

Maharashtra Board Class 10 English Solutions Unit 4.1 Warming Up Questions and Answers

A Thing Of Beauty Is A Joy Forever Question 1.

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

B

E

A

U

T

Y

Answer:

Birds

Earth

Animals

Uranus

Trees

Yam

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Answer:

happiness,

pleasure,

ecstasy,

delight,

rapture,

jubilantion,

elation,

exultation,

glee,

euphoria.

A Thing Of Beauty Important Questions Question 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)

Answer:

(1) The setting sun disappearing behind the hills.

(2) The river shining deep down in the valley.

(3) The early morning mist.

(4) The rain water trickling down from the leaves.

A Thing Of Beauty Is A Joy Forever Poem Question 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 colored 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.*

A Thing Of Beauty Extract Questions Question 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
Answer:
Consonance: (Repetition of consonant sounds within a word, phrase or a short sentences)
(1) The steadfast coursing of the stars
(2) The waves that ripple to the shore
(3) The snow that falls so soft and light
(4) The rising and the setting sun
(5) All natural things both live and move.

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.
Answer:
Assonance: (Repetition of vowel sounds within a word/phrase/sentence.)
(1) The vigorous trees which year by year
(2) Spread upwards more and more
(3) Theewel forming in the mine
(4) Only in our disordered life.

Thing of Beauty is a Joy For Ever Class 10 English Workshop Questions and Answers Maharashtra Board

A Thing Of Beauty Question Answer Question 1.

Read the poem and fill in the table.

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

Answer:

Expressions of Beauty (Joy)	Expressions of Sorrow
1. A bower quiet for us	1. Spite of despondence
2. Are we wreathing a flowery band	2. Of the inhuman dearth of noble natures
3. Sproutingashadyboon	3. Of the gloomy days
4. Daffodils with the green world they live in	4. Of all the unhealthy and o’er-darkened ways
5. Clear rills that for themselves a cooling covert make	5. Our dark spirits
6. Mid forest brake, rich with a sprinkling ‘ of fair musk-rose blooms	–

A Thing Of Beauty Is Joy Forever Question 2.

Answer in your own words.

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

Answer:

- (a) A beautiful thing gives us happiness, relaxation and peace. It inspires us and makes us love life despite troubles and sufferings.
- (b) A thing of beauty provides shelter and comfort in many ways. It is like a shady place under a tree where we can rest. It helps all living creatures to sleep peacefully, have good dreams and also good health.
- (c) The memory of a beautiful visual scene leaves a lasting impression on us. It is a permanent source of joy and inspiration to live our lives despite the trials and tribulations. The pleasure and happiness given by it never fades away but keeps on increasing.
- (d) The mighty dead are the brave men who have sacrificed their lives for a purpose. They are an inspiration to all of us because of their innumerable sacrifices. They are attributed with grandeur because of their noble deeds.

A Thing Of Beauty Is A Joy Forever Question And Answer Question 3.

Pick out and rewrite 5 lines that contain Imagery.

For example :

- (a) we are wreathing a flowery band...
- (b)
- (c)
- (d)
- (e)

Answer:

- (a) we are wreathing a flowery band
- (b) trees old and young, sprouting a shady boon
- (c) and such are daffodils with the green world they live in
- (d) and clear rills that for themselves a cooling covert make
- (e) the mid forest brake, rich with a sprinkling of fair musk-rose blooms

Thing Of Beauty Question Answers Question 4.

Choose the correct Figure 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

Answer:

- (iii) Metaphor

- (b) Some shape of beauty moves away the pall

- (i) Personification
- (ii) Alliteration
- (iii) Hyperbole

Answer:

- (ii) Alliteration

- (c) A thing of beauty is a joy for ever

- (i) Epigram
- (ii) Antithesis
- (iii) Climax

Answer:

- (i) Epigram

- (d) Trees old and young, sprouting a shady boon.

- (i) Exclamation
- (ii) Personification
- (iii) Antithesis

Answer:

- (iii) Antithesis

The Thing Of Beauty Is A Joy Forever Question 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
- (b) the next day
- (c) a protective spot (for animals)
- (d) a cool shady spot under tall trees.
- (e) ferns
- (f) edge

(g) depression

(h) cover for the dead

(i) streams

(j) poetry

Answer:

(a) gift – boon

(b) the next day – morrow

(c) a protective spot for animals – covert

(d) a cool shady spot bower under tall trees

(e) ferns – brake

(f) edge – brink

(g) depression – despondence

(h) cover for the dead – pall

(i) streams-rills

(j) poetry – poesy

A Thing Of Beauty Is A Joy For Ever Question 6.

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

A Thing Of Beauty Is A Joy Question 7.

Read the poem and write-

(a) The rhyme scheme of the following lines.

Lines 1 to 8

Last stanza

Answer:

Rhyme scheme of lines 1 – 8: aabb, ccdd

Rhyme scheme of the last stanza: aabbc.

(b) (i) The number of stressed syllables (Rhythm) in the line.

A thing of beauty is a joy forever.

Answer:

A thing of beauty is a joy forever. The title of the poem

(ii) Does the poem retain a steady rhythm throughout?

Answer:

Yes.

(c) Give four examples of each. Pick the lines from the poem.

(i) Consonance:

(1)

(2)

(3)

(4)

Answer:

(1) A flowery band to bind us to the earth

(2) For simple sheep; and such are the daffodils

(3) With the green world they live in; and clear rills.

(4) All lovely tales that we have heard or read

(ii) Assonance :

(1)

(2)

(3)

(4)

Answer:

(1) A thing of beauty is joy forever

(2) Pass into nothingness, but still will keep

(3) And such too is the grandeur of the dooms

(4) That whether there be shine or gloom o'ercast

I Think Of Beauty Is A Joy Forever Question 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)

Answer:

Point Format

(for understanding)

The title of the poem : 'A Thing of Beauty Is a Joy Forever'

The poet : John Keats

Rhyme scheme: aabb; rhyming couplets

Figures of speech : Epigram, Metaphor, Antithesis, etc.

Theme/Central idea: Beautiful things give unending pleasure and can change our lives.

Paragraph Format

The poem 'A Thing of Beauty is a Joy Forever' by John Keats is taken from a longer poem 'Endymion' based on Greek Mythology.

The rhyme scheme of the poem is aabb; that is, the poem is written in rhyming couplets. There are many figures of speech, like Metaphor, Antithesis, etc. but the one that stands out is Epigram. The line 'A thing of beauty is a joy forever', is a pithy saying expressing the idea of beauty in a clever way.

The important thing that the poet tells us is that beautiful things last forever and give us immense happiness. They give unending pleasure and can change our lives.

Question 9.

Project :

Collect from various sources proverbs or maxims related to the '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.

Question 10.

List the things of beauty mentioned in the extract.

Answer:

The things of beauty include a quiet bower, the heavenly bodies like the sun and the moon, the old and young trees that provide cool shelter to sheep, daffodils with greenery around them, clear streams that make cool thickets for themselves and ferns with musk-roses scattered in between.

Question 11.

List the things that cause suffering and pain.

Answer:

The things that cause suffering and pain are despondence and despair, shortage of noble people, hot season, gloomy days and the unhealthy and darkened ways of life (trials and difficulties of life).

Question 12.

Choose the correct figures of speech that occur in the following lines. Justify your choice.

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

(a) Simile (b) Irony (c) Metaphor

Answer:

Metaphor – bower stands for rest and peace

Question 13.

Some shape of beauty moves away the pall

(a) Personification (b) Alliteration (c) Hyperbole

Answer:

Alliteration – Repetition of the sound of the letter 's'.

Personification – beauty is given the human quality of moving away the pall. *

Question 14.

A thing of beauty is a joy forever....

(a) Epigram (b) Antithesis (c) Climax

Answer:

Epigram – the sentence is a short, pithy statement.

Question 15.

Trees old and young, sprouting a shady boon.

(a) Exclamation (b) Personification (c) Antithesis

Answer:

Antithesis – the use of opposite words, old and young, in the same line.

Question 16.

The number of stressed syllables in the line: A thing of beauty is a joy forever;

Answer:

5

Question 17.

List the things of beauty mentioned in the extract.

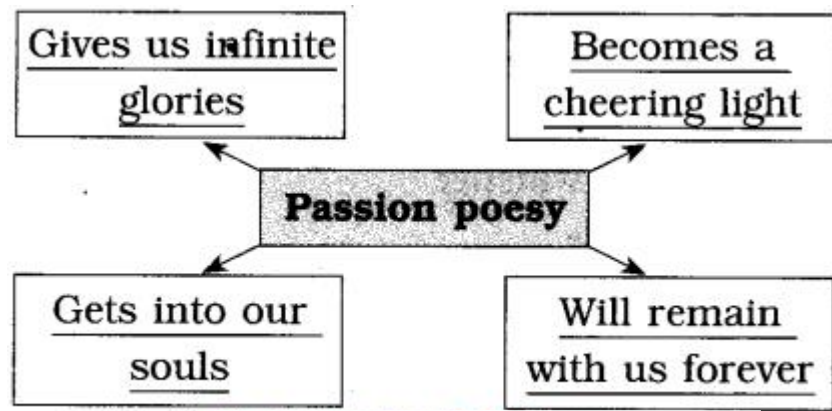
Answer:

The things of beauty mentioned in the extract are: lovely tales of valour, endless fountains, immortal drink, trees that whisper, passionate poetry and cheering light.

Question 18.

Fill in the web with what passion poesy can do to you:

Answer:



Question 19.

List the things which express sorrow from the extract:

Answer:

(i) dooms

(ii) glooms o'er cast/clouds of gloom

(iii) die (iv) dead.

Question 20.

Pick out and write the lines that contain imagery.

Answer:

(i) grandeur of the dooms ;

(ii) An endless fountain of immortal drink ;

(iii) Pouring onto us from the heaven's brink

(iv) trees that whisper around a temple

Maharashtra Board Class 10 English Solutions Unit 4.2 Warming Up Questions and Answers

The Luncheon Questions And Answers Class 10 Question 1.

Talk with your partner and discuss the following questions:

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

Answer:

- (a) Have you ever been invited for a lunch to any hotel by your friend? (You can think of the name of the hotel, what you ate there, what you saw there, etc.)
- (b) What was the occasion? (Was it for a birthday, a celebration of some sort, a get-together, etc.)
- (c) Did you enjoy the lunch? Why? (Was the food good/bad, was the service good/ bad, was the place clean/unclean/noisy, etc.)

The Luncheon Questions And Answers Question 2.

Discuss in pairs:

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

Answer:

I agree with this. My grandmother has a foible that we all know about, but she is not conscious of it. When the house is untidy, she gets irritated. She will tuck in the edge of her sari and walk about the house, muttering to herself. She is not even aware of this peculiar behavior.

The Luncheon English Workshop Question 3.

As you know, every country has its own currency. Find out the currency of at least 6 countries along with their current 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

Answer:

Country	Currency	Exchange Rate in Indian Currency
1. Switzerland	franc	1 franc = 66.73 INR
2. United States of America	Dollar	1 dollar = 72.04 rupees
3. Afghanistan	Afghani	1 Afghani= 0.9532 rupees
4. Japan	Yen	1 Yen =0.6422 rupees
5. Indonesia	Rupiah	1 Rupiah= 0.005 rupees
6. Malaysia	Malaysian ringgit	1 Malaysian ringgit= 17.412 rupees

The Luncheon Class 10 English Workshop Questions and Answers Maharashtra Board

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

Answer:

- (a) addressed

- (b) unwise
- (c) luncheon
- (d) insist
- (e) generously

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

Humorous Instance	Line from the story
The woman is a voracious eater	"Follow my example, and never eat more than one thing for luncheon."

Answer:

Humorous instance	Line from the passage	
1. The author ordered a single mutton chop.	(i) "I see you're in the habit of eating a heavy luncheon." (ii) "Why don't you follow my example and eat just one thing?"	
2. The woman wanted to eat asparagus.	(i) "I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without eating some of them." (ii) "I'm not in the least hungry, but if you insist, I don't mind having some asparagus."	
3. The writer was afraid that he would not have enough money to pay the bill.	I would put my hand in my pocket and with a dramatic cry. start-up and say that it had been picked.	

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

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

Answer:

Words/Sentences	Who said?	Under what circumstances?
1. I never eat anything for luncheon.	Guest	When the writer was startled on seeing the prices on the menu.
2. It's many years since we first met.	The Guest	When she met the writer at a play and called him over during the interval to talk to him.
3. Are you still hungry?	Author	When the guest said that one should get up from a meal feeling that one could eat a little more, and she had already eaten quite a lot.
4. I don't believe in overloading my stomach.	Guest	When the writer ordered a mutton chop for himself.
5. I'll eat nothing for dinner tonight.	Author	When the luncheon was over and they were leaving the hotel, he knew that he had the whole month before him

		and he did not have any money for food. That was when he said the words.
--	--	--

Question 4.

Answer in your own words.

(a) Although the author was not a vindictive man, he was very happy to see her weigh twenty one stone and had finally had his revenge. What makes him say this? Explain.

Answer:

Twenty years earlier, the writer was earning barely enough money to make both ends meet. The lady wanted him to give her a luncheon at Foyot's, an expensive restaurant. The writer thought that he could stand her a modest luncheon. The lady reassured him by saying that 'she never ate anything for luncheon'. However, she ended by eating about six different items, some of which were very expensive yet she insisted till the end that she never ate more than one thing for luncheon and advised him against 'filling his stomach with a lot of meat' when all he had eaten was one small mutton chop – the cheapest item on the menu. The writer was finally left with a whole month before him and no money in his pocket. He could not forget this incident, and when he met her twenty years later, she had become very fat and weighed twenty-one stone. This made the writer feel that though he was not a vindictive man, he had got his revenge.

(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.

Answer:

The writer was living in a tiny apartment in Paris and earning barely enough money to make both ends meet. The lady wanted him to give her a little luncheon at Foyot's, an expensive restaurant. When they met, she ordered some of the most expensive dishes available. The writer was terribly worried about whether he had enough money to pay the bill. Hence, he has used the expressions 'my heart sank', 'panic seized me', etc.

(c) What are the instances which create humour in "The Luncheon"?

Answer:

The instances in the story that create humour are:

- (i) when the writer sees the woman at Foyot's.
- (ii) when she orders dish after dish, after first saying that she eats nothing for luncheon, and then stretching the irony she insists that she ate only one thing for luncheon,
- (iii) when she tells the writer, who is eating only a mutton chop – the cheapest item on the menu – that he should not overload his stomach,
- (iv) when she says that the writer has insisted on her eating asparagus,
- (v) when the writer imagines what he would do while paying the bill,
- (vi) when the writer says that he would not eat anything for dinner that night,
- (vii) when the writer tells us the woman's weight, when he sees her again after twenty years.

(d) Describe the use of irony and humour in "The Luncheon".

Answer:

In this story, the writer uses humour and irony to depict the character of the woman. The narrator takes the woman to an expensive restaurant called Foyot's. He is startled when he sees the high prices on the menu, but relieved when his guest tells him, "I never eat anything for luncheon," and "I never eat more than one thing." After stating this, ironically, the woman eats some of the most expensive things available, like salmon and caviar, while the poor author only eats a mutton chop. Looking at it, she takes him to task for eating a 'heavy' luncheon, and tells him that he should follow her example and never eat more than one thing for luncheon. She said that she would eat the asparagus because the writer 'insists', when it was she who had asked for them. In the end, when she repeats once again that he should follow her example and never eat more than one thing for luncheon, the writer retorts that he would do better than that— he would not eat anything for dinner that night!

