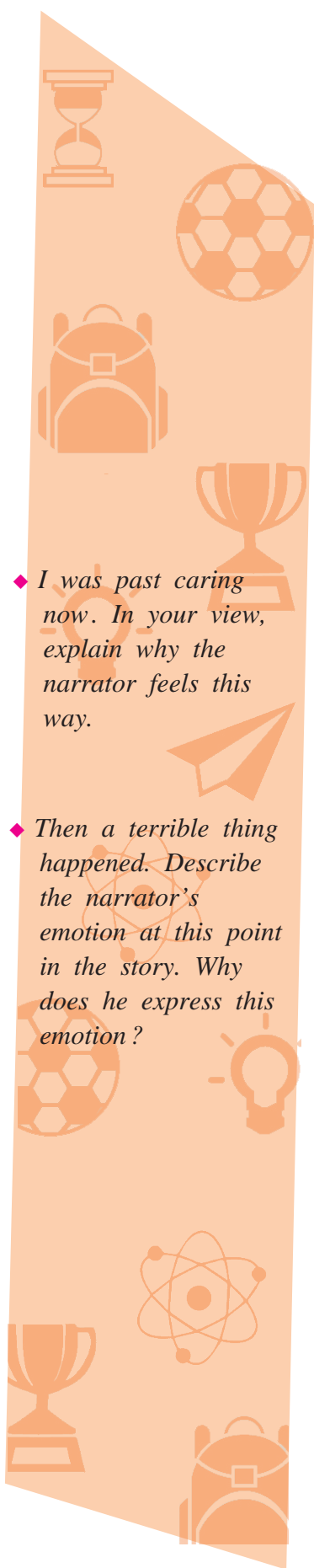
“Are you still hungry?” I asked faintly.

“Oh, no, I’m not hungry. You see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see.” Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bearing a large basket full of huge peaches. But surely peaches were not in season then? Lord knew what they cost! I knew a little later, for my guest going on with her conversation, absentmindedly took one.

“You see, you’ve filled your stomach with a lot of meat,” my one miserable little chop “and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.”

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three francs I left for the



◆ *I was past caring now. In your view, explain why the narrator feels this way.*

◆ *Then a terrible thing happened. Describe the narrator’s emotion at this point in the story. Why does he express this emotion?*



waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example,” she said as we shook hands, “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I retorted, “I’ll eat nothing for dinner tonight.”

“Humorist!” she cried gaily, jumping into a cab. “You’re quite a humorist!”

But I have had my revenge at last. I do not believe that I am a vindictive man, but when the gods take a hand in the matter it is understandable to observe the result with satisfaction. Today, she weighs twenty-one stone.

## ENGLISH WORKSHOP

### 1. Choose the correct option from the bracket and fill in the blanks given below.

(addressed, luncheon, generously, unwise, insist)

- (a) The chief guest .....the students.
- (b) The crow was ..... to sing.
- (c) I invited my relatives to .....
- (d) Parents always ..... on children to be allrounders.
- (e) The king decided to donate his wealth among his subjects .....

### 2. Go through the story again and find out various instances which create humour in ‘The Luncheon’. Complete the table by picking various humorous instances and the particular line from the story. One is done for you.

Humorous Instance	Line from the story
<ul style="list-style-type: none"> <li>• The woman is a voracious eater</li> <li>•</li> </ul>	“ Follow my example, and never eat more than one thing for luncheon.”

### 3. Who said these words/sentences? Under what circumstances?

Words/Sentences	Who said?	Under what circumstances?
1. I never eat anything for luncheon.	Guest	
2. It’s many years since we first met.	Guest	
3. Are you still hungry?	Author	
4. I don’t believe in overloading my stomach.	Guest	
5. I’ll eat nothing for dinner tonight.	Author	

**4. Answer in your own words.**

- (a) Although the author was not a vindictive man, he was very happy to see her twenty one years ago, and days had finally had his revenge. What makes him say this explain.
- (b) There are quite a few places where the author uses the expressions ‘my heart sank, panic seized’etc. What was the reason for this ? Explain.
- (c) What are the instances which create humour in “The Luncheon”?
- (d) Describe the use of irony and humour in “The Luncheon”.

**5. Pick out the words and phrases in the story that indicate that the author was not financially well off. One is done for you.**

<b>Words</b>	afford			
<b>Phrases</b>	beyond my means			

**6. After reading the story, put the following events into correct order :**

- (a) She gave me her last kind advice how to improve my eating habits.
- (b) I met her in the theatre after many years and I could hardly recognize her.
- (c) Twenty years ago, I lived in Paris and earned just enough money to get by.
- (d) I was really scared what could happen when I would pay the bill.
- (e) “I never eat anything for luncheon.”
- (f) I ordered a mutton chop for myself.
- (g) She had read a book of mine.
- (h) She ordered asparagus.
- (i) I invited her to a famous and expensive restaurant.
- (j) I didn’t have dinner for the rest of the month.

**7. Irony is the expression of meaning through the use of language signifying the opposite. Describe the use of irony in ‘The Luncheon’. Pick the sentences from the story that are examples of irone. Fill in the table ‘A’ the general direct meaning while in table ‘B’ it’s hidden meaning or the opposite meaning intended by the speaker. One is done for you.**

<b>Sentence</b>	<b>Direct meaning</b>	<b>Hidden meaning</b>
* If I cut out coffee for the next two days, *	* to stop drinking coffee	* to stop spending money in order to save money for some purpose.

**8. Fill in the blank a word or phrases given in the brackets in their appropriate forms.** (startle, catch sight of, overload, water, pass)

- 1. “I never ..... my stomach”, she said.
- 2. I was ..... when the menu was brought.
- 3. The author ..... the guest at the play.
- 4. I had seen asparagus in the shops, my mouth often ..... at the sight of them.
- 5. The author’s guest was ..... through Paris.

**9. Use appropriate articles.**

1. I have just had ..... snack.
2. I have ..... cup of coffee in the morning.
3. I want just ..... ice cream and coffee.
4. Author and his guest gave ..... order and then waited for ..... asparagus to be cooked.

**10. Classify the following words in the given table appropriately.**

(modest, luncheon, generously, rank, restaurant, appearance, large, expensive, watch, coffee, brought, afford, practical, apartment, moment, brightly, started, thoroughly)

Noun	Verb	Adjective	Adverb

**11. Study the different uses of ‘could’. Identify what it indicates.**

- (a) Lack of rain could cause draught. (possibility/condition)
- (b) Abhi could perform well in his school days. (suggestion/past ability)
- (c) Instead of playing computer games you could play real games with friends. (past ability/suggestion)
- (d) Could I use your computer for surfing net? (possibility/request)
- (e) We could go on an excursion, if we didn’t have exam. (suggestion/condition)

**12. Fill in the gaps with appropriate Prepositions to make the passage meaningful.**

I waited ..... the airport ..... Atlanta. My old school-mate was going to arrive ..... New Airlines ..... Mumbai, ..... 21st ..... March ..... the year 2018. We had not met ..... 40 years ..... 1978. She was going to stay ..... a week ..... me ..... Atlanta ..... 21st ..... 27th ..... March, 2018.

My joy knew no bounds, when I saw her ..... 40 years. .... home, I introduced her ..... my family. Then I took her ..... a big mall ..... shopping. It was just ..... my house. We went ..... the street and climbed ..... using the elevator, ..... the staircase.

**13. On the occasion of Diwali, write a letter to your friend to invite him/her to celebrate the festival in an innovative way. Use the following hints.**

- |                          |                                |
|--------------------------|--------------------------------|
| time and place           | other friends are also invited |
| special dish is prepared | post lunch fun programmes,     |
|                          | innovative activity            |

**14. Further reading :**

- (a) “The Phantom Luncheon” by Saki.
- (b) “The Art and the Grasshopper” by William Somerset Maugham.