Question 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.

Words	not afford	–
Phrases	beyond my means	–

Answer:

Words	not afford	modest, cheapest, borrow, mean.
Phrases	beyond my means	earning barely enough money, manage well enough, prices were a great deal higher, horribly expensive, ten francs short, what they cost, inadequate tip, not a penny in my pocket, eat nothing for dinner.

Question 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) She suggested him to invite her to a famous and expensive restaurant.
(j) I didn't have dinner for the rest of the month.

Answer:

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

Question 7.

The 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 irony. Fill in the table 'A' the general direct meaning while in table 'B' its hidden meaning or the opposite meaning intended by the speaker. One is done for you.

Sentence	Direct meaning	Hidden meaning
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.

Answer:

Sentence	Direct Meaning	Irony (Hidden meaning)
(1) I never eat more than one thing.	I am careful and do not eat much; I eat only one thing.	She goes on to eat six expensive items during the luncheon.
(2) I don't believe in overloading my stomach.	I do not eat much, but in limited quantities.	She has a hearty and expensive meal.
(3) If you insist, I don't mind 'having some asparagus.	I am eating asparagus because you are forcing me to.	The writer had certainly not insisted; she had asked for it.
(4) I'm not in the least hungry.	I am not at all hungry and cannot eat anything.	She thrusts the asparagus down her throat in large mouthfuls.
(5) One thing I thoroughly believe in—one should get up from a meal feeling one could eat a little more.	One should always leave space in the stomach for more food.	She has had a hearty meal and was probably very full.
(6) I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I've just had a snack.	I am a very light eater; I hardly eat anything during the day.	She has had six different items for luncheon.
(7) You've filled your stomach with a lot of meat.	You have eaten a lot.	The writer had just one little miserable mutton chop.
(8) I'll eat nothing for dinner tonight.	I won't have anything for dinner tonight.	The writer had no money left.

Question 8.

Fill in the blank a word or a phrase 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.

Answer:

1. overload
2. startled
3. caught sight of
4. watering
5. passing

Question 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.

Answer:

- a
a
an
The

Question 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

Answer:

Noun	Verb	Adjective	Adverb
luncheon, restaurant, appearance, watch, coffee, apartment, moment	brought, afford, started, sank	modest, large, expensive, practical,	generously, brightly, thoroughly

Question 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)

Answer:

- (1) could – possibility
(2) could – past ability
(3) could – suggestion
(4) could – request
(5) could – condition

Question 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.

Answer:

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

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

Question 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 special dish is prepared – other friends have also invited post-lunch fun programs, innovative activity

Answer:

Manju Mhatre

8-B, Tulsi Angan

Garodia Nagar

Ghatkopar

Mumbai – 400 077

21st October, 2020

Dear Diya,

Hi there! How are you? You seem to have forgotten me completely after joining college! Well, I haven't, and I am writing this letter for a special reason.

This is an invitation for lunch at my place on 4 November on the occasion of Diwali. This will be a sort of house-warming too—you can see from the address above that I have shifted to a new place.

I have also called our other badminton friends—Divya, Rajni, Shubha and Kirti. My Mom has promised to prepare traditional Diwali dishes, which I am sure ! you will enjoy. And after that—well, that's going to be a surprise! But I am sure all of us will enjoy this too.

So do come. Come at about 12.30. Be prepared to be here till 5. Bye.

Your friend,

Manju

Question 14.

Further reading:

(a) "The Phantom Luncheon" by Saki.

(b) "The Ant and the Grasshopper" by William Somerset Maugham.

Form 4 groups of the class. Every group will visit the school's library or use the 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.

Question 15.

Choose the correct options from the bracket and fill in the blanks: (younger, eighty, twenty, interval)

(1) I went over during the interval and sat down beside her.

(2) None of us are getting any younger.

(3) It was twenty years ago.

(4) I had eighty francs to last me the rest of the month.

Answer:

(1) interval

(2) younger

(3) twenty

(4) eighty

Question 16.

Complete the following:

(1) The profession of the narrator: a writer.

(2) The lady was free on the following Thursday.

(3) At the time when the writer met the lady, he was living in a tiny apartment in Paris.

(4) The lady wanted to meet the narrator to have a chat with him.

Answer:

(1) a writer

(2) on the following Thursday

(3) tiny apartment in Paris

(4) have a chat with him

Question 17.

Where and when did they decide to have luncheon?

Answer:

They decided to have a little luncheon at Foyot's restaurant on the following Thursday.

Question 18.

Choose the correct options from the brackets and fill in the blanks: (pass, caught sight of, overload, modest, addressed, luncheon,

interval)

(1) The film was so boring that we went home during the interval.

(2) Though it was a modest apartment, it was extremely clean.

Answer:

(1) interval

(2) modest

Question 19.

Find out the 'Synonyms' from the passage for the words:

(1) A set of rooms:

(2) Acknowledged:

(3) Handle:

(4) Directed a remark:

Answer:

(1) Apartment

(2) Recognized

(3) Manage

(4) Addressed

Question 20.

Rewrite the following sentence using the antonym of the underlined word: We're none of us getting any younger.

Answer:

We're all of us getting older.

Question 21.

Rewrite the following sentence using 'except': The only free moment she had was on the following Thursday.

Answer:

She had no free moment except on the following Thursday.

Question 22.

I hardly think about it. (Begin the sentence with 'How ...!')

Answer:

How little I think about it!

Question 23.

She had read a book of mine. (Begin the sentence with 'Hadn't ...?')

Answer:

Hadn't she read a book of mine?

Question 24.

If you were in the place of the narrator, how would you have reacted in the given situation?

Answer:

If I were in the place of the narrator, I would have bluntly told the lady that I was a struggling writer and could not afford to give her a luncheon at Foyot's. I would have suggested some cheaper restaurant that I could afford. I would not try to show off, or spend more than I can afford, just to impress someone.

Question 25.

They decided to have luncheon at Foyot's restaurant at half-past twelve on a Thursday.

Answer:

Foyot's restaurant at half-past twelve on a Thursday.

Question 26.

The writer 'was startled when the menu was brought because

Answer:

The prices were a great deal higher than what he had thought.

Question 27.

What do you think the woman reassured the narrator about?

Answer:

The woman realized that the narrator was startled when he saw the prices on the menu. So she indirectly reassured him that he would not have to spend much, for she never ate anything for luncheon.

Question 28.

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

Answer:

The irony is that after informing the author that she never ate anything for luncheon, the lady immediately wanted salmon and caviar, some of the most expensive items available.

Question 29.

From the sentences given below pick out the sentence that indicates that the lady was doing exactly the opposite of what she was saying.

- (1) 'I think you're unwise to eat meat.'
- (2) "I don't believe in overloading my stomach."

Answer:

"I don't believe in overloading my stomach."

Question 30.

Choose the correct options from the brackets and fill in the blanks: (pass, startled, overload, imposing, afford, generously, reassured, unwise)

- (1) I was when I saw that I remembered all that I had revised.
- (2) The monument was really very
- (3) You cannot to waste time with friends during exams. (Board's Model Activity Sheet)

Answer:

- (1) reassured
- (2) imposing
- (3) afford

Question 31.

Change the voice of the following sentences:

- (1) She reassured me.
- (2) I ordered it for my guest.

Answer:

- (1) I was reassured by her.
- (2) It was ordered for my guest, (by me)

Question 32.

"You're unwise to eat meat," she said. (Rewrite in indirect speech)

Answer:

She told him that he was unwise to eat meat.

Question 33.

Are you careful in your eating habits?

Answer:

My mother sees that I eat healthily, and I like I fruits and salads. However, when I am with friends and we go out, I eat junk food. I know it is important to eat healthy food and I take good care to do so.

Question 34.

Name the food items mentioned in the passage

Answer:

The food items mentioned in the passage are:

- (1) caviar,
- (2) mutton chops,
- (3) salmon,
- (4) asparagus

Question 35.

Explain what the use of the word 'sank' suggests about the narrator's feelings.:

Answer:

The use of the word 'sank' suggests that the narrator was getting unhappy and worried about his guest's desire to eat expensive food.

Question 36.

From the sentences given below, pick out the sentence that indicates that the lady was doing the exact opposite of what she was saying: (Board's Model Activity Sheet)

- (1) "I see that you're in the habit of eating a heavy luncheon."
- (2) "Why don't you follow my example and just eat one thing."

Answer:

"Why don't you follow my example and just eat one thing."

Question 37.

Choose the correct options from the brackets and fill in the blanks: (pass, quite seriously, water, gaily, insist, mortifying, dramatic)

- (1) The turn of events shocked all of us.
- (2) It was to apologise to the bully.
- (3) My mother waved to me as she went for the hike.
- (4) The author's guest took him to task.

Answer:

- (1) dramatic

- Allguidesite -
 - Arjun
 - Digvijay
 (2) mortifying
 (3) gaily
 (4) quite seriously

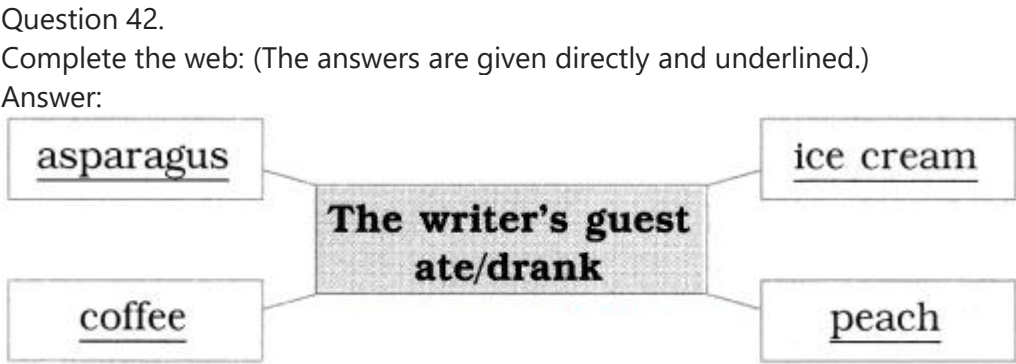
Question 38.
 Fill in the blanks with the words from the brackets: (Board’s Model Activity Sheet) (task, menu, wondered)
 (1) The to rescue the flood victims was very difficult.
 (2) I was thinking about buying a new vehicle and if we had the money.
 (3) The restaurant seemed to be tempting.

Answer:
 (1) task
 (2) wondered
 (3) menu

Question 39.
 She ate the caviar and she ate the salmon. (Begin the sentence with not only ... but also and rewrite the sentence.)
 Answer:
 Not only did she eat the caviar but she also ate the salmon.

Question 40.
 Rewrite the following sentence as an affirmative sentence: I couldn’t possibly eat anything more unless they had some of those giant asparagus.
 Answer:
 I could possibly eat something more only if they had some of those giant asparagus.

Question 41.
 Which food do you prefer to eat-home food or restaurant food. Why?
 Answer:
 My mother cooks very tasty food and hence I prefer to eat home food. It is also always fresh. Restaurant food is generally oily, spicy and often prepared under unhygienic conditions. All this is unhealthy. I believe that health is wealthhence I prefer home food.



Question 43.
 ‘Thera a terrible thing happened.’ Describe the narrator’s emotions at this point in the story. Why does he mot express this emotion?
 Answer:
 At this point in the story, the writer had given up ail hopes that he could pay the bill. He was resigned to his fate. He had mentally decided on different methods to save his reputation. He does not express this emotion because the lady had already eaten a lot of expensive food: the damage was already done. Besides, he did not want to look mean in her eyes.

Question 44.
 Match the columns:

'A'	'B'
(1) head	(a) peaches
(2) terrible	(b) mouthfuls
(3) huge	(c) waiter
(4) large	(d) thing

Answer:

'A'	'B'
(1) head	(c) waiter
(2) terrible	(d) thing

(3) huge	(a) peaches
(4) large	(b) mouthfuls

Question 45.
Complete the table:

Positive	Comparative	Superlative

Answer:

Positive	Comparative	Superlative
(1) hungry	hungrier	hungriest
(2) terrible	more terrible	most terrible

Question 46.
Rewrite the following in reported speech: "Are you still hungry?" I asked faintly.

Answer:
I asked her faintly whether she was still hungry.

Question 47.
Pick out the modal auxiliaries from the following sentence and write what they indicate: "One should always get up from a meal feeling one could eat a little more."
Answer:
Should – indicates advice. Could – indicates ability.

Question 48.
'I was past caring now'. Explain why, in your view, the narrator feels this way.
Answer:
The writer had been worried from the beginning that he would not be able to pay the bill. To add to that, his guest had ordered some of the most expensive items on the menu. He had now given up all hopes of being able to pay the bill. Hence, he says that he was past caring now.

Question 49.
Write if the following statements are True or False:
(1) The writer thought that the lady was mean.
(2) The writer's tip was rather inadequate.
(3) The lady was now like a stone.
(4) The writer planned to have a heavy dinner.
Answer:
False
True
False
False

Question 50.
Complete the reasons:
(a) The writer planned to 'eat nothing' for dinner that night because...
Answer:
The writer had no money left after paying for the luncheon. He also wanted to make his luncheon guest aware of how much she had made him spend. Hence, he said that he planned to 'eat nothing' for dinner that night.

(b) The lady thought that the writer was mean because
Answer:
The writer had only three francs left to tip the waiter. His guest did not know this, and seeing this inadequate sum, thought he was mean.

Question 51.
Complete the table by picking the various humorous instances and the particular lines from the passage.

Humorous instance	Line from the passage

Answer:

Humorous instance	Line from the passage
1. The woman is a voracious eater.	"Follow my example, and never eat more than one thing for luncheon." *
2. The writer had no money for dinner.	"I'll do better than that," I retorted, "I'll eat nothing for dinner tonight."
3. The woman had become very fat.	Today she weighs twenty- one stone.

Question 52.

Fill in the blanks with one word from the passage for the following: (The answers are given directly and underlined.)

- (1) Something that is not enough:
- (2) A man who is revengeful:
- (3) A person who fills his or her writings with humour:
- (4) A person who is stingy and does not like to spend money:

Answer:

- (1) inadequate.
- (2) a vindictive man.
- (3) a humorist.
- (4) a mean person.

Question 53.

Pick out the verbs from the following sentences and write their tense:

- (1) I' have just had a snack and I shall enjoy a peach.
- (2) The bill came and when 1 paid it I found that I had only enough for a quite inadequate tip.

Answer:

- (1) have had – present perfect tense shall enjoy – simple future tense.
- (2) came, paid, found, had – simple past tense.

Question 54.

Do you think that the lady never 'ate more than one thing for luncheon' on a regular basis?

Answer:

No, I'm sure she ate a large luncheon every day, but fooled herself into thinking that she was eating only one thing. She seems to be a foolish and thick-skinned woman who believes whatever is convenient to her.

Question 55.

- (1) Pick out an infinitive from the lesson and use it in your own sentence.
- (2) Punctuate: humorist she cried gailyumping into a cab youre quite a humorist
- (3) Find out five hidden words from the given word: satisfaction
- (4) Use the following phrase in your own sentence: the only free moment
- (5) Spot the errors and rewrite the correct sentence: She have read a book of mine and have written to me about it.
- (6) Identify the type of sentence: How time does fly!
- (7) Write the correct verb + present/past participles from the following:
 - (1) attract
 - (2) write
 - (3) pass
 - (4) bear
 - (5) eat
 - (6) meet
- (8) Arrange the following in alphabetical order: table, tumbler, tablespoon, teaspoon

Answer:

- (1) to eat: I was hungry, and I knew it was time to eat.
- (2) "Humorist!" she cried gaily,umping into a cab. "You're quite a humorist!"
- (3) satisfaction: fiction, fission, faint, stint, satin
- (4) the only free moment: The Principal was so busy that the only free moment she had was during lunch.
- (5) She had read a book of mine and had written to me about it.
- (6) Exclamatory sentence
- (7) (1) attract-attracting
- (2) write-written
- (3) pass-passing
- (4) bear-bearring
- (5) eat-eatten

(6) meet-meeted

(8) table, tablespoon, teaspoon, tumbler

Question 56.

Use the following word and its homograph in two separate sentences : mine

Answer:

(i) I knew that the book was mine,

(ii) Three people entered the coal mine to inspect it.

Question 57.

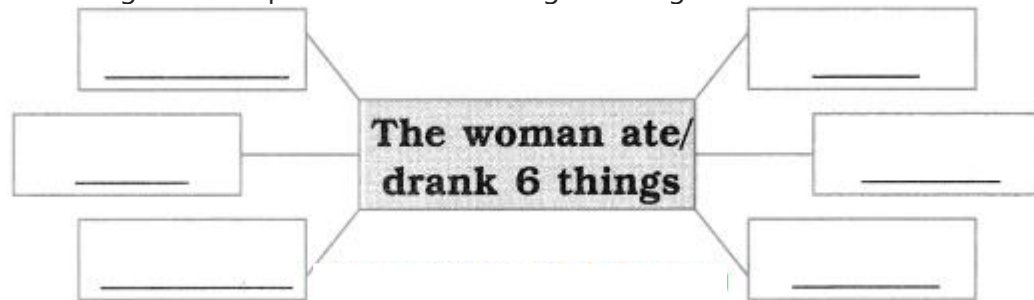
'I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus." (Rewrite in reported speech.)

Answer:

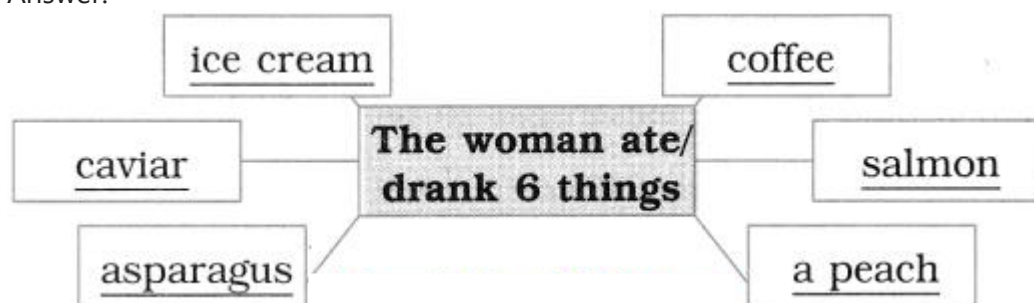
My guest told me with a sigh that she was not in the least hungry, but that if I insisted, she wouldn't mind having some asparagus.

Question 58.

Word Register: Complete the web showing the things that the woman ate or drank throughout the luncheon.



Answer:



Question 59.

Why don't you follow my example? (Change the voice beginning Why)

Answer:

Why isn't my example followed (by you)?

Question 60.

Use the following word as a verb and a noun in two separate sentences: mind

(2) I chose the cheapest dish on the menu. (Rewrite in the positive and comparative forms.)

Answer:

(1)

- "Mind your language, young man," said the shopkeeper angrily, (verb)
- I knew that I had to keep all the instructions in my mind, (noun)

(2) I chose the dish that was cheaper than all the other dishes on the menu, (comparative)

No other dish on the menu was as cheap as the one I chose, (positive)

Maharashtra Board Class 10 English Solutions Unit 4.3 Warming Up Questions and Answers

Question 1.

Pair up with your partner and answer the following questions.

- Do you like to travel?
- Where have you traveled?
- Have you heard about the wonders of the world?
- Have you heard about UNESCO?
- What does UNESCO stand for?
- What is meant by Heritage?
- Do you know of any Heritage building in your own city?

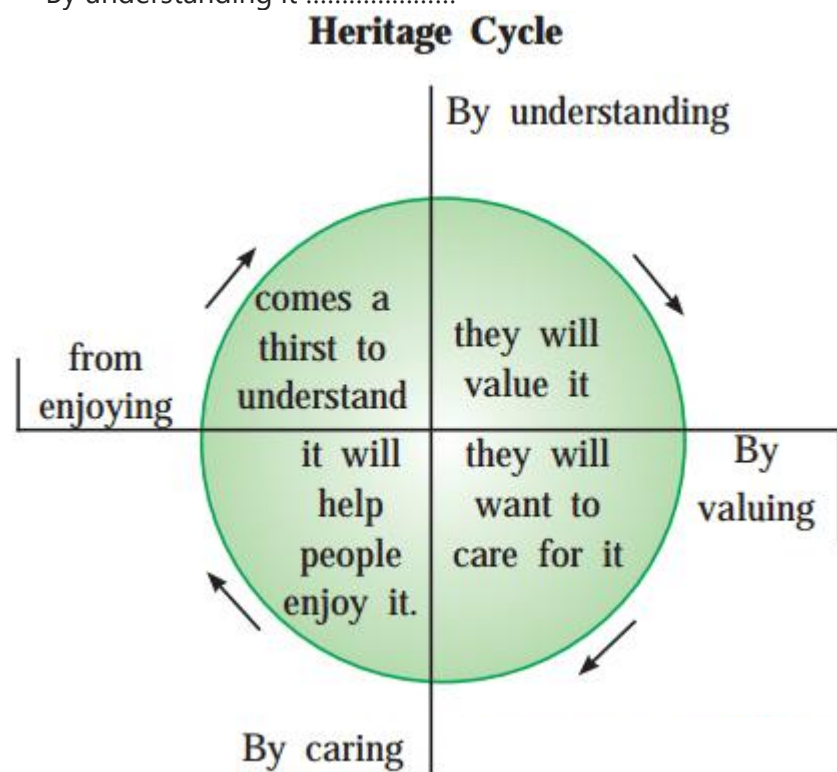
Answer:

- yes, no, sometimes, etc.
- Discuss the places, the mode of travel, the sights, etc.
- Yes, I have.
- Yes, I have, but not much.
- UNESCO stands for United Nations Educational, Scientific and Cultural Organization.
- Heritage is something that is valued and preserved because of its historical/cultural/natural importance
- Students can find out the heritage buildings in their own towns/cities.

Question 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



Question 3.

Do you know the difference between :

- World Heritage
- Cultural Heritage

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

Answer:

- World heritage means a global heritage that belongs to everyone.
- Cultural heritage is the legacy of physical artifacts and intangible attributes of society that are inherited from past generations, maintained in the present and preserved for the benefit of future generations. Cultural heritage includes tangible culture (such as buildings, monuments, landscapes, books, works of art, and artifacts), intangible culture (such as folklore, traditions, language, and knowledge), and natural heritage (including culturally significant landscapes, etc.)

Question 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		

Question 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 Class 10 English Workshop Questions and Answers Maharashtra Board

Question 1.

Answer the following questions.

(a) What do heritage sites in the world include?

Answer:

A World Heritage Site should have significant cultural or natural importance to humanity.

(b) What kind of sites are protected and maintained by the International World Heritage Programme?

Answer:

Sites which have significant cultural or natural importance to humanity are protected and maintained by the International World Heritage Programme. They may include forests, lakes, monuments, buildings and cities. They can also be a combination of cultural and natural areas.

(c) How many world Heritage sites were there around the world?

Answer:

World Heritage Sites include forests, lakes, monuments, buildings and cities. They can also be a combination of cultural and natural areas.

(d) What is the role of World Heritage Committees?

Answer:

World Heritage Sites are those that are significant culturally and naturally. People are interested in seeing such sites and learning the history behind them; hence they are a major tourist attraction, and they draw tourists to a country, boosting the country's revenue.

(e) What is the tenure of World Heritage Committee?

Answer:

The tenure of the World Heritage Committee is six years.

(f) What are our duties towards preservation/conservation of any historical site?

Answer:

We should see that the historical sites are not in any danger due to pollution, tourism, uncontrolled urbanization, etc. Whenever we visit the site we must maintain the cleanliness and purity of the place. We must obey whatever orders and guidelines are put in place by the authorities. We should motivate others to do so too.

(g) Why should we preserve the World Heritage Sites?

Answer:

World Heritage Sites promote tourism. They are a part of the culture of the world, a part of the past. It is essential to preserve the past in order to learn from it. Natural beauty too should be preserved so that everyone today and in future can enjoy it. Hence, we should preserve World Heritage Sites.

(h) What is the role of World Heritage Sites in developing tourism in any country?

Answer:

World Heritage Sites are those that are significant culturally and naturally. People are interested in seeing such sites and learning the history behind them; hence they are a major tourist attraction, and they draw tourists to a country, boosting the country's revenue.

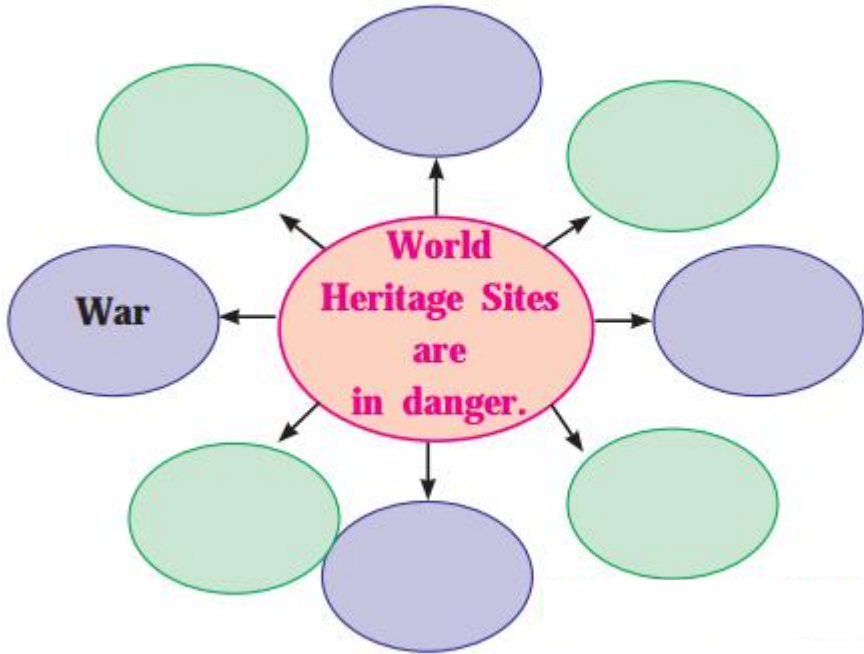
Question 2.
Complete the following.

Year	Establishment	Role
1954
1959
1965
1968
1972

Answer:

Year	Establishment	Role
1954	Egypt starts plans to build Aswan High Dam	Started the momentum for the protection of cultural and natural heritage sites around the world.
1959	International campaign by UNESCO to protect temples and artifacts likely to be destroyed by Aswan High Dam; a draft convention initiated for the same	Protection of natural and cultural sites around the world
1965	A White House Conference in the US called for a World Heritage Trust’.	To protect not only the historic and cultural sites but also the significant natural and scenic sites around the world.
1968	The International Union for Conservation of Nature	Development of goals similar to those of the White House Conference
1972	Convention concerning the protection of World Cultural and Natural Heritage adopted by UNESCO’s General Conference.	To protect not only Are histone and cultural sites but also the significant natural and scenic sites around the world.

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





- Question 4.
- Choose the correct alternative and complete the given sentences.
- (a) Mount Huangshan is situated in
 (i) Japan
 (ii) China
 (iii) Philippines
 Answer:
 (ii) China
- (b) The famous dam situated in Egypt on River Nile is
 (i) Buzwaa High Dam
 (ii) Rizwa High Dam
 (iii) Aswan High Dam
 Answer:
 (iii) Aswan High Dam
- (c) The conference based on Human Environment was held at
 (i) Athens, Greece
 (ii) Mascow, Russia
 (iii) Stockholm, Sweden
 Answer:
 (iii) Stockholm, Sweden
- (d) The highest number of world Heritage Sites are located in
 (i) France
 (ii) Italy
 (iii) Germany
 Answer:
 (ii) Italy
- (e) can delete/exclude a site from World Heritage list.
 (i) World Heritage Committee
 (ii) World Peace Committee
 (iii) World Health Committee.
 Answer:
 (i) World Heritage Committee
- (f) The tenure of World Heritage Committee is years.
 (i) Four
 (ii) Five
 (iii) Six.
 Answer:
 (iii) Six.

Question 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 jobs.
(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 Sites should	f	protect these sites.
(vii)	World Heritage Sites serve as	g	best examples of world's cultural and/or natural heritage.
(viii)	World Heritage Sites should ensure	h	special importance for everyone.
(ix)	It should at large develop	i	relevant development plan policies.

Answer:

'A'	'B'
(1) Identify cultural and natural sites	(a) green, local based, stable and decent.
(2) Identify sites of	(b) of outstanding universal values across countries.
(3) Identify sites that represent	(c) preserve outstanding sites and natural resources.
(4) UNESCO seeks to	(d) tourism.
(5) World Heritage Sites should have	(e) an asset for economic development and investment.
(6) World Heritage should	(f) protect these sites.
(7) World Heritage Sites serve as	(g) best examples of world's cultural and or natural heritage.
(8) World Heritage Site should ensure	(h) special importance for everyone.
(9) It should at large develop	(i) relevant development plan policies.

Question 6.

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

(a) determine :

- (i) think over
- (ii) decide
- (iii) ask for
- (iv) look over

Answer:

(ii) decide

(b) monument :

- (i) statue
- (ii) pillar
- (iii) memorial
- (iv) fort

Answer:

(iii) memorial

(c) significant:

- (i) clever
- (ii) effective
- (iii) systematic
- (iv) important

Answer:

(iv) important

(d) disaster:

(i) problem

(ii) incident

(iii) calamity

(iv) accident

Answer:

(iii) calamity

Question 7.

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

Cultural heritage: Abu Simbel Temples, artifacts, buildings, cilles, Histqric Center of Vienna, Machu Picchu, monuments, Mount Huangshan, Sydney Opera House.

Question 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)

Answer:

(a) Preservation of any historical site (Duties):

(i) International World Heritage Programme

(ii) UNESCO World Heritage Committee.

(b) Preserving World Heritage Sites (Reasons) :

(i) They have significant cultural and natira Importance to humanity.

(ii) They promote tourism.

(C) Promoting tourism (Role) :

(i) They attract tourists.

(ii) They help one to understand the history of a place.

Question 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.

Answer:

Ajanta – A Masterpiece In Rock

– Rani Iyer

Mumbai, 12 February: The Ajanta Caves, situated in the Deccan in Maharashtra and about 110 km from Aurangabad, are a UNESCO World Heritage Site. A visit to the place reveals a large slice of history.