Form 4 groups of the class. Every group will visit the school’s library or use internet to read both the creations of Saki and W. S. Maugham. After reading them, every group will summarise both the creations and later read out in the class.



## 4.3 World Heritage

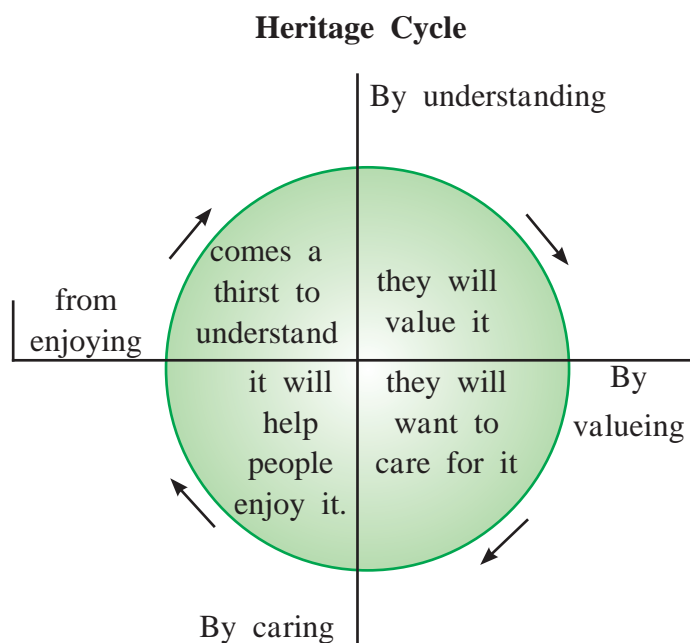
### Warming Up!

#### 1. Pair up with your partner and answer the following questions.

- (a) Do you like to travel?
- (b) Where all have you travelled?
- (c) Have you heard about the wonder of the world?
- (d) Have you heard about UNESCO?
- (e) What does UNESCO stand for?
- (f) What is meant by Heritage?
- (g) Do you know of any Heritage building in your own city?

#### 2. Your teacher will explain the 'Heritage Cycle'.

- By understanding (cultural heritage) people value it.
- By valuing it people want to care for it.
- By caring for it, it will help people enjoy it.
- From enjoying it, comes a thirst to understand.
- By understanding it .....



#### 3. Do you know the difference between :

- (a) World Heritage
- (b) Cultural Heritage

Refer to a dictionary/encyclopedia/reference book/the internet to get the detailed meaning.

4. With the help of your partner complete the information in the table.

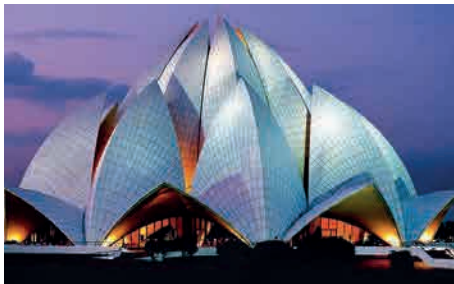
Tourist spot	Favourite	Why?
Park		
Mountain		
Beach		
Sea		
Forest		
Countryside/Rural site		

5. Heritage Sites - Rank these with your partner. Put the best at the top.

- Great Barrier Reef
- Mount Fuji
- Grand Canyon
- The Pyramids
- Panda Sanctuaries
- Machu Picchu
- Vatican City
- Great Wall of China



## World Heritage



A World Heritage Site is a site determined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to have significant cultural or natural importance to humanity. As such the sites are protected and maintained by the International World Heritage Programme which is administered by the UNESCO World **Heritage** Committee. Because World Heritage Sites are places that are significant culturally and naturally, they vary in type but include forests, lakes, monuments, buildings and cities.

World Heritage Sites can also be a combination of both cultural and natural areas. For example, Mount Huangshan in China is a site with significance to human culture because it played a role in historical Chinese art and literature. The mountain is also significant because of its physical landscape **characteristics**.

### HISTORY OF WORLD HERITAGE SITES

Although the idea of protecting cultural and natural heritage sites around the world began in the early twentieth century, momentum for its actual creation was not until the 1950s. In 1954, Egypt started plans to build the Aswan High Dam to collect and control water from the Nile River. The initial plan for the

♦ *What significant aspects should a world heritage site have?*

• **heritage** : that which is valued because of historical/natural/cultural importance

♦ *What do world heritage sites include?*

• **characteristics** : distinguishing features or qualities



- **scores of** : plenty of, many of
- **artefacts** : any objects made by a human being
- **dismantling** : disassembling, pulling down
- **initiated** : began started
- ♦ *Why did UNESCO launch an international campaign in 1959?*
- ♦ *Why did a White House Conference in the United States call for a 'World Heritage Trust'?*
- ♦ *What does the World Heritage Committee consist of?*
- ♦ *What is the World Heritage Committee responsible for?*
- ♦ *When was the convention concerning the protection of World Cultural and Natural Heritage adopted and by whom?*
- **inventory** : a detailed list

dam's construction would have flooded the valley containing the Abu Simbel Temples and **scores of** ancient Egyptian **artefacts**. To protect the temples and artefacts, UNESCO launched an international campaign in 1959 that called for the **dismantling** and movement of the temples to higher ground. The project cost an estimated US \$80 million, \$40 million of which came from 50 different countries. Because of the project's success, UNESCO and the International Council on Monuments and Sites **initiated** a draft convention to create an international organization responsible for protecting cultural heritage.

Shortly thereafter in 1965, a White House Conference in the United States called for a "World Heritage Trust" to protect historic cultural sites but to also protect the world's significant natural and scenic sites. Finally, in 1968, the International Union for Conservation of Nature developed similar goals and presented them at the United Nations conference on Human Environment in Stockholm, Sweden in 1972. Following the presentation of these goals, the Convention concerning the Protection of World Cultural and Natural Heritage was adopted by UNESCO's General Conference on November 16, 1972.

### THE WORLD HERITAGE COMMITTEE

Today, the World Heritage Committee is the main group responsible for establishing which sites will be listed as a UNESCO World Heritage Site. The Committee meets once a year and consists of representatives from 21 State Parties that are elected for six year terms by the World Heritage Center's General Assembly. The State Parties are then responsible for identifying and nominating new sites within their territory to be considered for inclusion on the World Heritage list.

### BECOMING A WORLD HERITAGE SITE

There are five steps in becoming a World Heritage Site, the first of which is for a country or State Party to take an **inventory** of its significant cultural and



natural sites. This is called the Tentative List and it is important because nominations to the World Heritage List will not be considered unless the nominated site was first included on the Tentative List. Next, countries are then able to select sites from their Tentative Lists to be included on a Nomination File. The third step is a review of the Nomination File by two Advisory Bodies consisting of the International Council on Monuments and Sites and the World Conservation Union, who then make **recommendations** to the World Heritage Committee. The World Heritage Committee meets once a year to review these recommendations and decide which sites will be added to the World Heritage List. The final step in becoming a World Heritage Site is determining whether or not a nominated site meets at least one of ten selection criteria. If the site meets these **criteria**, it can then be **inscribed** on the World Heritage List. Once a site goes through this process and is chosen, it remains the property of the country on whose **territory** it sits, but it also becomes considered within the international community.

### TYPES OF WORLD HERITAGE SITES

As of 2009, there are 890 World Heritage Sites that are located in 148 countries (map). 689 of these sites are cultural and include places like the Sydney Opera House in Australia and the Historic Center of Vienna in Austria. 176 are natural and feature such locations as the U.S.'s Yellowstone and Grand Canyon National Parks. 25 of the World Heritage Sites are considered mixed i.e. natural and cultural Peru's Machu Picchu is one of these. Italy has the highest number of World Heritage Sites with 44. India has 36 (28 cultural, 7 natural and 1 mixed) World Heritage Sites. The World Heritage Committee has divided the world's countries into five geographic zones which include (1) Africa, (2) Arab States, (3) Asia Pacific (including Australia and Oceania), (4) Europe and North America and (5) Latin America and the Caribbean.