These rock – cut cave temples and monasteries of Buddhists date back to around 2nd century BCE. Since they were in the jungles, cut into a mountainside, the external world did not know about them for a long time. They were discovered only in the 19th century, The caves include paintings and rock – cut sculptures described as among the finest surviving examples of ancient Indian art. The paintings are expressive and present emotion through gesture, pose and form, According to UNESCO, these are masterpieces of Buddhist religious art that influenced the Indian art I that followed.

Two new visitor centers provide extensive information about the heritage site using audiovisual media. Local staff is employed for security purposes. Though photography is allowed at certain places, with fees for the use of a camera, use of tripods and flash is prohibited. Signboards and brochures/leaflets provide information about the care to be taken to preserve this UNESCO protected heritage site. "The caves are now being looked after by a private company under the Indian government's 'Adopt a Heritage Site' program," said a senior official.

Question 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.

Answer:

- (a) Not only UNESCO but also the International Council on Monuments and Sites initiated a draft convention to create an international organization responsible for protecting cultural heritage.
- (b) The State Parties are responsible for not only identifying but also nominating new sites.
- (c) Not only the Opera House in Australia but also the Historic Center of Vienna in Austria are cultural sites of World Heritage.
- (d) World Heritage Sites can be a combination of not only cultural but also natural areas.

(B) Rewrite the following sentences replacing 'as soon 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 rings, the School Assembly will start.

Answer:

- (a) No sooner is the Bill passed, than it will become an Act.
- (b) No sooner did the thief escape, than the family informed the police.
- (c) No sooner do you finish, than you can submit your answer papers.
- (d) No sooner can they manage, than they should change their house.
- (e) No sooner does the bell ring, than the School Assembly will start.

Question 11.

Identify whether the following sentences are Simple (One Subject + One Predicate or Complex (One Main Clause + One or more Dependent Clauses) or Compound (Combination of 2 or more Independent/ 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.

Answer:

- (1) Compound
- (2) Simple
- (3) Simple
- (4) Complex
- (5) Complex
- (6) Compound

Question 12.

Following are the ways to preserve 'World Heritage Sites.' Transfer these points into a small paragraph. Suggest a title.

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

Answer:

Ways to Preserve World Heritage Sites

World Heritage Sites need to be preserved for posterity. The future generations must know about their history and culture. For this purpose, steps have to be taken to preserve these sites. First and foremost, trespassing by either humans or animals should be strictly prohibited. Access to these sites for tourists, vendors, officials and the general public should be restricted or monitored carefully. Another important step is to keep a check on the local administration of the site, so that negligence in the performance of the duties at this level is ruled out.

Question 13.

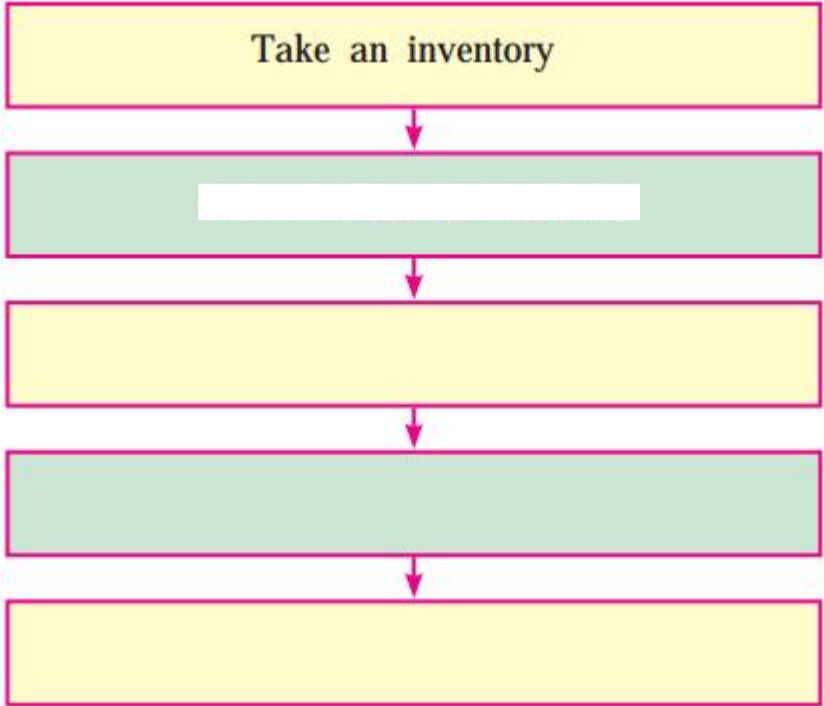
Read the points given in column 'A' specifying Dos towards prevention of any historical site. Write Don'ts in column 'B' specifying things that should not be done.

	Dos	Don'ts
(i)	Obey rules and regulations.	
(ii)	Maintain discipline and order.	
(iii)	Maintain cleanliness.	
(iv)	Use dustbins and garbage bags.	
(v)	Observe silence.	
(vi)	Maintain environmental safety.	
(vii)	Protect our country's heritage.	

Answer:

Dos	Don'ts
1. Obey rules and regulations.	1. Don't dirty the surroundings.
2. Maintain discipline and order.	2. Don't write on the walls/trees.
3. Maintain cleanliness.	3. Don't pluck flowers/ destroy plants.
4. Use dustbins and garbage bags.	4. Don't smoke/ drink alcohol.
5. Observe silence.	5. Don't play loud music or make a loud noise.
6. Maintain environmental safety.	6. Don't defecate in the open.
7. Protect our country's heritage.	7. Don't trespass.

Question 14.
Complete the following flow chart by choosing the option given below to show how any site of any country can 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 an 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.

Answer:

Step 1 : Inclusion of the name of the site for nomination in a tentative list after inventory in country or state.

Step 2 : Inclusion of the name of site from tentative list to the nomination file.

Step 3 : A review of the included file by the advisory bodies.

Step 4 : Decision of the World Heritage Committee after review of the nominated file.

Step 5 : Name of the site inscribed on the World Heritage List after meeting the criteria.

Question 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.

Answer:

MATHERAN: 'UNSPOILT NATURE'

(1) How to get there:

(a) By train: From Mumbai or Pune to Neral Junction.. From Neral to Matheran by narrow – gauge train that depart at fixed times.

(b) By road: Shared taxis or minibuses from Neral to MTDC Holiday Camp. Cars and other vehicles not allowed beyond a certain point.

(2) Accommodation facilities: Plenty of hotels offering full or half board. MTDC Tourist Camp provides dorm – beds at affordable rates. The 'camp' is near the Dasturi car park. You can eat at one of the many thali joints along MG Road.

(3) Best Time of the year to visit: All the year round except the rainy season.

(4) What to see: Viewpoints such as Porcupine, Louisa and Echo have the finest views. On a clear day, one can see Mumbai lying afar from 'Hart Point'; perpendicular cliffs plunge into steep ravines; monkeys and squirrels.

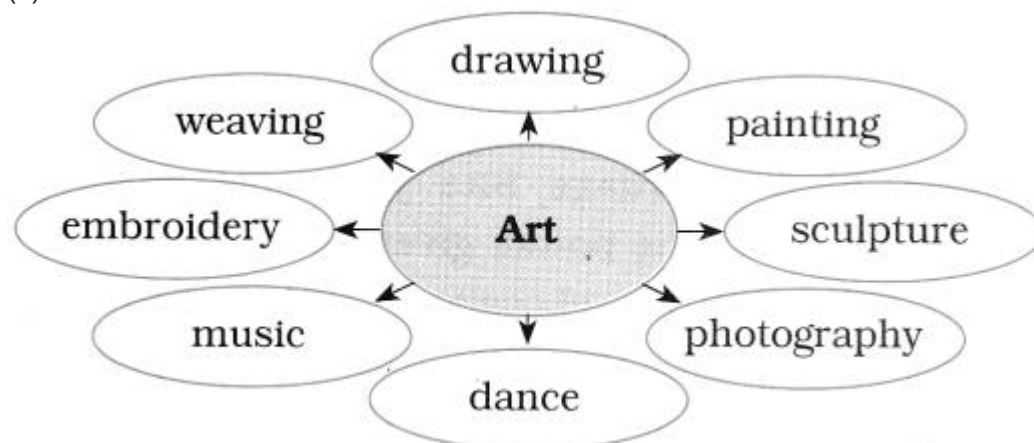
(5) Shopping Attractions: Locally made chappals, home – made chocolates and chikkis, caps and other items for campers; walking sticks.

(6) Special features: Greenery, nature at its best, trekking, horse riding; good for a day's group picnic.

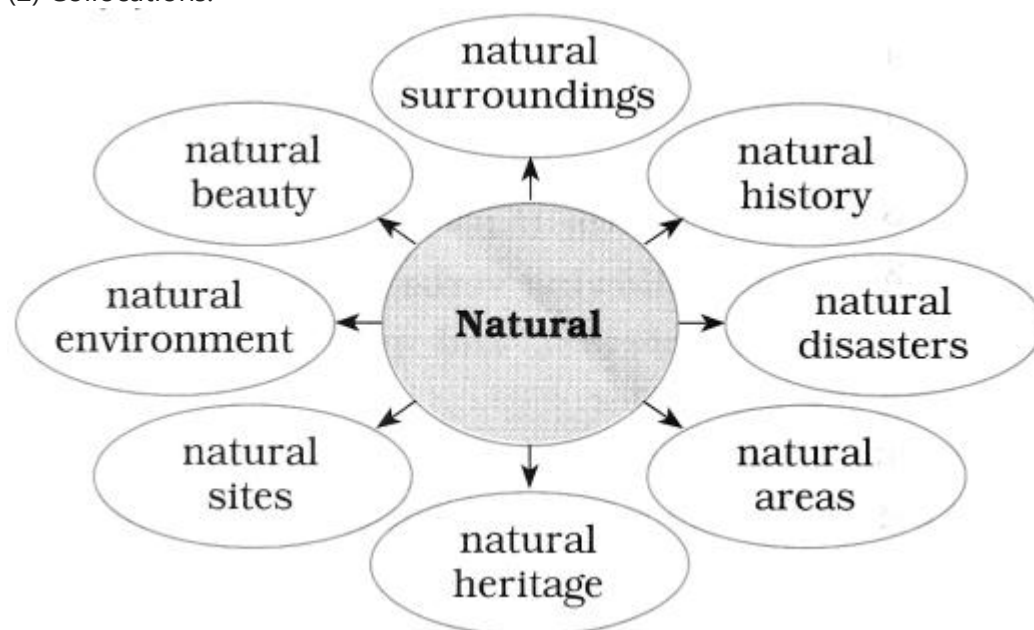
(c) Vocabulary Extension – Choose several words from the text. Use a dictionary or internet to build up more associations/collocations of each word.

Answer:

(1) Associations:



(2) Collocations:



(d) World Heritage Sites – Make a poster about World Heritage Sites, specifying some details and specialties 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.

Answer:

Amit Awte

102, Riddhi Vihar

R.N. Road

Aurangabad – 431 001,

12th November, 2020

To

Mr. Avinash Ranade

'Nisarg'

Shastri Marg

Aurangabad – 431 002.

Sub: Protection of World Heritage Sites

Sir

It was with great interest that I read in our local newspaper about your interest in the protection of World Heritage Sites. I would like to ask you a few questions which have haunted me for some time.

They are:

(1) Does India have enough experts to restore the damage done to our sites by nature/visitors etc.?

(2) Is there enough security to protect the sites from vandalism?

(3) Can there be a restriction on the number of visitors to the sites?

(4) Are the funds allocated to the preservation of the sites by the World Heritage Committee sufficient?

(5) Is there enough information about the sites on tourist websites/ Internet?

I would like to give some suggestions. Can we not impose a limit on the number of tourists visiting these places? We can also have sessions on how to maintain cleanliness and prevent vandalism. Stiff fines must be imposed on all those who break the rules.

I hope to receive a reply from you, as I am also very concerned about the preservation of our heritage sites.

Yours faithfully,

Amit Awte

(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.

Question 16.

The project of dismantling and moving the temples in the valley to higher ground cost \$80 million.

(i) \$40 million

(ii) \$50 million

(iii) \$80 million.

Answer:

(iii) \$80 million.

Question 17.

Complete the following: (The answers are given directly and underlined.)

(1) A World Heritage Site should have significant

(2) World Heritage Sites include

(3) They can also be a

(4) The convention concerning the protection of Cultural Natural Heritage was adopted by

Answer:

(1) cultural or natural importance to humanity.

(2) combination of cultural and natural areas.

(3) forests, lakes, monuments, buildings and cities.

(4) UNESCO's General Conference on November 16, 1972.

Question 18.

(a) UNESCO launched an international campaign in 1959.

Answer:

In 1954, Egypt started plans to build the Aswan High Dam. The initial plans for the dam's construction would have flooded the valley containing the Abu Simbel Temples and scores of ancient Egyptian artifacts. To protect the temples and artifacts, UNESCO launched an international campaign in 1959, that called for the dismantling and movement of the temples to higher ground.

(b) A White House Conference in the United States called for a 'World Heritage Trust'.

Answer:

A White House Conference in the United States called for a World Heritage Trust' to protect the world's historic and cultural sites as well as the significant natural and scenic sites.

(c) convention:

(i) typical

(ii) agreement

(iii) old – fashioned

(iv) persuade

Answer:

(d) agreement

Question 19.

Pick out 4 adjectives from the passage ending with the suffix ' – al'.

Answer:

1. educational,

2. cultural,

3. natural,

4. historical.

Question 20.

The World Heritage Committee meets once a year.

(i) once a year

(ii) twice a year

(iii) three times a year

Answer:

(i) once a year

Question 21.

A nominated site has to be first included in a Tentative List.

(i) World Heritage List

(ii) Nomination File

(iii) Tentative List

Answer:

(iii) Tentative List

Question 22.

Explain what the World Heritage Committee is responsible for.

Answer:

The World Heritage Committee is the main group responsible for establishing which sites will be listed as UNESCO World Heritage Sites.

Question 23.

Who makes recommendations to the World Heritage Committee?

Answer:

The recommendations to the World Heritage Committee are made by two Advisory Bodies, the International Council on Monuments and Sites and the World Conservation Union.

Question 24.

(1) Choose the correct noun forms from those given in the brackets:

(1) inscribed (inscription/inscribtion)

(2) responsible (responsive/responsibility)

(3) nominated (nominative/nomination)

(4) included (inclusion/inclution)

Answer:

(1) inscription

(2) responsibility

(3) nomination

(4) inclusion.

Question 25.

Complete the following by choosing the correct nouns from the box:

Bodies Parties List File

(1) Tentative

(2) Nomination

(3) Advisory

(4) State

Answer:

- (1) Tentative List
- (2) Nomination File
- (3) Advisory Bodies
- (4) State Parties.

Question 26.

World Heritage Committee can delete/exclude a site from the World Heritage List

- (a) World Heritage Committee
- (b) World Peace Committee
- (c) World Health Committee

Answer:

- (a) World Heritage Committee

Question 27.

There are 890 World Heritage Sites around the World.

- (a) 689
- (b) 890
- (c) 36

Answer:

- (b) 890

Question 28.

36 – sites have been included from India.

- (a) 176
- (b) 44
- (c) 36

Answer:

- (c) 36

Question 29.

Match the places with the countries:

'A'	'B'
(1) Sydney Opera House	(a) Vienna
(2) Historic Center	(b) Peru
(3) Grand Canyon National Park	(c) Australia
(4) Machu Pichhu	(d) United States

Answer:

'A'	'B'
(1) Sydney Opera House	(c) Australia
(2) Historic Center	(a) Vienna
(3) Grand Canyon National Park	(d) United States
(4) Machu Pichhu	(b) Peru

Question 30.

Complete the following:

- (1) Peru's Machu Picchu is an example of a
- (2) The World Heritage Committee can choose to delete a site from the list if

Answer:

- (1) mixed site, both cultural as well as natural.
- (2) the site loses the characteristics which allowed for it to originally be included on the World Heritage List.

Question 31.

Explain the role of the World Heritage Committee.

Answer:

The World Heritage Committee allocates resources from the World Heritage Fund to a World Heritage Site which is in danger due to any reason or in need of protection or restoration. If a site loses the characteristics which allowed for it to originally be included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list.

Question 32.

Choose the correct meanings:

- (a) allocate:
- (i) allow
- (ii) distribute
- (iii) catch
- (iv) understand

Answer:

- (b) distribute

Question 33.

Fill in the blanks with the correct words from the passage: (The answers are given directly and underlined.)

- (a) Many small towns of the previous century have become crowded cities now due to rapid
- (b) We should be well – prepared for problems like global warming.

Answer:

- (a) urbanization.
- (b) environmental

Question 34.

- (1) Pick out a gerund from the lesson and use – it in your own sentence.
- (2) Find out five hidden words from the given word: international
- (3) Use the following phrase in your own sentence: a combination of
- (4) Spot the error/errors and rewrite the correct sentence: The State Parties is then responsible for identifying and nominating new sites.
- (5) Identify the type of sentence: Get out of my way.
- (6) Punctuate: 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.
- (7) From the following verbs, pick out the verb which forms its present and past participle by doubling the last letter. run, lose, trip, quit
- (8) Arrange the following words in alphabetical order: Sydney, Vienna, Austria, Peru, Australia, Egypt, China

Answer:

- (1) protecting: We should think of various ways of protecting our environment.
- (2) international : national, nation, train, trail, trial.
- (3) The rainbow is a combination of seven colours.
- (4) The State Parties are then responsible for identifying and nominating new sites.
- (5) Imperative sentence.
- (6) 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.
- (7) trip : tripped, tripping.
- (8) Australia, Austria, China, Egypt, Peru, Sydney, Vienna

Question 35.

- (1) Use the following word and its homophone in two separate sentences : rain
- (2) UNESCO launched an International campaign In 1959. (Rewrite beginning 'An International.....')
- (3) Different plans are put into place. (Rewrite using the future perfect tense of the verb.)

Answer:

- (1) (i) There was light rain yesterday evening near my house.
- (ii) In the past, a country progressed during the reign of good kings.
- (2) An international campaign was launched by UNESCO in 1959.
- (3) Different plans will have been put into place.

Question 36.

- (1) Italy has the highest number of World Heritage Sites. (Rewrite using the comparative form.)
- (2) The World Heritage Committee meets once a year to review these recommendations. (Rewrite as a compound sentence.)

Answer:

- (1) Italy has a higher number of World Heritage Sites than any other country.
- (2) The World Heritage Committee meets once a year and (it) reviews these recommendations.

Maharashtra Board Class 10 English Solutions Unit 4.4 Warming Up Questions and Answers

The Height Of The Ridiculous Appreciation Question 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

Answer:

- (a) my grandparents are coming for a holiday.
- (b) to eat an ice cream.
- (c) I will go for a movie.
- (d) I am very happy.
- (e) the forthcoming football match.

The Height Of The Ridiculous Question 2.

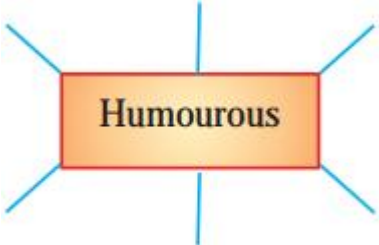
The teacher writes an incomplete sentence and asks the students to complete it in a funny way.

Answer:

- (1) Mother gave me cheese but the cat ate it.
- (2) I went to the market and bought an elephant.

Appreciation Of Poem The Height Of Ridiculous Question 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.

Answer:



The Height Of The Ridiculous Theme Question 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

Answer:

Words with one syllable	Words with two syllables
jump, live, queen, tree, van, dale, night, star, cloud, pearl, bike	narrow, cable, butter, kitten, yellow, happy, printer, sober, paper, within, began, slender

The Height Of The Ridiculous Notes Question 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

Answer:

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

The Height Of The Ridiculous Question 6.
Write the names of any five of your friends and mention the number of syllables in each name.

Name	Number of syllables

Answer:

Name	Number of syllables
Rohan	2
Namrata	3
Poonam	2
Jai	1
Nilima	3

**The Height of the Ridiculous Class 10 English Workshop Questions and Answers
Maharashtra Board**

The Height Of The Ridiculous Question 1.
Find out expressions from the poem that indicate funny moments.
For example, I laughed as I would die.

.....
.....
.....
.....
.....

Answer:
(1) was all upon the grin
(2) the grin grew broad
(3) and shot from ear to ear
(4) He read the third; a chuckling noise
(5) The fourth; he broke into a roar
(6) The fifth; his waistband split;
(7) The sixth; he burst five buttons off;
(8) And tumbled in a fit.

Appreciation Of The Poem The Height Of Ridiculous Question 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 buttons off.

Answer:

- (d) Was all upon the grin
- (b) The grin grew bro^d
- (e) He broke into a roar
- (a) His waistband split
- (f) He burst five buttons
- (c) Sleepless eye

Height Of Ridiculous Appreciation Question 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	Rhyming words more of your own
ear		
within		
man		
split		
way		
him		
die		
mood		

Answer:

Words	Rhyming words from the poem	Rhyming words more of your own
Way	Pay	Say, ray
Him	Limb	Dim, rim
Die	I	Fly, shy
Mood	Good	Food, wood
Ear	Hear	fear, dear
Within	Grin	sin, bin
Man	Can	fan, ran
Split	Fit	knit, lit

The Height Of Ridiculous Appreciation Question 4.

Match the lines with the Figures of Speech.

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

Answer:

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

Appreciation Of The Poem The Height Of The Ridiculous Question 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.

Answer:

I wrote some lines once on a time

In wondrous merry mood,

And thought, as usual, men would say

They were exceeding good.

The Height Of The Ridiculous Question 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)

Answer:

We returned home late, one night,

In the window there glowed a light.

Burglars! Was our very first thought,

For defence, sticks 'n stones we sought.

"Let's grab the loot and run."

Was uttered soft, by someone.

The door we softly unlocked.

And then we were truly shocked.

Oops! Before outside we'd gone,

The television had been left on!

The Height Of Ridiculous Poem Appreciation Question 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.

Appreciation Of The Height Of The Ridiculous Question 8.

Go through the poem and write an appreciation of the poem in a paragraph format.

Answer:

Point Format

(for understanding)

The title of the poem: 'The Height of the Ridiculous'

The poet: Oliver Wendell Holmes

Rhyme scheme: abcb.

Figures of speech: Transferred Epithet, Hyperbole, Onomatopoeia, Tautology, Alliteration, etc.

Theme/Central idea: A funny poem to simply entertain the audience; written for Enjoyment.

Paragraph Format

The poem 'The Height of the Ridiculous' is written by Oliver Wendell Holmes.

The rhyme scheme of the poem is abcb. There are many figures of speech, like Hyperbole, Tautology, Onomatopoeia, Alliteration, etc. but the one that stands out is Transferred Epithet. In the line 'Ten days and nights, with sleepless eye', the adjective 'sleepless' should be for the man and not for the eye.

The poem is a humorous one written for enjoyment, with plenty of funny expressions. The main purpose of the poet is to simply entertain the reader.

Appreciation Of Poem The Height Of The Ridiculous Question 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.

Poem Appreciation Of The Height Of Ridiculous Question 10.

Choose the correct alternatives: (The answers are given directly and underlined.)

(1) The poet was in a very mood when he wrote the lines.

- (a) tired
(b) happy
(c) bored
(d) wondering

Answer:

(b) happy

(2) The poet was generally a man.

- (a) humorous
(b) wonderful
(c) serious
(d) good

Answer:

(c) serious

Question 11.

Explain:

(a) the contrast between the poet and his servant.

Answer:

The poet was a thin and slender man while his servant was strong and muscular.

(b) the poet's reaction when he read the lines.

Answer:

The poet laughed heartily when he read the lines. He laughed so hard he thought he would die.

Question 12.

Find out the expression from the extract that indicates funny moments:

Answer:

'I laughed as I would die'.

Question 13.

Match the lines with the figures of speech:

Lines – Figures of Speech

- (a) A sober man am I – (c) Tautology
(b) To mind a slender man like me – (d) Inversion

Answer:

- (a) A sober man am I – Inversion
(b) To mind a slender man like me – Alliteration

Question 14.

Complete the following:

- (1) There was a grin on the servant's face when
(2) The chuckling noise was heard when
(3) When he read the fifth line
(4) The grin grew from ear to ear when the servant

Answer:

(1) he read the first line.

Allguidesite -

- Arjun

- Digvijay

(2) the servant read the third line.

(3) his waistband split.

(4) read the second line.

Question 15.

Describe the outcome of this experience on the poet.

Answer:

After this experience, the poet has never dared to write any more funny poems.

Question 16.

Which line suggests that the servant was totally out of control?

Answer:

The line 'And tumbled into a fit' suggests that the servant was totally out of control.

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Maharashtra Board Class 10 English Solutions Unit 4.5 Warming Up Questions and Answers

The Old Man And The Sea Book Review Class 10 Question 1.

Pair up with your partner and answer the following questions :

(a) Which animal would you relate yourself to and why?

Answer:

I would relate to a cat. This is because like a cat, I am lazy. I am also reserved and do not show my emotions easily. I choose my friends carefully and am not friendly with anybody and everybody.

(b) Do you have a hero or a role model to look up to? Who is he/she?

Answer:

Yes, my role model is my grandmother. Though she has led a very difficult life because she was poor, she is always optimistic and sees the best in people. She is always cheerful and ready to learn new things. She has learnt how to use the computer and surfs the internet regularly. She is even learning a new language with the help of the computer! She is health-conscious and does yoga regularly. I wish to be like her.

(c) Do you have a passion you would fight for? Why?

Answer:

Yes, my passion is planting trees. Afforestation is the answer to many of the ills plaguing our country, like water shortage and soil erosion. Planting forests will stop this. When I grow up, I plan to fight for a green cover for our planet.

(d) What is meant by a review?

Answer:

A 'review' is a critical evaluation of something – a book, a film, a play, etc.

(e) Have you ever read any book review? If yes, which one? If no, make it a point to read one.

Answer:

Yes, I have read a book review. It was of a Harry Potter book. I read it in a newspaper and it gave me an idea of what to expect in the book, without knowing the details.

The Old Man And The Sea Section 1 Answers Question 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)

Answer:

(1) A Farewell to Arms.

(2) For Whom the Bells Toll.

(3) The Sun also Rises.

(4) The Garden of Eden.

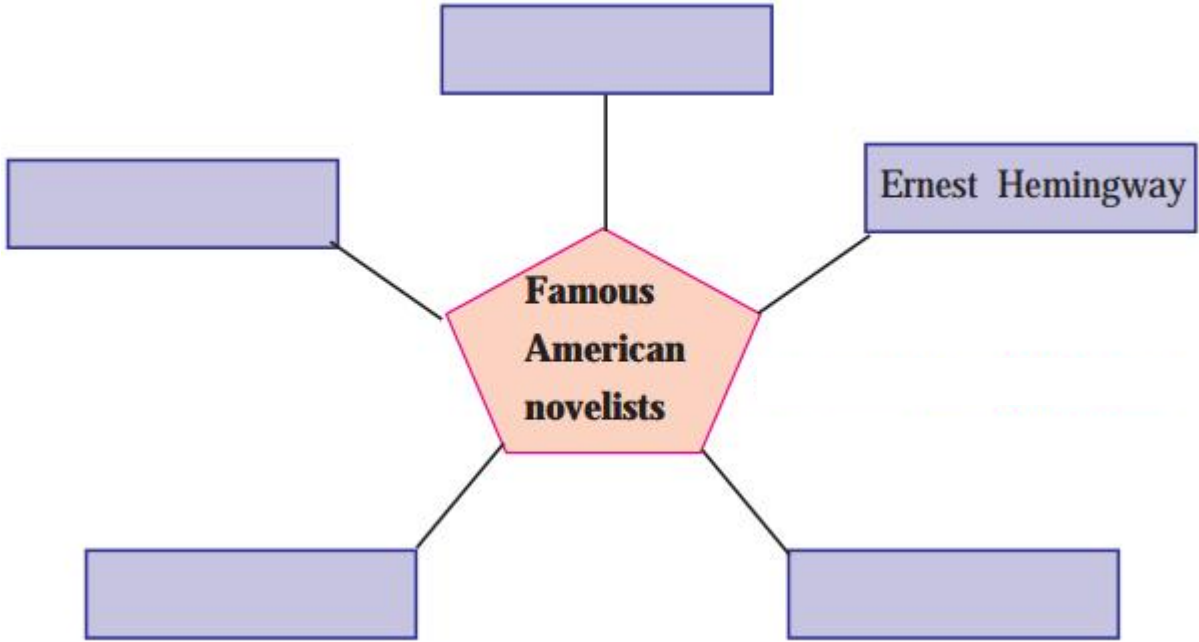
(5) Islands in the Stream.

(6) To Have and Have Not.

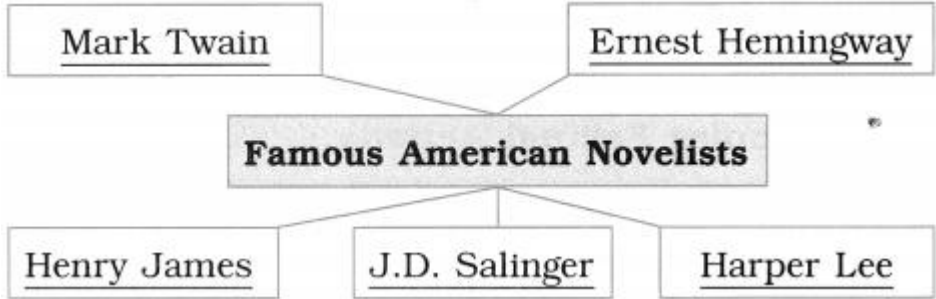
(7) The Torrents of Spring.

The Old Man And The Sea Question Answers Question 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.



Answer:



The Old Man and The Sea Book Review Class 10 English Workshop Questions and Answers Maharashtra Board

The Old Man And The Sea Book Report Question 1.

Read the passage and name the following.

- (a) Young and devoted apprentice
- (b) The place where Hemingway had experience of fishing
- (c) That which Hemingway was injured by, during First World War
- (d) Language of the novel
- (e) In his first reading, the review writer was left

Answer:

- (a) Manolin
- (b) Cuban waters
- (c) shrapnel
- (d) simple and pithy
- (e) unimpressed

The Old Man And The Sea Book Review Question 2.

Correct the following sentences using facts from the review.

- (a) Manolin’s parents insisted on his working with the same old fisherman.
- (b) This novel is pure fiction.
- (c) Hemingway’s style of writing does not unfold the hidden meaning.
- (d) The relationship between the old man and Manolin is coarse.