♦ *Who makes recommendations to the World Heritage Committee?*

• **recommendations :** suggestions, proposals

• **criteria :** fixed basis to judge

• **to inscribe :** to print, to write or to engrave

• **territory :** region

♦ *What is the Peru's Machu Picchu example of?*

## WORLD HERITAGE SITES IN DANGER

Like many natural and historic cultural sites around the world, many World Heritage Sites are in danger of being destroyed or lost due to war, poaching, natural disasters like earthquakes, uncontrolled **urbanization**, heavy tourist traffic and environmental factors like air pollution and acid rain. World Heritage Sites that are in danger are inscribed on a separate List of World Heritage Sites in Danger which allows the World Heritage Committee to **allocate** resources from the World Heritage Fund to that site. In addition, different plans are put into place to protect and/or restore the site. If however, a site loses the characteristics which allowed for it to be originally included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list. To learn more about World Heritage Sites, visit the World Heritage Centre's website at [whc.unesco.org](http://whc.unesco.org).

• **urbanization** : include more areas in cities, expand city area.

• **allocate** : assign

### ENGLISH WORKSHOP

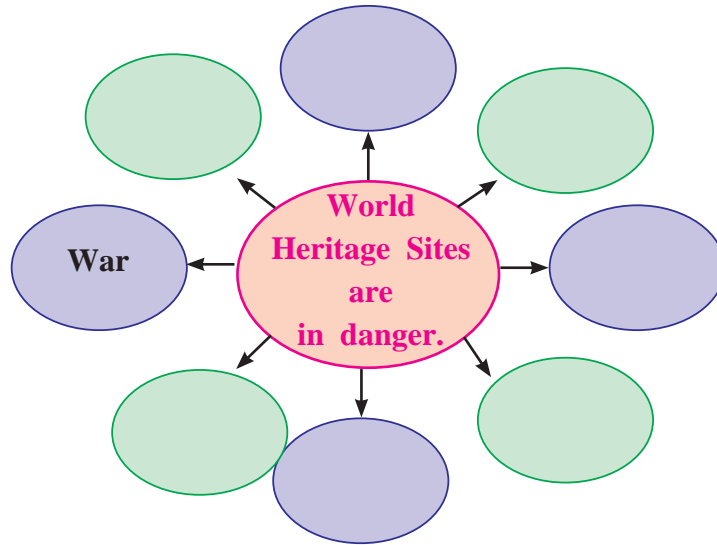
#### 1. Answer the following questions.

- What do heritage sites in the world include?
- What kind of sites are protected and maintained by the International World Heritage Programme?
- How many world Heritage sites were there around the world?
- What is the role of World Heritage Committees?
- What is the tennure of World Heritage Committee?
- What are our duties towards preservation conservation of any historical site?
- Why should we preserve the World Heritage Sites?
- What is the role of World Heritage Sites to develop tourism in any country?

#### 2. Complete the following.

Year	Establishment	Role
1954	.....	.....
1959	.....	.....
1965	.....	.....
1968	.....	.....
1972	.....	.....

3. Complete the following by giving reasons why World Heritage Sites are in danger.



4. Choose the correct alternative and complete the given sentences.

- (a) Mount Huangshan is situated at ..... .  
(i) Japan  
(ii) China  
(iii) Phillipines
- (b) The famous dam situated in Egypt on River Nile is ..... .  
(i) Buzwaa High Dam  
(ii) Rizwa High Dam  
(iii) Aswan High Dam
- (c) The conference based on Human Environment was held at ..... .  
(i) Athens, Greece  
(ii) Mascow, Russia  
(iii) Stockholm, Sweden
- (d) The highest number of world Heritage Sites are located in ..... .  
(i) France  
(ii) Italy  
(iii) Germany
- (e) ..... can delete/exclude a site from World Heritage list.  
(i) World Heritage Committee  
(ii) World Peace Committee  
(iii) World Health Committee.
- (f) The tenure of World Heritage Committee is ..... years.  
(i) Four  
(ii) Five  
(ii) Six.

**5. Match the pairs to define different roles of the World Heritage Sites.**

	A		B
(i)	Identify cultural and natural sites	a	green, local based, stable and decent.
(ii)	Identify sites of	b	of outstanding universal value across countries.
(iii)	Identify sites that represent	c	preserve outstanding sites and natural resources.
(iv)	UNESCO seeks to	d	tourism.
(v)	World Heritage Sites should have	e	an asset for economic development and investment.
(vi)	World Heritage should	f	protect these sites.
(vii)	World Heritage Site serve as	g	best examples of world's cultural and/or natural heritage.
(viii)	World Heritage Site should ensure	h	special importance for everyone.
(ix)	It should at large develop	i	relevant development plan policies.

**6. Look at the words and their meanings. Choose the correct alternative.**

- (a) determined : (i) think  
(ii) decide  
(iii) ask  
(iv) look
- (b) monument : (i) statue  
(ii) pillar  
(iii) memorial  
(iv) fort
- (c) significant : (i) clever  
(ii) effective  
(iii) systematic  
(iv) important
- (d) disaster : (i) problem  
(ii) incident  
(iii) calamity  
(iv) accident

**7. Find from the text minimum 8 words related to cultural heritage and make a word register. Arrange them in alphabetical order.**

**8. Complete the following information from the text.**

Tasks	Activities to
(a) preservation of any historical site	(Duties) i) ..... ii) .....
(b) Preserving World Heritage sites	(Reasons) i) ..... ii) .....
(c) Promoting tourism	(Role) i) ..... ii) .....

**9. Write a report on any tourist place/historical place/World Heritage Site you recently visited using the points given below.**

- (i) Title
- (ii) Place/Location
- (iii) Background/History
- (iv) Features/Specialities
- (v) Security policies
- (vi) Sign boards and discipline
- (vii) Overall scenario.

**10.(A) Use 'not only but also' in the following sentences.**

- (a) UNESCO and the International Council on monuments initiated a draft convention to create an international organisation responsible for protecting cultural heritage.
- (b) The state parties are responsible for identifying and nominating new sites.
- (c) Opera House in Australia and the Historic Center of Vienna in Austria are cultural sites of World Heritage.
- (d) World Heritage Sites can also be a combination of both cultural and natural areas.

**(B) Rewrite the following sentences replacing 'as well as' by 'No sooner than' (Note : The phrase, 'No sooner' must always be followed by an auxiliary (helping verb).)**

For example : As soon as he came, they all gave an applause.

No sooner did he come, than they all gave an applause.

- (a) As soon as the Bill is passed, it will become an Act.
- (b) As soon as the thief escaped, the family informed the police.
- (c) As soon as you have finished, you can submit your answer-papers.
- (d) As soon as they can manage, they should change their house.
- (e) As soon as the bell will ring, the School Assembly will start.

**11. Identify whether the following sentences are Simple (One Subject + One Predicate or Complex (One Main Clause + One or more Dependant Clauses) or Compound (Combination of 2 or more Independant/ Co-ordinate Clauses).**

- (1) They vary in type but they include forests, monuments etc.  
.....
- (2) The mountain is significant because of its characteristics.  
.....
- (3) To protect the temples and artefacts, UNESCO launched an international campaign.  
.....
- (4) If the site meets with this criteria, it can be inscribed on the World Heritage List.  
.....
- (5) There are 890 World Heritage Sites that are located in 148 countries.  
.....
- (6) The project cost about US \$ 80 million and \$ 40 million came from 50 different countries.  
.....

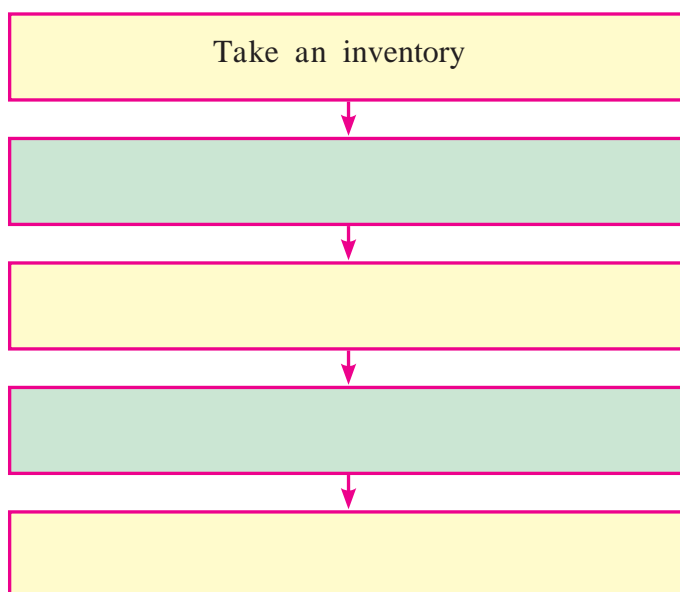
**12. Following are the ways to preserve ‘World Heritage Sites.’ Transfer these ways into a small paragraph.**

- Practical conservation of posterity
- Human/animal trespassing to be prohibited
- Monitored/controlled/restricted access
- Threat of local administrative negligence to be removed

**13. Read the points given in column ‘A’ specifying dos towards prevention of any historical site. Write Don’ts in column ‘B’ specifying things that should not be done.**

	<b>Dos</b>	<b>Don’ts</b>
(i)	Obey rules and regulations.	
(ii)	Maintain discipline and order.	
(iii)	maintain cealanliness.	
(iv)	Use dustbins and garbage bags.	
(v)	Observe silence.	
(vi)	Maintain environmental safety.	
(vii)	Protect our country’s heritage.	

**14. Complete the following flow chart by choosing the option given below to show how can any site of any country become a World Heritage Site.**



**Options :**

1. Inclusion of the name of site from tentative list to the nomination file.
2. Name of the site is inscribed on the World Heritage list after meeting the criteria.
3. Inclusion of the name of site for the nomination in a tentative list after and inventory in country or state.
4. Decision of the World Heritage Committee after review of the nominated file.
5. A review of the included file by the advisory bodies.

**15. Projects :**

- (a) Make a list of sites from our State which are included in the World Heritage Sites. Try to visit one of them. Write the importance of this World Heritage Site. Also write your impression of it in your notebook.
- (b) Write a 'tourism leaflet' on any one of the following :
  - (i) Your home town
  - (ii) A historical place
  - (iii) A place of natural beauty
  - (iv) A place of pilgrimage
- Make use of the following points :-
  - (i) How to reach there?
  - (ii) Accommodation facilities
  - (iii) What to see and visit?/Attractions of the place
  - (iv) Places of interest nearby
  - (v) Best time to visit
  - (vi) Shopping Attractions

Add your own points.

- (c) Vocabulary Extension - Choose several words from the text. Use a dictionary or internet to build up more associations/collocations of each word.
- (d) World Heritage Sites - Make a poster about World Heritage Sites, specifying some details and specialities about each of them.
- (e) Letter - Write a letter to an expert on the environment. Ask him/her five questions about your concern/doubts about World Heritage sites. Give him/her three ideas on how to protect them.
- (f) Article - Write an article for a magazine about the World Heritage sites at risk. Include imaginary interviews with people who are trying to save them. Read your article in front of your class.





## 4.4 The Height of the Ridiculous

### Warming Up!

#### Individual activity

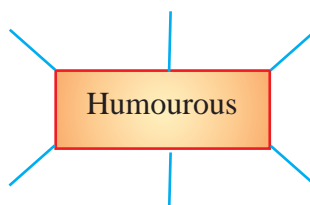
1. The teacher writes incomplete sentences on the board. He/She asks the students to complete them in their notebooks.

- (a) Today, I am happy because .....
  - (b) Today after the class, I wish .....
  - (c) Tomorrow, I feel that .....
  - (d) I want to laugh because .....
  - (e) Today, the class seems to be cheerful about .....
- (The teacher asks every student to answer.)

2. The teacher writes an incomplete sentence and asks the students to complete in a funny way

- For example, (1) Mother gave me cheese but the cat ate it.  
 (2) I went to the market and bought an elephant.  
 (The teacher can add her own sentence.)

3. Give the words related to:



#### Syllable

A syllable is a unit of spoken language made up of a single uninterrupted sound formed by a vowel and consonants. For example, single syllable : ant, two syllables - water, three syllables : Inferno.

4. Pick out the word from the given box and write it in the correct columns below.

jump, narrow, cable, live, queen, butter, tree, kitten, van, yellow dale, happy, night, printer, star, sober, paper cloud, pearl, within, bike, began, slender.

Here the focus is not on the spellings but the pronunciation of the words.

Words with one syllable	Words with two syllables

5. Count the syllables and circle the appropriate number in the box.

elephant 1 2 3	mirror 1 2 3	bus 1 2 3	kangaroo 1 2 3	rough 1 2 3
insect 1 2 3	telephone 1 2 3	monkey 1 2 3	bucket 1 2 3	biscuit 1 2 3

6. Write the names of any five of your friends and mention the number of syllables in each name.

.....

.....

.....

.....

.....



## The Height of the Ridiculous

I wrote some lines once on a time  
In **wondrous** merry mood,  
And thought, as usual, men would say  
They were exceeding good.

They were so queer, so very queer,  
I laughed as I would die;  
**Albeit**, in the general way,  
A **sober** man am I.

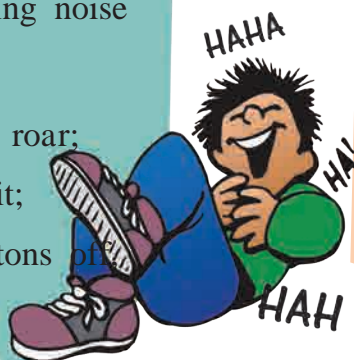
I called my servant, and he came;  
How kind it was of him  
To mind a slender man like me,  
He of the might limb.

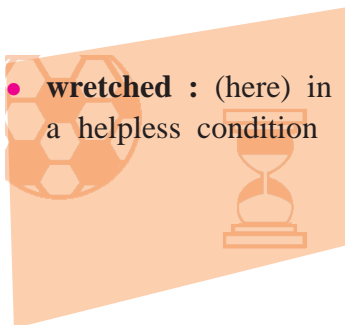
"These to the printer," I exclaimed,  
And, in my humorous way,  
I added (as a **trifling** jest,)  
"There'll be the devil to pay."

He took the paper, and I watched,  
And saw him peep within  
At the first line he read, his face  
Was all upon the grin  
He read the next; the grin grew broad  
And shot from ear to ear;  
He read the third; a chuckling noise  
I now began to hear.

The fourth; he broke into a roar;  
The fifth; his waistband split;  
The sixth; he burst five buttons off  
And tumbled in a fit.

- **Ridiculous** : Too funny to believe
- **wondrous** : delightful
- **cary Ableit** : though
- **sober** : clear headed serious
- ♦ *In what frame of mind the poet write some lines?*
- ♦ *What was the contrast in the narrator and his servant?*
- **trifling just serious** - a small simple joke, of no importance
- ♦ *When did the servant expnes on servant's grin?*
- ♦ *When was the chuckling noise heard?*
- ♦ *Which line suggests that servant was totally out of control?*
- ♦ *What was the outcome of this experience, on the poet?*





Ten days and nights, with sleepless eye,  
I watched that **wretched** man,  
and since, I never dare to write  
As funny as I can.