Answer:

- (a) Manolin’s parents insisted on his working with another fisherman.
- (b) This novel is based on real events and draws heavily from incidents in Hemingway’s own life.
- (c) Hemingway’s style of writing is such that a reader can read his work again and again and find new layers of meaning every time.
- (d) The relationship between the old man and Manolin is heart-warming.

The Old Man And The Sea Questions And Answers Question 3.

Compare the points that you would use for a book review with those of the review of a play and write in your notebook.

Answer:

Book Review	Review of a play	Review of a film
(1) Story Line	(1) Story Line, Theme and Climax	(1) Story Line
(2) Social/Historical Context	(2) Actors/Actresses and their Presentations	(2) Acting

(3) Writing Style	(3) Use of lights, music and special effects	(3) Direction
(4) My Thoughts.	(4) Use of Sets, Costumes and Make-up (5) My Thoughts and rating.	(4) Editing (5) Cinematography (6) Music and sound effects (7) Special effects (8) My thoughts and rating

The Old Man And The Sea Review Question 4.

The line – ‘I first read this novel years ago, when I did not understand it at all and was left unimpressed.’ 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

Answer:

- (1) every hardworking person achieves success in life.
(2) there should be a complete ban on tobacco.
(3) go to the moon.
(4) have never taken part in a debate.
(5) they know what they are doing.

Old Man And The Sea Book Review Question 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
-
-
-
-

Answer:

- strength,
- formidable.
- strong,
- determination,
- endurance,
- triumph,
- struggle.

The Old Man And The Sea Answers Question 6.

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

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

Answer:

Table A	Table B
Ernest Hemingway	Old man
(1) injured by shrapnel during the First World War	(1) has a run of terrible bad luck

(2) faces the destruction caused by the two World Wars	(2) unable to catch fish for 84 days
	(3) his apprentice, Manolin leaves him
	(4) the marlin he hooks is too strong for him
	(5) battles with sharks
	(6) very near death

Question 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. triggered a feeling or memory
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

Answer:

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

Question 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 menaing. (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)

Answer:
(1) Hemingway's novel is based on events which are real.
(2) Although he hooks a marlin, the marlin is, too strong for him.
(3) On reading his work again and again, the reader can find new layers of meaning.
(4) In the course of the progress of the novel, the old man and the marlin are inseparably linked.
(5) The marlin is strong and starts pulling the boat.
(6) I had read this novel before but I was unimpressed at that time.

(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

Answer:
(1) unable – able
(2) heavily – heavy

- Allguidesite -
- Arjun
- Digvijay
- (3) determination – determine
(4) endurance – endure
(5) unimpressed – impress
(6) relationship – relate
(7) inseparably – separate
(8) empathetic – empathy
(9) beautiful – beauty
(10) simplicity – simple

Question 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

Answer:

Pride and Prejudice: Book review.

Story Line:

‘Pride and Prejudice’ is a romantic novel written by Jane Austen and first published in 1813. The book follows the life of Elizabeth Bennet, a headstrong, intelligent woman. It takes place in the early 1800s and is about the emotional development of the main character.

Elizabeth has four sisters and no brother. According to the succession rights, none of the girls can inherit the property, and Mrs. Bennet (Elizabeth’s mother) thinks that good marriages are the only way for them to lead a good life. Her main ambition in life is to see that her daughters marry wealthy men. However, the novel emphasizes that one should marry for love and not only for money. Mr. Bennet tolerates his wife’s behaviour and is dryly sarcastic when she is silly. There are villainous characters like George Wickham and comic ones like Mr. Collins.

Social/Historical Context:

In Pride and Prejudice, the Bennets are members of the educated upper middle class. At that time, a man’s income was always reported as a ‘number of pounds per year’. Mr Bingley has ‘four or five thousand a year’ while Darcy’s income is a very impressive 10,000 a year. Thus, Darcy is considered to possess a fortune, and hence a very eligible bachelor.

The formal manners of behaviour are obvious in the custom of paying visits and leaving calling cards, the necessity of giving formal introductions, etc. Marriage was considered to be the only acceptable role for any woman, and getting married was high on the list of priorities. The clothes and customs all reflect the time. The French revolution was in progress during the time of the writing of this novel. Though it is difficult to relate to such customs and such priorities today, the novel still holds our interest.

Writing Style:

Jane Austen has portrayed her characters well, and given good character sketches of all, whether it is the silly, materialistic Mrs. Bennet as the mother or Elizabeth as the strong-willed daughter. Jane Austen’s writing is sharp, with plenty of sarcasm and irony. Many times it is a bit too detailed; but that was the style of writing at that time. She wrote about ordinary people and their ordinary lives in an exceptional way. She recognized the flaws in society, especially as far as marriage is concerned. The opening words of her novel, ‘It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.’, are unforgettable and are still quoted.

My Thoughts:

When I first read it, it was out of compulsion; it was a part of our school activity, and I disliked it. I was too small to appreciate the undertones. I found too many unnecessary details. However, when I read it a few years later, I had already read many other books based in that time period. Hence, I could appreciate their customs, their dresses and their way of talking. I had also seen a film based on it. and things became clearer. I plan to read it again and see if I can find new meaning in it now.

Question 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
–		

Answer:

Book Review	Play Review	Film Review
-------------	-------------	-------------

(1) Story Line (2) Social/Historical Context (3) Writing Style (4) My Thoughts.	(1) Story Line, Theme and Climax (2) Actors/Actresses and their Presentations (3) Use of lights, music and special effects (4) Use of Sets, Costumes and Make-up (5) My Thoughts and rating.	(1) Story Line (2) Acting (3) Direction (4) Editing (5) Cinematography (6) Music and sound effects (7) Special effects (8) My thoughts and rating
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Question 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 a presentation.

Question 12.

Complete the following:

- (1) Hemingway had experience of
- (2) He worked for during the First World War.
- (3) 'The Old Man and The Sea' was published in

Answer:

- (1) fishing in the Cuban waters.
- (2) The Red Cross
- (3) 1952

Question 13.

Describe the general mood of the people when the novel was published.

Answer:

When the novel was published, people were trying to recover from the mass destruction caused by the two World Wars.

Question 14.

Sentences:

- (1) The young actor had a at the beginning of his career.
- (2) This painter the old masterpieces.
- (3) The girl's sad story immediately with the news reporter.
- (4) Lata Mangeshkar's songs for a long time.

Answer:

- (1) run of terrible bad luck
- (2) draws heavily on
- (3) struck a chord
- (4) will live on

Question 15.

Find the synonyms (one word) for the following from the passage:

- (i) The ability to do something difficult for a long time:
- (ii) Formed or worked:

Answer:

- (i) endurance
- (ii) wrought

Question 16.

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. (Rewrite the sentence using 'Though')

Answer:

Though the old man is, at the end of the novel, very near death, we know that the story of his suffering and loss will live on in the memories of the people of his village.

Question 17.

During the First World War, Hemingway was injured by shrapnel. (Begin the sentence with 'Shrapnel....')

Answer:

Shrapnel injured Hemingway during the First World War.

Question 18.

Do you like to read books? If so, what type? If not, why?

Answer:

I do like to read books. I like to read mystery novels. I find them very thrilling and interesting. I am a big fan of Agatha Christie and Arthur Conan Doyle. I have read nearly the whole Sherlock Holmes series of short stories.

Question 19.

- (a) After recent reading the reviewer was left:
(b) It fights for its life desperately:

Answer:

- (a) moved and impressed
(b) the marlin

Question 20.

Hemingway practises an extreme economy in his use of words'. What does this mean?

Answer:

It means he uses very few words to express his thoughts and ideas.

Question 21.

What are the ideals that the old man and the marlin both stand for?

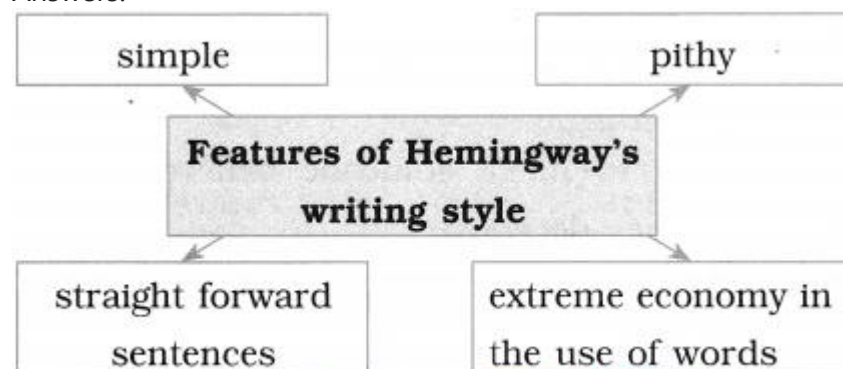
Answer:

The old man and the marlin both stand for the same ideals, that is, a noble struggle against destruction.

Question 22.

Complete the following web:

Answers:



Question 23.

Sentences:

- (1) Hussain was ill; in spite of this, he stood first in the test.
(2) I could see the new rider holding on to the reins desperately.
(3) The little boy looked longingly at the puppy again and again.
(4) The symbol of a white dove stands for peace.

Answer:

- (1) in spite of
(2) holding on
(3) again and again
(4) stands for

Question 24.

Find the synonyms for the following from the passage:

- (i) Brief:
(ii) Likely to make someone believe something that is not true:

Answer:

- (i) pithy
(ii) deceptive

Question 25.

Write four to five sentences about your favorite writer.

Answer:

My favorite writer is Arthur Conan Doyle, the creator of Sherlock Holmes. Every story written by Doyle is different and holds my interest right till the end. The stories are so gripping that one cannot put the book down easily. I borrow the books from the library to read during the vacation.

Question 26.

- (1) Write down two compound words from the passage.
(2) Pick out an infinitive from the lesson and use it in your own sentence.
(3) Find out five hidden words from the given word t endurance
(4) Use the following phrase in your own sentence: even after his death

- (5) Spot the error/errors and rewrite the correct sentence: The novel was publishing in 1952
(6) Identify the type of sentence: I first read this novel years ago, when I did not understand it at all.
(7) Hemingway always talks about the need to struggle. (Replace the infinitive with a gerund.)
(8) From the following verbs, pick out the verb which forms its present and past participle by doubling the last letter: run, write, swim, fan.
(9) Complete the word chain with verbs of your own. write, e....., r....., r....., t..... .

Answer:

- (1) fisherman, baseball
(2) to catch: The fielder tried to catch the ball.
(3) endurance: endure, dance, under, crane, creed.
(4) even after his death: People remembered the great leader with love and respect even after his death.
(5) The novel was published in 1952
(6) Assertive (negative)
(7) Hemingway always talks about the need for struggling.
(8) fan – fanning, fanned.
(9) write, enter, remember, report, think.

Question 27.

- (1) Use the following word and its homophone in two separate sentences: sail
(2) He worked for the Red Cross. (Rewrite using the past progressive tense of the verb.)
(3) A reader can read his work again and again. (Change the voice beginning 'His work')

Answer:

- (1) (i) The sail of the huge boat fluttered in the breeze,
(ii) The old woman loves shopping wherever there is a sale.
(2) He was working for the Red Cross.
(3) His work can be read again and again (by a reader).

Question 28.

- (1) Use the given two words in one meaningful sentence: formidable, beautiful.
(2) Recently, I read this book again and was extremely moved. (Rewrite as a complex sentence.)

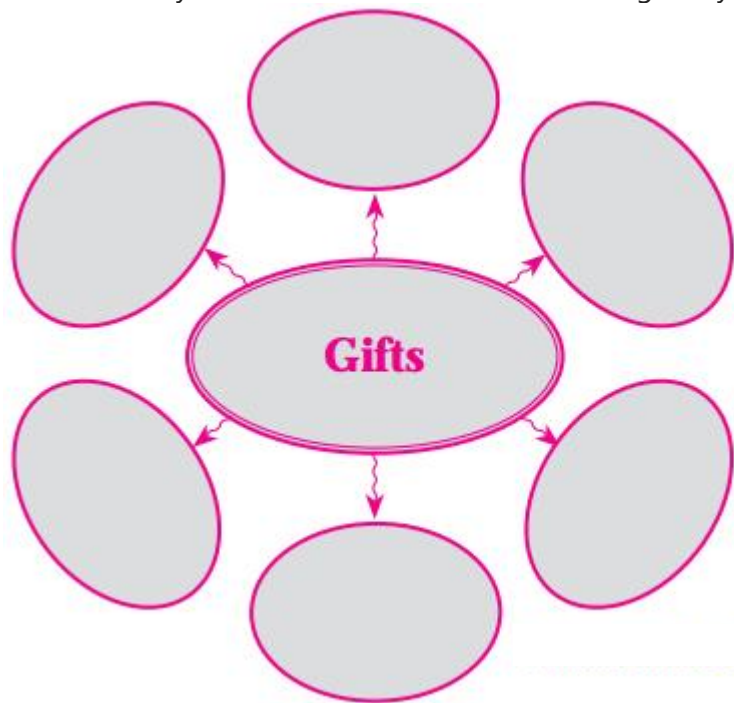
Answer:

- (1) It was a formidable job to make the dilapidated old house beautiful again.
(2) I was extremely moved when I recently read the book again.

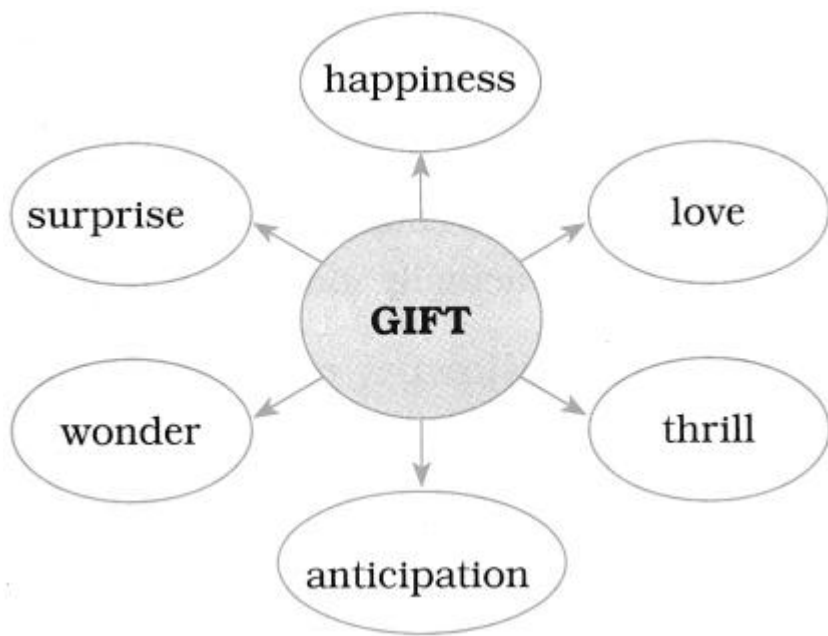
Maharashtra Board Class 10 English Solutions Unit 4.6 Warming Up Questions and Answers

The Gift Of The Magi Questions And Answers Question 1.

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



Answer:



Gift Of Magi Questions And Answers Question 2.

'Gifts' need not be material gifts. They can be abstract and yet priceless. For example, favours, kindness, 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 :

Answer:

- (1) love, kindness, etc.
- (2) support, empathy, etc.
- (3) loyalty, sympathy, etc.
- (4) courtesy, help, etc.

Gift Of The Magi Questions And Answers Question 3.

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

- (1) The athletes wanted to take part in the running race.

- (a)
- (b)

Answer:

- (a) to take – infinitive:
- (b) running – participle

- (2) Would you like to eat at the dining table?