– *Oliver Wendell Holmes*  
(1809-1894)

## ENGLISH WORKSHOP

### 1. Find out expressions from the poem that indicate funny moments.

For example, I laughed as I would die.

.....

.....

.....

### 2. Order of sequence : Arrange the following reactions in their proper order, as per the poem.

- (a) His waistband split
- (b) The grin grew broad.
- (c) Sleepless eye.
- (d) Was all upon the grin.
- (e) He broke into a roar.
- (f) he burst five butters off.

### 3. Form pairs and find out the various rhyming words in the poem and two of your own. Complete the following table.

Words	Rhyming words	
	From the poem	More of your own
1. ear		
2. within		
3. man		
4. split		
5. way		
6. him		
7. die		
8. mood		

#### 4. Match the lines with the Figures of Speech.

Lines	Figures of Speech
1. In wondrous merry mood	Tautology
2. They were so queer, so very queer.	Alliteration
3. And saw him peep within	Onomatopoeia
4. The grin grew broad.	Repetition
5. And shot from ear to ear.	Hyperbole
6. He broke into a roar.	Repetition
7. Ten days and nights with sleepless eye	Transferred Epithet

5. Copy any two stanzas of the poem in the lines below. Using a coloured pen underline the stressed syllables in each line and put a stress-mark ( ' ) over each.

6. Complete the lines of the poem by choosing proper pairs of rhyming words and make it meaningful.

- We returned home late, one ..... ,  
 In the window, there glowed a ..... .  
 Burglars !! was our very first ..... ;  
 For defence, sticks 'n stones we ..... .  
 "Let's grab the loot and ..... ,  
 was uttered soft, by .....  
 The door we softly ..... ,  
 And then we were truly .....  
 Oops! Before, outside, we'd ..... ,  
 The television had been left .....



(run, shocked, gone, night, sought, on, someone, thought, light, unlocked)

7. Form groups in your class and together compose a short humorous poem. Use jokes, experiences etc. and convert it to a poetic form. Write and decorate it on chart-paper and put it up in your class, in turns.

8. Go through the poem and write an appreciation of the poem in a paragraph format. (Refer to page no. 5)

#### 9. Project :

##### Reading a poem.

Arrange the poetry reading competition. Select the poem of your choice.

- Read the poem silently.
- Repeat the reading of the poem.
- Focus on the pauses, stresses, intonation etc.
- Pay attention to the proper pronunciations.



## 4.5 The Old Man and The Sea : Book Review

### Warming Up!

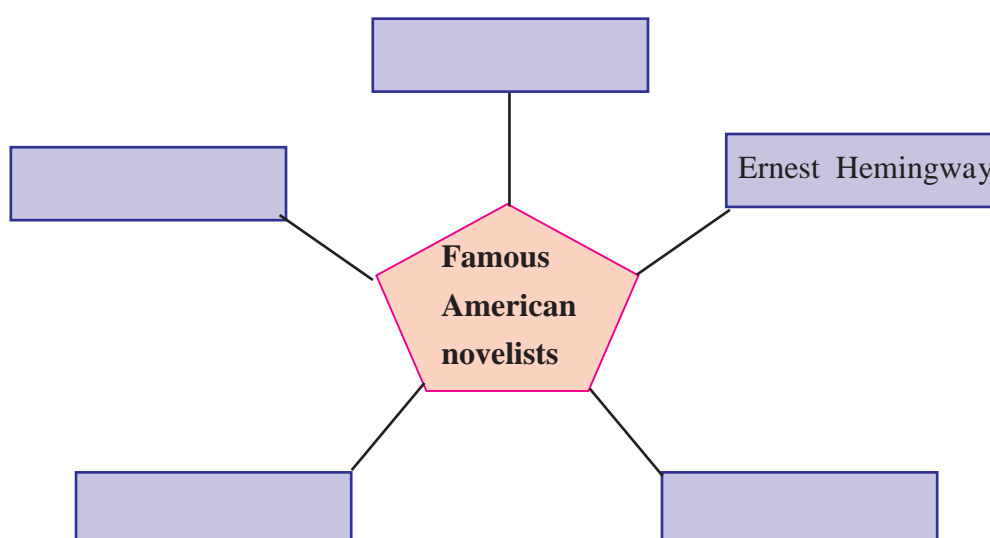
#### 1. Pair up with your partner and answer the following questions :

- (a) Which animal would you relate to yourself and why?
- (b) Do you have a hero or a role model to look up to? Who is he/she?
- (c) Do you have a passion you would fight for? Why?
- (d) What is meant by a review?
- (e) Have you ever read any book review? If yes, which one? If no, when are you going to read one?

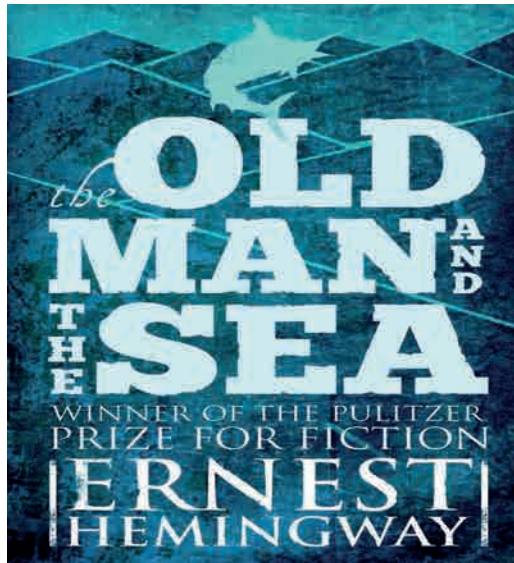
#### 2. Make a list of famous novels of Ernest Hemingway. Two are given to you.

- (1) A Farewell to Arms
- (2) For Whom the Bell Tolls.
- (3) .....
- (4) .....
- (5) .....
- (6) .....
- (7) .....

#### 3. Ernest Miller Hemingway was a famous American novelist, short story writer and journalist. Make a list of other famous American novelists. Complete the web filling the boxes with the names of famous American novelists.



## The Old Man and The Sea : Book Review



An old and experienced Cuban fisherman has a run of terrible bad luck and is unable to catch any fish for eighty-four days. His young and devoted **apprentice**, Manolin, has been forced by his parents to start working with another fisherman. The old man resolves to sail out farther than all the other fishermen and attempt to catch the really big fish. On the eighty-fifth day he succeeds in hooking a marlin with his bait but the **marlin** is too strong for him and starts pulling the boat. The Old Man and the Sea is the story of the old man's struggle with the marlin and his later battle against sharks.

### Social/Historical context:

Hemingway's novel is based on real events and it also draws heavily on his own life. He had experience of fishing in the Cuban waters and like the old man he was also a fan of baseball. He worked for the Red Cross during the First World War and was injured by **shrapnel** when he was in Italy. Hemingway always talks about the need to struggle against defeat or death and how determination and endurance can help one to win in this struggle. The old man is at the end of the novel very near death, but we know that the story of his suffering and loss will live on in the memories of the people of his village. Ultimately his story becomes one of triumph because the tales of his life will live on even after his death. The novel was published in 1952, when people were trying to recover from the

- **apprentice** : a person who works for another in order to learn a trade
- **marlin** : any large, saltwater game fish of the genera Makaira and Tetraptzys having the upper jaw elongated into sparkling structure
- **sharpnel** : a hollow projectile containing bullets or the like and a bursting charge, designed to explode before reaching the target and to set the show of missile

- **wrought** : worked
- **pithy** : brief, full of vigour

- **formidable** : causing fear

mass destruction **wrought** by the two world wars, and this tale of endurance and ultimate triumph immediately struck a chord with the readers.

### Writing Style:

Hemingway's language is simple and **pithy**. He mostly writes in short and straight-forward sentences and practises an extreme economy in his use of words. This simplicity is deceptive and a reader can read his work again and again and find new layers of meaning every time.

### My Thoughts:

I first read this novel years ago, when I did not understand it at all and was left unimpressed. In spite of this a vivid image remained with me – an old man holding on to his fishing line with the last of his strength. Recently I read this book again and was extremely moved. The **formidable** strength of the old man's character, the quiet devotion of the empathetic Manolin and the relationship between the two are heart-warming. Hemingway's descriptions of the sea and the creatures of the water are beautiful. The marlin fights for its life desperately and it's hard to know whether our sympathies should lie with the old man or with the marlin. But as the novel progresses the old man and the marlin are inseparably linked because both stand for the same ideals, that is, a noble struggle against destruction.

## ENGLISH WORKSHOP

### 1. Read the passage and name the following.

- Young and devoted apprentice
- The place where Hemingway had experience of fishing
- Hemingway was injured by during First World War
- Language of the novel
- In his first reading the review the writer was left

### 2. Correct the following sentences using facts from the review.

- Monolin's parents insisted on his working with the same old fisherman.
- This novel is a pure fiction.
- Hemigway's style of writing does not unfold the hidden meaning.
- The relationship between the old man and Monolin is coarse.



3. Compare the points that you used for a book review with the review of a play and write in your notebook.

4. The line – ‘I first read this novel years ago, when I did not understand it at all and was left unimpressed.’ This line tells us about the book reviewer’s opinion about the book. Complete the following sentences using the expressions.

(1) In my opinion every hard working person achieves success in life.

(2) I strongly feel that .....

(3) I wish I could .....

(4) As far as I know you .....

(5) I think .....

5. The review describes the struggle between the old man with the marlin and sharks, Ernest Hemingway’s struggle against defeat or death and noble struggle against destruction. Find all the words from the text that are related to the word ‘brave’ or ‘courage’.

• strength • ..... • ..... • ..... • .....

6. The review mentions struggles of both the writer Ernest Hemingway and the old man. Fill the incidents of struggles of Hemingway in table A and old man in table B.

Table A	Table B
Ernest Hemingway	Old man
• • • •	

7. Read the text again. You will find that the text contains many phrases. Match the phrases in ‘A’ and their meanings in ‘B’. After matching their meanings, make sentences of your own.

‘A’ Phrases	‘B’ Meanings
1. run of terrible bad luck	a. hit on a topic
2. draws heavily on	b. without being affected by a particular factor
3. struck a chord	c. endure in difficult circumstances
4. in spite of	d. a period of time when bad things happen
5. holding on	e. makes use of

8. (A) Rewrite as directed, without change of meaning, in your notebook.

(1) Hemingway’s novel is based on real events. (Convert the underlined adjective to an Adjectival Clause)

(2) He hooks a marlin but the marlin is too strong for him. (Rewrite beginning with ‘Although’)

- (3) The reader can read his work again and again and find new layers of meaning. (Begin the sentence with 'On reading')
- (4) As the novel progresses, the old man and the marlin are inseparably linked. (Rewrite using 'progress' as a Noun)
- (5) Being strong, the marlin starts pulling the boat. (Rewrite inserting 'and' as a Co-ordinator)
- (6) When I first read this novel, I was unimpressed. (Rewrite using 'but' as a Co-ordinator)

**(B) Write the 'root-word' after dropping the prefix or suffix or both.**

- |                         |                        |
|-------------------------|------------------------|
| (1) unable .....        | (2) heavily .....      |
| (3) determination ..... | (4) endurance .....    |
| (5) unimpressed .....   | (6) relationship ..... |
| (7) inseparably .....   | (8) empathetic .....   |
| (9) beautiful .....     | (10) simplicity .....  |

**9. Write a book review on any book of your choice with the help of the following points.**

- Story line
- Social/Historical content
- Writing style
- My thought

**10. You know the essential points required for a book review. Now form pairs and find essential points required for a play review and film review. You can take help of your teacher, library or the internet.**

Book Review	Play Review	Film Review
-		
-		
-		
-		

**11. Project**

**Classroom Library :**

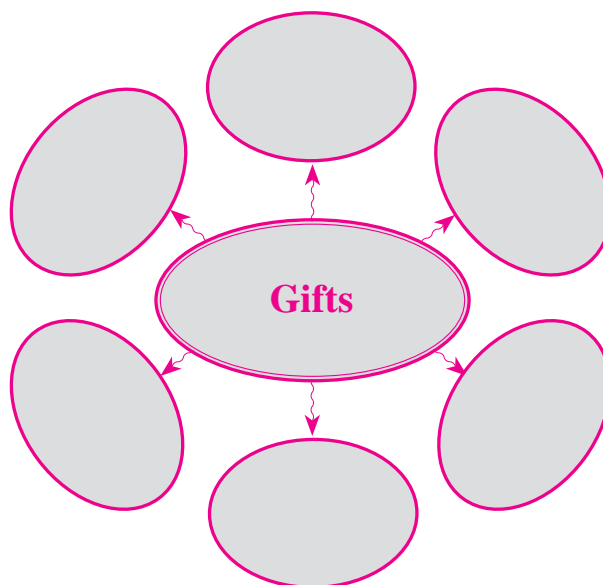
Ask all your classmates to donate a book each to the class. In this way everyone will have a book of his/her own to read. Read the book in a week or two. After reading it, exchange your book with your classmate. Keep exchanging and reading books for the whole year. Every fortnight give the book review of the book that you have read recently in the form of presentation.



## 4.6 The Gift of Magi

### Warming Up!

1. The moment you hear the word 'Gift' what feelings do you experience, Complete the web with those feelings.



2. 'Gifts' need not be material gifts. They can be abstract and yet priceless. For example, favours, kindness, shown, help in times of need etc.

Think of and enlist such unforgettable gifts given to you by :

- (1) Parents/ Grand parents : .....
- (2) Siblings/ relatives : .....
- (3) Friends : .....
- (4) Strangers : .....

3. Say whether the words underlined are infinitives/ participles or gerunds.

- (1) The athletes wanted to take part in the running race.  
(a) ..... (b) .....
- (2) Would you like to eat at the dinning table?  
(a) ..... (b) .....
- (3) Reading is good for the mind and soul. So take up reading books.  
(a) ..... (b) .....
- (4) I like to eat fruits rather than eating sweets.  
(a) ..... (b) .....
- (5) Listening and speaking sharpen your language skills.  
(a) ..... (b) .....



## The Gift of The Magi



**O Henry** (1862 - 1910) William Sidney Parter better known by his pen name, O Henry, was an American short story writer. He was famous for his art, and his stories which had surprise endings. 'The Gift of the Magi' is a story of an impoverished young couple, who have no money, yet wish to buy each other Christmas gifts.'

- ◆ *Why do you think Della counted the money thrice?*
- **bulldozing** : pressurizing
- **cheeks** : burned felt
- **imputation** : assosiative action to some person
- **parsimony** : unwillingness to spend money
- **instigates** : provokes
- **mendicancy squad**: police who arrest beggars and the homeless
- **coax** : urge
- **appertaining** : concerning
- ◆ *What sign indicate that Della was very poor ?*

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by **bulldozing** the grocer and the vegetable man and the butcher until one's **cheeks** burned with the silent **imputation** of **parsimony** that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which **instigates** the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the look out for the **mendicancy squad**.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could **coax** a ring. Also **appertaining** thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and **unassuming** D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every **penny** she could for months, with this result. Twenty **dollars** a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling – something just a little bit near to being worthy of the honour of being owned by Jim.