- (a)
- (b)

Answer:

- (a) to eat – infinitive;
- (b) dining – participle

(3) Reading is good for the mind and soul. So take up reading books.

(a)

(b)

Answer:

(a) Reading – gerund;

(b) reading – gerund

(4) I like to eat fruits rather than eating sweets.

(a)

(b)

Answer:

(a) to eat – infinitive;

(b) eating – gerund

(5) Listening and speaking sharpen your language skills.

(a)

(b)

Answer:

(a) Listening – gerund;

(b) speaking-gerund

The Gift of the Magi Class 10 English Workshop Questions and Answers Maharashtra Board

The Gift Of The Magi Answers Question 1.

Complete the following.

(a) Della had saved

(b) Della wanted to buy

(c) Della's beautiful hair tell about

Answer:

(a) one dollar and eighty-seven cents.

(b) a Christmas present for Jim

(c) her rippling and shining like a cascade of brown waters.

The Gift Of The Magi Questions Question 2.

Answer the following questions:

(a) How much did Della save for Christmas ? What does it show ?

(b) Why did Della take pride in the beauty of her hair?

(c) Why and how did Della sell her hair? Do you think she did well ?

(d) Why did Jim sell his gold watch? Do you think he did well ?

(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?

Answer:

(a) Della saved one dollar and eighty-seven cents for Christmas. It shows that she was very poor.

(b) because Jim thought that she was pretty because of her hair.

(c) Della sold her lovely long hair to get money to buy a Christmas present for Jim.

(d) She sold it to a woman who dealt in hair goods of all kinds. Yes, she did it willingly even though it was her prized possession.

(e) it was Christmas Eve, a time for giving gifts.

(f) it was very beautiful and her prized possession.

(g) Jim brought out a package from his coat.

(h) The watch chain was very beautiful. It was made of platinum, and simple and chaste in design. No, I would not have liked to own it, because I do not carry a watch that needs a chain. It is old-fashioned.

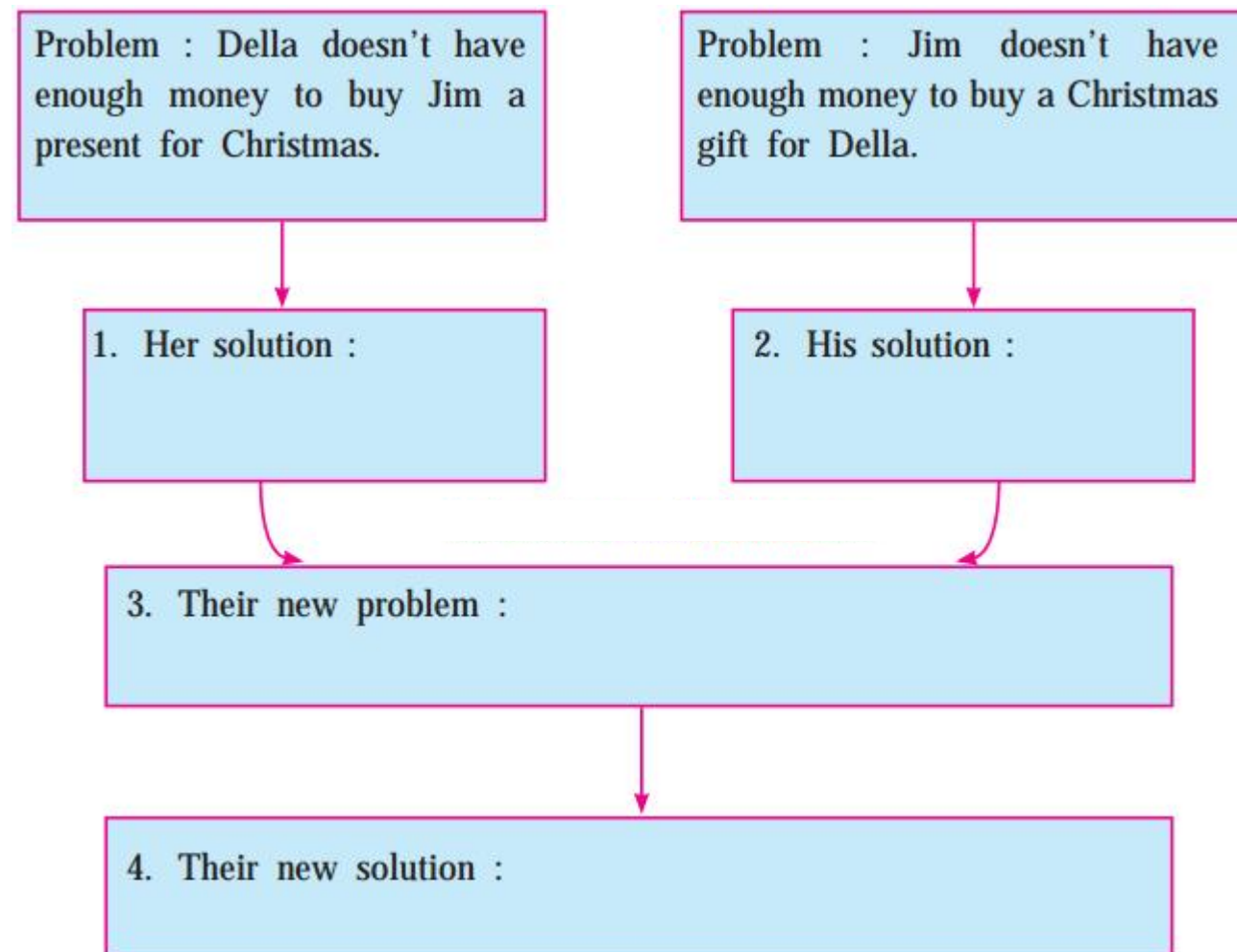
(i) The Magi wanted to celebrate their Christmas by exchanging gifts. They were the first people to give Christmas gifts.

(j) The moral of the story is that unselfish love is the greatest of all gifts, and those who realize this fact are the wisest.

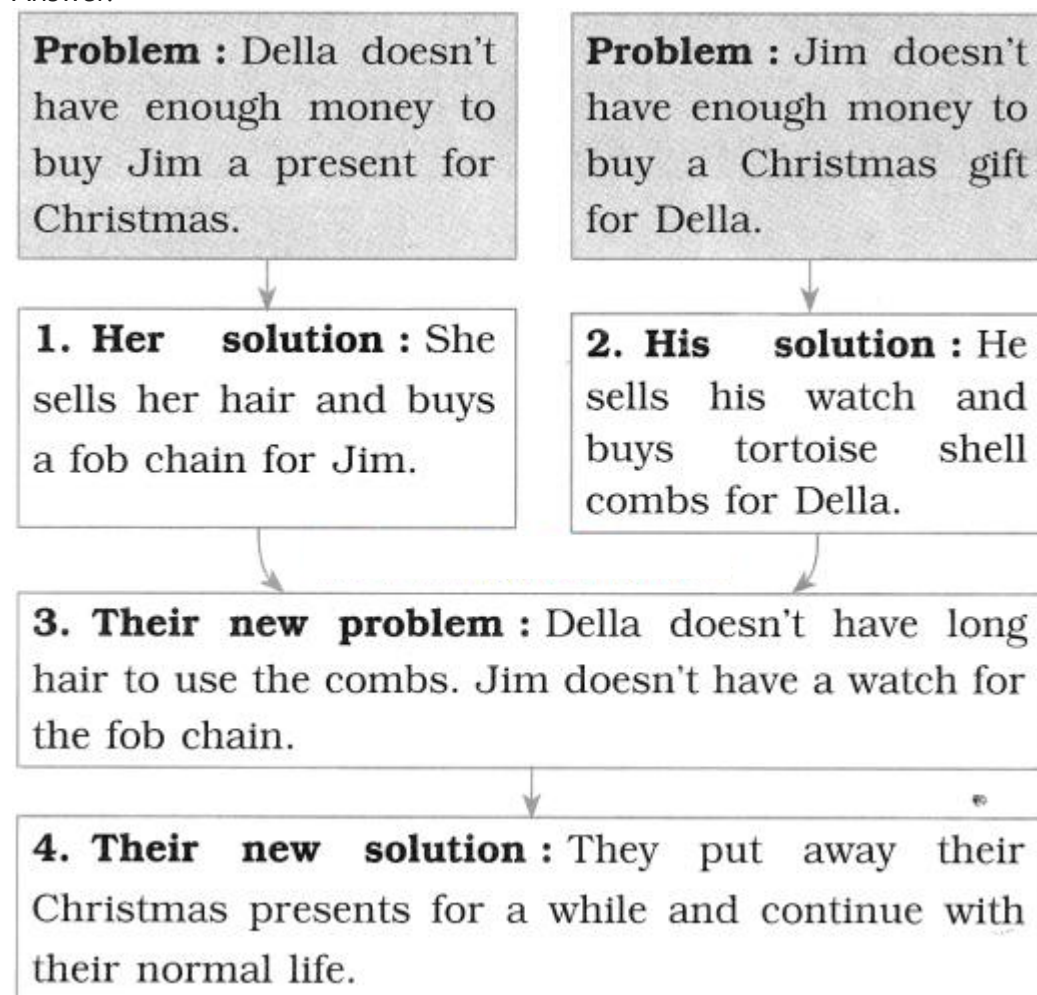
The Gift Of The Magi Question Answers Question 3.

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.



Answer:



The Gift Of Magi Solutions Question 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 fob chain?
- (e) sent Jim into a trance, on his return?

Answer:

- (a) The next day was Christmas Day and Della had only one dollar and eighty-seven cents with which to buy Jim a present. She had spent a lot of time thinking about a good present for him. but with the money she had saved she would not get anything worthy of him. Hence, she was feeling disturbed.
- (b) \$20 per week.
- (c) Della's beautiful hair
- (d) twenty-one dollars.
- (e) Jim saw that Della had cut off her beautiful hair. It was seeing this that sent him into a trance.

(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 Della’s scream of joy change to loud wails ?
- (e) in the end, did Jim ask Della to put the chops on?

Answer:

- (a) to get money to buy a Christmas present for Jim.
- (b) she was afraid of Jim’s reaction.
- (c) the leather strap he used in place of a chain was old.
- (d) Jim’s gift to Della was the set of tortoise shell combs that she had adored. She had craved and yearned for them, so that they could adorn her beautiful hair. When she opened the package and saw them, she was first ecstatic with joy that she had got what she had coveted; but her scream of joy turned to wails when she remembered that the beautiful hair they would have adorned was now cut off. The gift was hence useless.
- (e) Jim knew that neither of them could use their Christmas gifts for the time being. Hence, he wanted to put them away and keep them for some time. He wanted to get back to daily life. Hence, he asked Della to put the chops on.

(C) Say WHEN

- (a) had Jim added ‘Dillingham’ as his middle name ?
- (b) did a tear or two drop 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 their attention for ten seconds, at least?

Answer:

- (a) a former period of prosperity, when he was earning \$30 per week.
- (b) Della made up her mind to cut off her beautiful hair.
- (c) she was searching for a suitable present for Jim.
- (d) she heard Jim’s step on the stairway down on the first flight.
- (e) Jim realized that Della was afraid of his reaction to her short hair. In order to console her, he probably hugged her and the narrator tries to divert our attention to something else, to give them privacy. It could also mean that the narrator is asking us to think about the importance of riches-how important is it to happiness.

The Gift Of The Magi Question Answer Question 5.
Complete Use the chart below to explain situational irony in ‘The Gift of the 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 :

Answer:

SITUATIONAL IRONY	
What Della plans : To give Jim a wonderful Christmas gift in the form of a fob chain.	What actually happens : Jim cannot use Della’s gift of a fob chain for his watch because he has sold his watch to get her gift.
What Jim plans : To give Della a wonderful Christmas gift in the form of a set of tortoise shell combs.	What actually happens : Della cannot use Jim’s gift of combs because she has cut and sold her hair to get him his gift.

The Gift Of Magi Question Answer Question 6.
Complete the following activity.
Word List :
agile, cascade, coveted, instigate, 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. A small waterfall	
2. You wished greedily for something.	
3. This describes something important.	
4. You hope a loud siren will do this.	

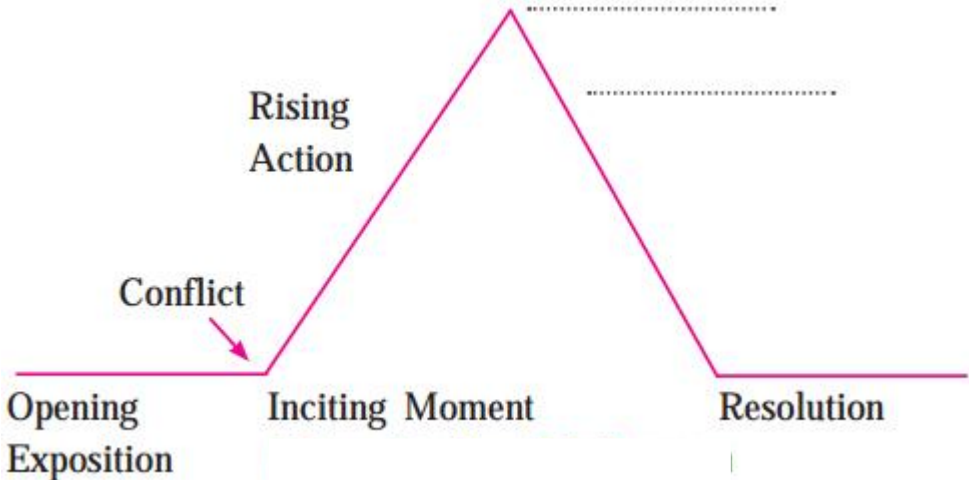
5. Troublemakers do this.

Answer:

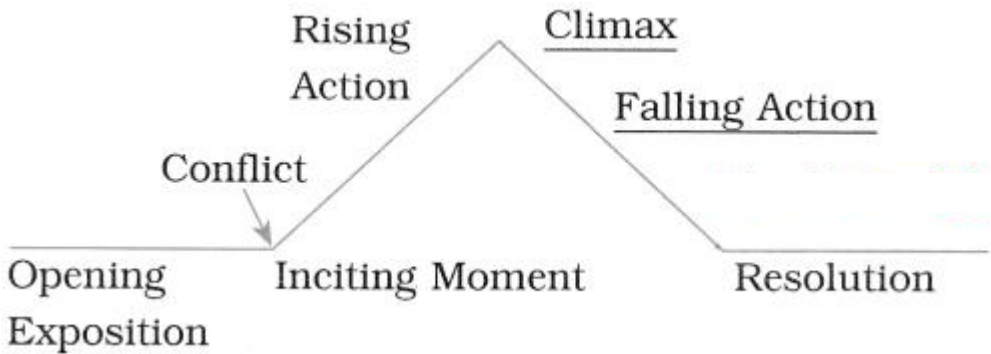
(1) A small waterfall	CAS[C]ADE
(2) You wished greedily for something	C[O]VETED
(3) This describes something important	PREDO[M]INATING
(4) You hope a loud siren, will do this	SU[B]SIDE
(5) Troublemakers do this	IN[S]TIGATE

COMBS

The Gift Of The Magi Questions And Answers For Class 6 Question 7.
Complete the following basic plot diagram :



Answer:



A Gift For Christmas 10th Class Question Answer Question 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 ()

Answer:

(1) reluctance to spend money ()
(2) relating to ()
(3) urge ()
(4) reduce in value – depreciate (Verb)
(5) wisdom – prudence (Noun)
(6) very huge – mammoth (Adjective)
(7) foolishness – idiocy (Noun)

The Gift Of Magi Question And Answers Question 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?