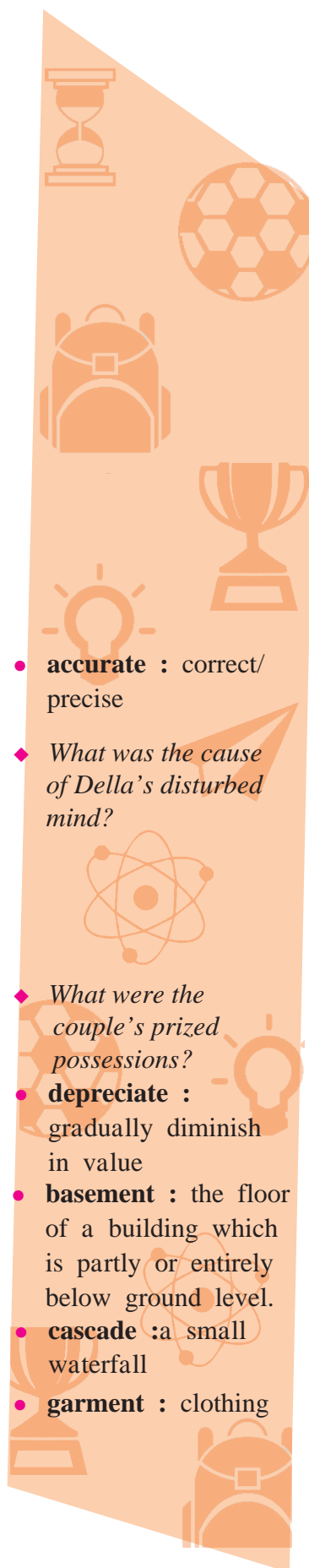
There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly **accurate** conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Young in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to **depreciate** Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the **basement**, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a **cascade** of brown waters. It reached below her knee and made itself almost a **garment** for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant



- **accurate** : correct/precise

- ◆ *What was the cause of Della's disturbed mind?*

- ◆ *What were the couple's prized possessions?*

- **depreciate** : gradually diminish in value

- **basement** : the floor of a building which is partly or entirely below ground level.

- **cascade** : a small waterfall

- **garment** : clothing

- **fluttered** : danced/houverd

- **platinum** : a precious silvery-white metal

- ◆ *Why made bella look at her reflection critically?*

- **cents** : a menetary unit in various countries equal to one hundredth of a dollar. Euro or other decimal currency unit.
- **gave way** : submitted yeilded
- **prudence** : quality of being wise.
- **tremendous** : very great amount
- **mammoth** : huge

sparkle still in her eyes, she **fluttered** out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practiced hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a **platinum** fobchain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87**cents**. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication **gave way** a little to **prudence** and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a **tremendous** task, dear friends--a **mammoth** task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself,



“before he takes a second look at me, he’ll say I look like a Coney Island chorus girl. But what could I do—oh! what could I do with a dollar and eighty seven cents?”

At 7 o’clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she **whispered**: “Please God, make him think I am still pretty.”

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two—and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor **disapproval**, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

“Jim,” she cried, “don’t look at me that way. I had my hair cut off and sold because I couldn’t have lived through Christmas without giving you a present. It’ll grow out again—you won’t mind, will you? I just had to do it. My hair grows awfully fast. Say ‘Merry Christmas!’ Jim, and let’s be happy. You don’t know what a nice—what a beautiful, nice gift I’ve got for you.”

“You’ve cut off your hair?” asked Jim, laboriously, as if he had not arrived at that **patent** fact yet even after the hardest mental labor.

“Cut it off and sold it,” said Della. “Don’t you like me just as well, anyhow? I’m me without my hair, ain’t I?”

Jim looked about the room **curiously**.

◆ *What good did Della have habits?*

● **whispered** : speak very softly using one’s breath.

◆ *Why did Jim stare of Della?*

● **disapproval** : disagreement

● **patent** : obvious

● **curiously** : eagerly

- **idiocy** : foolishness

- **trance** : half-conscious state

- **inconsequential** : unimportant

- ◆ *What gift had Jim brought for Della?*

- ◆ *Why did the beautiful present flash?*

- ◆ *Why are Jim and Della referred to as the magi?*

- **coveted** : sought after

“You say your hair is gone?” he said, with an air almost of **idiocy**.

“You needn’t look for it,” said Della. “It’s sold, I tell you—sold and gone, too. It’s Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered,” she went on with sudden serious sweetness, “but nobody could ever count my love for you. Shall I put the chops on, Jim?”

Out of his **trance** Jim seemed quickly to wake. For ten seconds let us regard with discreet scrutiny some **inconsequential** object in the other direction. Eight dollars a week or a million a year—what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

“Don’t make any mistake, Dell,” he said, “about me. I don’t think there’s anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you’ll unwrap that package you may see why you had me going a while at first.”

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs—the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims—just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the **coveted** adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: “My hair grows so fast, Jim!”

And then Della leaped up like a little singed cat and cried, “Oh, oh!”

Jim had not yet seen his beautiful present. She held



it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a **reflection** of her bright and ardent spirit.

“Isn’t it a dandy, Jim? I hunted all over town to find it. You’ll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it.”

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

“Dell,” said he, “let’s put our Christmas presents away and keep ‘em a while. They’re too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on.”

**The magi**, as you know, were wise men—wonderfully wisemen—who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest **treasures** of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

- O Henry

- **the magi** : the biblical Magi, also referred to do the wise men or kings, who visited Jesus after his birth, bearing gifts of gold franklincense and myrth
- **treasures** : a quantity of precious/valuable objects

## ENGLISH WORKSHOP

### 1. Complete the following.

- Della had saved .....
- Della wanted to buy .....
- Della’s beautiful hair tell about .....

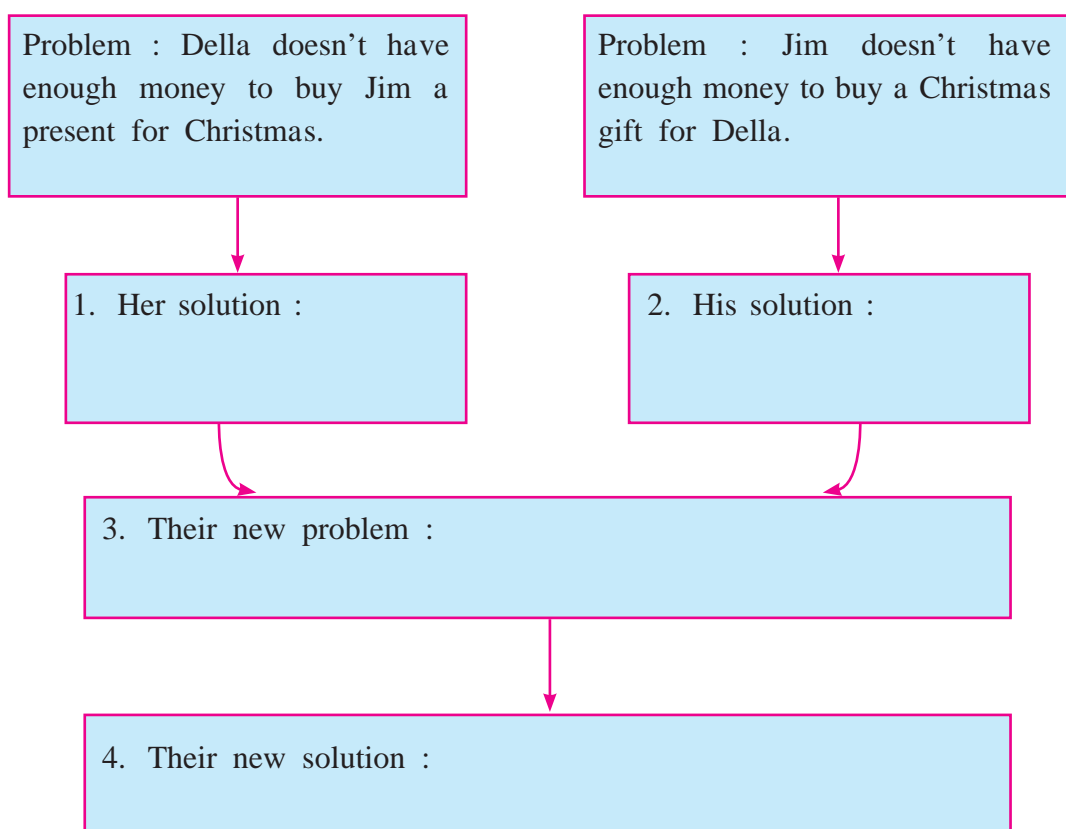
### 2. Answer the following questions:

- How much did Della save for Christmas? What does it show?
- Why did Della take pride in the beauty of her hair?
- Why and how did Della sell her hair? Do you think she did will?
- Why did Jim sell his gold watch? Do you think he did wall?

- (e) Why did Jim and Della want to present the gifts?
- (f) Why did Della feel sad on losing her hair?
- (g) What did Jim bring out from his coat? Describe the scene.
- (h) How beautiful was the gold watch chain? Would you have liked to own it?
- (i) How did the Magi want to celebrate their Christmas (OR) who were the first people to give Christmas gifts?
- (j) What is the moral of the story?

**3. Complete the following activity :**

**Map the problems and solutions in “The Gift of the Magi” on the diagram below. Two problems have already been filled in.**



**4. Read the following and answer.**

**(A) Say WHAT**

- (a) ..... troubled Della on Christmas Eve?
- (b) ..... was the current family income?
- (c) ..... could have outshone Queen of Sheba's jewels?
- (d) ..... was the cost of the watch chain?
- (e) ..... sent Jim into a trance, on his return?

**(B) Say WHY**

- (a) ..... did Della sell her lovely long hair ?
- (b) ..... was Della a bit apprehensive after she had sold her hair ?

- (c) ..... did Jim avoid checking the time in his gold watch, in a public place?
- (d) ..... did Dell's scream of joy change to loud walls ?
- (e) ..... in the end, did Jim ask Della to put the chops on.

**(C) Say WHEN**

- (a)..... had Jim added 'Dillingham' as his middle name ?
- (b) .....did a tear or two dropped on the old red carpet ?
- (c) ..... did Della go through goods in the stores ?
- (d) .....did Della say a silent prayer to God ?
- (e)..... did Jim try to divert then attention for ten seconds, at least?

- 5. Complete : Use the chart below to explain situational irony in 'The Gift of Magi'. For each character, identify what is expected to happen and what actually happens.**

SITUATIONAL IRONY	
What Della plans :	What actually happens
What Jim plans :	What actually happens :

- 6. Complete the following activity.**

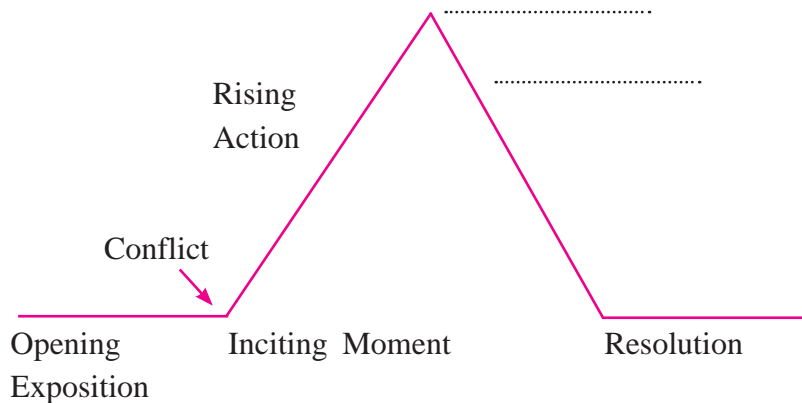
Word List :

agile	cascade	caveted
justigate	prudence	assertion
chronicle	inconsequential	predominating
subside	gobbling	

Fill in each set of blanks with the correct word from the word list. The boxed letters will spell out something that Della receives.

1. Stand under this.	- - - <input type="text"/> - - -
2. You wished greedily for something.	- <input type="text"/> - - - - -
3. This describes something important.	- - - - - <input type="text"/> - - - - -
4. You hope a loud siren will do this.	- - <input type="text"/> - - - -
5. Troublemakers do this.	- - <input type="text"/> - - - - -

**7. Complete the following basic plot diagram :**



**8. Pick out from the story words that mean the following.**

Against each consumer write (N) if it is a Noun (v) for Verb and (Adj) for Adjective.

- (1) reluctance to spend money ..... ( )
- (2) relating to ..... ( )
- (3) urge ..... ( )
- (4) reduce in value ..... ( )
- (5) wisdom ..... ( )
- (6) very huge ..... ( )
- (7) foolishness ..... ( )
- (8) relating to ..... ( )

**9. Think and answer on your own in a few sentences, in your notebook.**

- (a) What would you do if you ran short of money, to buy a birthday gift for one of your parents/ siblings ?
- (b) Think of two alternatives that could have presented Della as well as Jim from selling then most precious possessions.
- (c) Justify the title of the story. 'The Gift of the Magi'.
- (d) Gifts that you buy have fixed prices/ eates. How can the buyer increases the value of a gift bought for someone very dear in the family ?
- (e) What situation is the climax of the story ? How does it end up as an Anti-climax ?
- (f) If you shared this story with some friends in a junior class, how would they react in the end ?
- (g) What were the very first people to give Christmas gifts ? What had inspired them to do so ?
- (h) In the foot note after the story, O Henry remarks that of all who give gifts, Della and Jim were the wisest. think and Explain this paradoxial remark.

**10. Pick out and rewrite the exact sentence which indirectly imply the following :**

- (a) Della was not too happy about bargaining for grocery etc.

.....

- (b) The flat was in a dilapidated condition.

.....

(c) King Solomon would express his jealousy of Jim.

.....

(d) Della spent a joyful time, for two hours.

.....

(e) Della's elated mood underwent a change as she opened her gift.

.....

(f) The weekly income amount does not matter.

.....

(g) And now suppose you put the chops on.

.....

### 11. Frame wh-questions to get the underlined answers.

(1) Life is made up of sobs, niffles and smiles.

.....

(2) Many a happy hour she had spent planning for something nice for him.

.....

(3) Her hair reached below her knee.

.....

(4) She was ransacking the stores for Jim's present.

.....

(5) At 7 o'clock the coffee was made.

.....

(6) The magi were wise men.

.....

### 12. (A) Add appropriate question tags.

(1) Della leaped up, .....?

(2) You'll have to look at the time, .....?

(3) They were expensive combs, .....?

(4) I just had to do it, .....?

(5) I am still pretty, .....?

(6) Give it to me quick, .....?

(7) There was clearly nothing to do, .....?

(8) My hair grows so fast, .....?

(9) Let's put our Christmas presents away, .....?

(10) She had a habit for saying a silent prayer, ..... ?

### (B) Supply short answers (Pronoun + Auxiliary Verb)

Question

Answers

(1) Don't you like me ?

Yes, .....

(2) Have you cut off your hair ?

Yes, .....

(3) Shall I put the chops on ?

Yes, .....

- |                               |            |
|-------------------------------|------------|
| (4) Isn't it a dandy ?        | Yes, ..... |
| (5) Does it make difference ? | No, .....  |
| (6) Will you buy my hair ?    | No, .....  |
| (7) Can you afford it ?       | No, .....  |
| (8) Are you fooling me ?      | No, .....  |

**13. Pick out the infinitives/ gerunds/ participles from the following sentences and state what each one is.**

(1) I want to see how it looks.

.....

(2) I don't like frightening stories.

.....

(3) We decided to settle in Pune.

.....

(4) Playing sitar is Arjun's hobby.

.....

(5) It was a horrifying experience for all of us.

.....







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