Answer:

If I ran short of money to buy a gift for one of my parents/siblings, I would borrow from someone else close to me. For example, if I wanted to buy a bag for my sister and fell short of money, I would ask my mother to lend it to me. If I wanted to buy something for Mom and did not have the money for it, I would borrow from dad.

(b) Think of two alternatives that could have prevented Della as well as Jim from selling their most precious possessions.

Answer:

Both knew that they were poor and couldn't afford expensive gifts. So they could have just given each other small token gifts of flowers or cards. This would have prevented them from selling their most precious possessions.

(c) Justify the title of the story, 'The Gift of the Magi'.

Answer:

The Magi were three wise men who brought gifts for baby Jesus during Christmas. They knew how to give and gave unique gifts with special emphasis. In the same way, Della and Jim gave each other unique gifts. The author compares their giving to the gifts the Magi gave to baby Jesus, he calls them true 'Magi' because of their wisdom in realizing that unselfish love is the greatest of all gifts.

(d) Gifts that you buy have fixed prices/ rates. How can the buyer increase the value of a gift bought for someone very dear in the family?

Answer:

The buyer can increase the value of a gift bought for someone very dear in the family by giving it with words of love and gratitude. He /She can also write something loving on a card and attach it to the gift.

(e) What situation is the climax of the story ? How does it end up as an Anticlimax?

Answer:

The climax should have been the happiness and joy on the faces of Jim and Della when they see their gifts. It ends up as an anti-climax because though they had got what they coveted, neither of them could now use the gifts.

(f) If you share this story with some friends in a junior class, how would they react in the end?

Answer:

They would probably just feel that all the sacrifice was wasted. They would not have realized the deeper meaning of the story.

(g) Who were the very first people to give Christmas gifts? What had inspired them to do so?

Answer:

The Magi visited Jesus after his birth to give gifts to honour him. The Magi wanted to celebrate their Christmas by exchanging gifts. They were the first people to give Christmas gifts.

(h) At the end of the story, O Henry remarks that of all who give gifts, Della and Jim were the wisest. Think and explain this paradoxical remark.

Answer:

Jim and Della were initially foolish enough to believe that they needed to give material gifts in order to show their love for one another and that they had to sacrifice their most precious possessions to do so. However, they were also wise enough to know later that unselfish love is the greatest of all gifts.

The Gift Of Magi Question And Answer Question 10.

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

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

.....

Answer:

Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned.

(b) The flat was in a dilapidated condition.

.....

Answer:

It did not actually beggar description, but certainly had that word on the look out for the mendicancy squad.

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

.....

Answer:

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 with envy.

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

.....

Answer:

The next two hours tripped by on rosy wings.

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

.....

Answer:

An ecstatic scream of joy; and then alas! A quick feminine change to hysterical tears and wails.

(f) The weekly income amount does not matter.

.....

Answer:

Whenever Mr. James Dillingham Young came home and reached his flat above he was called 'Jim' and greatly hugged by Mrs. James Dillingham Young.

The Gift Of The Magi Class 10 Question 11.

Frame wh-questions to get the underlined answers.

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

Answer:

What is life made up of?

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

Answer:

Who had spent many a happy hour planning something nice for him?

(3) Her hair reached below her knee.

Answer:

Where did her hair reach?

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

Answer:

She has been ransacking the stores for Jim's present.

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

Answer:

When was the coffee made?

(6) The magi were wise men.

Answer:

Who were the magi?

The Gift Of The Magi Questions And Answers Pdf Question 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, ?

Answer:

(1) Della leaped up, didn't she?

(2) You'll have to look at the time, won't you?

(3) They were expensive combs, weren't they?

(4) I just had to do it, didn't I?

(5) I am still pretty, aren't I?

(6) Give it to me quick, won't you?

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

(8) My hair grows so fast, doesn't it?

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

(10) of saying a little silent prayer about the simplest everyday things.

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

Questions – 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,

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- Arjun
- Digvijay

(6) Will you buy my hair ? No,
(7) Can you afford it ? No,
(8) Are you fooling me ? No,
Answer:
(1) Yes, I do.
(2) Yes, I have.
(3) Yes, you shall/can.
(4) Yes, it is.
(5) No, It doesn't.
(6) No, I won't.
(7) No, I can't.
(8) No, I'm not.

The Gift Of The Magi Story Questions And Answers Question 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.
.....

Answer:
(1) to see – infinitive
(2) frightening – participle
(3) to settle – infinitive
(4) playing – gerund
(5) horrifying – participle

The Gift Of The Magi Solution Question 14.
List the signs that indicate that Della was very poor.
Answer:
The following things show us that Della was very poor:
(i) The house was a poorly furnished flat at \$8 per week.
(ii) The couch was small and shabby.
(iii) In the vestibule below was a letter-box and an electric bell, both of which were not functioning.
(iv) The current family income was \$20 per week.
(v) After a lot of bargaining and penny-pinching, Della had saved only one dollar and eighty-seven cents for Christmas.

The Gift Of Magi Questions And Answers Question 15.
Pick out from the passage words that mean the following, and state if it is a Noun, Verb or Adjective: (The answers are given directly and underline.)
Answer:

Phrase	Word From the passage	Part of Speech
(1) Reluctance to spend money	parsimony	Noun
(2) Relating to	appertaining	Verb
(3) Urge	coax	Verb
(4) provokes	instigates	Verb

The Gift Of The Magi Question And Answer Question 16.
Rearrange the letters given below to form sensible words:
(i) stedoih
(ii) eilpmid
(iii) teccirle
(iv) ectubrh.
Answer:

- (i) stedom – modest
- (ii) teccirle – electric
- (iii) eilpmid – implied
- (iv) ectubrh – butcher

Question 17.

Della counted the money thrice. Explain what you think the reason for this may be.

Answer:

Della had struggled and bargained a lot to save money. She had hoped that she had saved enough money to buy Jim a proper Christmas present. She could not believe that it was only 1 dollar and 87 cents. She probably counted the money thrice in the hope that it was actually more than that.

Question 18.

Write whether the following statements are True or False:

- (1) Della wanted to buy a Christmas present for Jim.
- (2) There was a pier glass between the windows of the room.
- (3) Jim now earned \$30 per week.
- (4) It was Christmas Eve.

Answer:

- (1) True
- (2) True
- (3) False
- (4) True

Question 19.

(1) Write the part of speech of each of the words given below:

- (1) fairly accurate conception.
- (ii) very agile person.

Answer:

- (i) fairly-adverb
- accurate – adjective
- conception – noun

(ii) very-adverb

agile-adjective

person-noun

Question 20.

Find from the passage the antonyms of the following words:

- (1) common
- (2) slow
- (3) spending
- (4) dully

Answer:

- (1) common x rare
- (2) slow x agile
- (3) spending X saving
- (4) dully x brilliantly

Question 21.

Rewrite the following sentence as an interrogative sentence: Twenty dollars a week doesn't go far.

Answer:

Does twenty dollars a week go far?

Question 22.

Rewrite the following sentence beginning 'Though ': Her eyes were shining brilliantly, but her face had lost its colour.

Answer:

Though her eyes were shining brilliantly, her face had lost its colour.

Question 23.

Complete the following:

- (1) The couple's prized possessions were
- (2) Della's beautiful hair fell about
- (3) Della felt sad on losing her hair because

Answer:

- (1) Jim's gold watch and Della's beautiful hair.
- (2) her rippling and shining like a cascade of brown waters.
- (3) it was very beautiful and her prized possession.

Question 24.

Write the adjective forms of the following words and pick out those that are participles:

- (1) possessions
- (2) treasures
- (3) envy
- (4) sparkle

Answer:

- (1) possessions – possessive
- (2) treasures – treasured (past participle)
- (3) envy – envious
- (4) sparkle – sparkling (present participle)

Question 25.

Complete the following:

- (a) The gift Della bought for Jim was

Answer:

- (a) a platinum fob chain.

Question 26.

Explain why Della looked at her reflection critically.

Answer:

Della had cut off her beautiful hair, which Jim had loved. She was worried about his reaction to her short hair, and to make it look better she had curled her newly-cut hair. She looked at her reflection critically hoping that Jim would like it.

Question 27.

Pick out 4 adverbs of manner from the passage.

Answer:

properly, wonderfully, carefully, critically.

Question 28.

Frame a Wh-question to get the underlined part as the answer: She was ransacking the store for Jim's present.

Answer:

Why was she ransacking the store?

Question 29.

Rewrite the following sentence using 'No sooner., than..': As soon as she saw it she knew that it must be Jim's.

Answer:

No sooner did she see it, than she knew that it must be Jim's.

Question 30.

Complete the following: (The answers are given directly and underlined.)

- (a) Jim stared at Della
- (b) Della took pride in the beauty of her hair

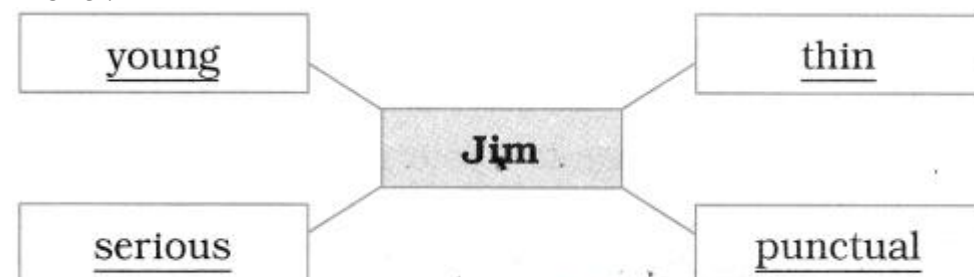
Answer:

- (a) because she had cut off her hair.
- (b) because Jim thought that she was pretty because of her hair.

Question 31.

Complete the web with words to describe Jim.

Answer:



Question 32.

Pick out two words from the passage formed by using prefixes:

Answer:

immovable, disapproval.

Question 33.

Match the adjectives in column 'A' with the nouns in column 'B':

'A'	'B'
(1) new	(a) prayer
(2) silent	(b) overcoat
(3) first	(c) expression
(4) peculiar	(d) flight

Answer:

'A'	'B'
(1) new	(b) overcoat
(2) silent	(a) prayer
(3) first	(d) flight
(4) peculiar	(c) expression

Question 34.

Give your opinion: 'It is important to give gifts.'

Answer:

Yes, it is. When you give gifts, you show your love and affection for the person. You also show that you have remembered the occasion- maybe a birthday or an anniversary. However, the gift should be thoughtfully chosen, keeping the likes and dislikes of the receiver in mind.

Question 35.

Put the following statements in the correct order of occurrence:

- (1) "If you'll unwrap that package you may see why you had me going a while at first."
- (2) "It's Christmas Eve, boy."
- (3) "Don't you like me just as well, anyhow?"
- (4) "It's sold, I tell you."

Answer:

- (3) "Don't you like me just as well, anyhow?"
- (4) "It's sold, I tell you."
- (2) "It's Christmas Eve, boy."
- (1) "If you'll unwrap that package you may see why you had me going a while at first."

Question 36.

Give reason: Della asked Jim to be good to her.

Answer:

Della asked Jim to be good to her for she had cut off her hair for his sake.

Question 37.

Complete the following:

This conversation took place on

Answer:

Christmas Eve.

Question 38.

Complete the following table:

Answer:

Noun	Adjective	Adverb
(1) labour	laborious	laboriously
(2) idiocy	idiotic	idiotically
(3) discretion	discreet	discreetly
(4) curiosity	curious	curiously

Question 39.

- (1) Jim drew a package from his overcoat pocket and threw it upon the table. (Rewrite beginning 'Drawing....')
- (2) The magi brought valuable gifts, but that was not among them. (Rewrite beginning 'Though '.)

Answer:

(1) Drawing a package from his overcoat pocket, Jim threw it upon the table.

(2) Though the magi brought valuable gifts, that was not among them.

Question 40.

(1) The gift Jim had brought for Della was

(2) The beautiful present flashed with

(3) Jim and Della wanted to present the gifts because

Answer:

(1) a set of beautiful, pure tortoise shell combs, with jewelled rims.

(2) a reflection of Della's bright and ardent spirit.

(3) it was Christmas Eve, a time for giving gifts.

Question 41.

Jim wanted to put the Christmas presents away and get back to daily life.

Answer:

And now, suppose you put the chops on.

Question 42.

Describe the scene when Della opened the package that Jim gave her.

Answer:

Della opened the package that Jim had given her with nimble fingers. She first gave an ecstatic scream of joy, which soon changed to hysterical tears and wails. Jim had to immediately comfort and soothe her. However, she hugged the gift lovingly to her bosom.

Question 43.

why Jim sold his gold watch. Do you think he did it willingly?

Answer:

Jim sold his gold watch to buy a Christmas gift for Della. Yes, he did it willingly, even though it was his prized possession.

Question 44.

why Jim and Della are referred to as the Magi.

Answer:

Jim and Della are referred to as the Magi because first each willingly sacrificed his/her prized possession for the sake of the loved one.

Then they wisely realized that unselfish love is the greatest of all gifts.

Question 45.

Pick out from the story the word that means the following, and state if it is a Noun, Verb or Adjective: sought after

Answer:

sought after – coveted (Adjective)

Question 46.

Fill in the blanks with words from the passage that are the opposites of the underlined words: (The answers are given directly and underlined.)

(1) Something that is not

(2) Something that is not

(3) Men who are not are

(4) Something that is not is

Answer:

(1) cheap is expensive.

(2) bright is dull.

(3) foolish, wise.

(4) hated, worshipped.

Question 47.

(1) Pick out two compound words from the lesson.

(2) Pick out a gerund from the lesson and use it in your own sentence.

(3) Punctuate: youve cut off your hair asked jim laboriously

(4) Find out five hidden words from the given word: ornamentation

(5) Use the following phrase in your own sentence: on the corner of the table

(6) Spot the error and rewrite the correct sentence: Jim be never late.

(7) Identify the type of sentence: Isn't it a dandy. Jim?

(8) Arrange the following in alphabetical order: Christmas, cheeks, chaste, chain, chops, coveted

(9) Complete the word chain of animal names: duck, k....., o....., h....., e..... .

Answer:

(1) backyard, letter-box

(2) saying: He had the habit of saying cruel things with a smile on his face.

(3) "You've cut off your hair?" asked Jim, laboriously.

(4) ornamentation: ornament, remain, mentor, meant, rotate

(5) The little boy sat on the corner of the table.

(6) Jim was never late.

(7) Interrogative and negative.

(8) chain, chaste, cheeks, chops, Christmas, coveted

(9) duck, kangaroo, ostrich, hare, elephant.

Question 48.

"You say your hair is gone?" he said, with an air almost of idiocy. (Rewrite in reported speech.)

Answer:

He asked her, with an air of almost idiocy, whether she said that her hair was gone.

Question 49.

(1) Use the following word as a verb and a noun in two separate sentences: look

(2) Use the given two words in a single sentence of your own: reflection, terrified

Answer:

(1) (i) "Look to your left and right before crossing the road," said the policeman, (verb)

(ii) The woman gave the shopkeeper an angry look, (noun)

(2) The lion was terrified when it saw its reflection in the water.

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