Chapter 5: Quality

CONTENTS 5 exercises · 11 questions

5.1	Working with the Text	5 Q
5.2	Working with Language (phrasal verbs)	1 Q
5.3	Working with Language (the 'sh' sound: initial, medial, final)	1 Q
5.4	Working with Language (underline the 'ch' sound)	1 Q
5.5	Working with the Poem ("Trees" by Shirley Bauer)	3 Q

Exercise 5.1 — Working with the Text

Q1 What was the author's opinion about Mr Gessler as a bootmaker?

SOLUTION

The narrator held Mr Gessler in the highest regard.
He says the boots Gessler made 'never failed to fit' and that making such boots 'seemed to me then, and still seems to me, mysterious and wonderful.'

Answer: The author had a very high opinion of Mr Gessler. He thought Gessler was a true artist who made the finest boots in London. The boots always fitted perfectly, lasted very long, and had 'some essence of boot stitched into them', so making them seemed mysterious and wonderful.

Q2 Why did the author visit the shop so infrequently?

SOLUTION

The text says his boots 'lasted terribly, having something beyond the temporary, some essence of boot stitched into them.'

Answer: The author visited the shop very rarely because Mr Gessler's boots lasted extremely long. They were so well made and durable that one simply could not wear them out, so the author did not need to order new ones often.

Q3 What was the effect on Mr Gessler of the author's remark about a certain pair of boots?

SOLUTION

The author told Gessler that a pair of boots creaked.
Gessler was deeply hurt and could not believe his boots could be faulty.

Answer: When the author said a pair of boots had creaked, Mr Gessler was shocked and pained. He looked at the author as if expecting him to withdraw the statement, lowered his eyes as if searching his memory, and finally, feeling responsible, offered to take the boots back to look at them and to take them off the bill if he could do nothing with them.

Q4 What was Mr Gessler's complaint against "big firms"?

SOLUTION

Gessler said, 'Dey get id all... dey get id by advertisement, nod by work. Dey take id away from us, who lofe our boods.'

Answer: Mr Gessler complained that the big firms captured all the business through advertisement, not through good work. They took the trade away from craftsmen like him who truly loved their boots. Because of this, he steadily got less and less work every year, and the big firms, he said, had no self-respect.

Q5 Why did the author order so many pairs of boots? Did he really need them?

SOLUTION

On seeing Gessler's lined, aged face and struggle, the author felt deep sympathy.
He says, 'his face and voice made so deep an impression... I ordered many pairs.'

Answer: No, the author did not really need so many pairs of boots. He ordered many pairs out of pity and sympathy for Mr Gessler, whose aged, worn face and bitter struggle moved him deeply. He wanted to help the poor old craftsman by giving him work, even though the boots lasted longer than ever and he could not wear them out.

Exercise 5.2 — Working with Language (phrasal verbs)

Q1 Study the following phrases and their meanings. Use them appropriately to complete the sentences that follow. look after: take care of; look down on: disapprove or regard as inferior; look in (on someone): make a short visit; look into: investigate; look out: be careful; look up: improve; look up to: admire. (i) After a very long spell of heat, the weather is _____ at last. (ii) We have no right to _____ people who do small jobs. (iii) Nitin has always _____ his uncle, who is a self-made man. (iv) The police are _____ the matter thoroughly. (v) If you want to go out, I will _____ the children for you. (vi) I promise to _____ on your brother when I visit Lucknow next. (vii) _____ when you are crossing the main road.

SOLUTION

Match each blank to the phrase whose meaning fits the sentence.
(i) weather improving → looking up
(ii) regarding small-job workers as inferior → look down on
(iii) admiring a self-made uncle → looked up to
(iv) investigating the matter → looking into
(v) taking care of the children → look after
(vi) making a short visit → look in
(vii) being careful → Look out

Answer: (i) looking up (ii) look down on (iii) looked up to (iv) looking into (v) look after (vi) look in (vii) Look out

Exercise 5.3 — Working with Language (the 'sh' sound: initial, medial, final)

Q1 Each of the following words contains the sound 'sh' (as in shine) in the beginning or in the middle or at the end. First speak out all the words clearly. Then arrange the words in three groups in the table: sheep, trash, marsh, fashion, anxious, shriek, shore, fish, portion, ashes, sure, nation, shoe, pushing, polish, moustache.

SOLUTION

Decide where the 'sh' sound falls in each word: at the start (initial), in the middle (medial), or at the end (final).
Initial (word begins with the 'sh' sound): sheep, shriek, shore, sure, shoe.
Medial (the 'sh' sound is in the middle): fashion, anxious, portion, ashes, nation, pushing.
Final (word ends with the 'sh' sound): trash, marsh, fish, polish, moustache.

Answer: Initial: sheep, shriek, shore, sure, shoe. Medial: fashion, anxious, portion, ashes, nation, pushing. Final: trash, marsh, fish, polish, moustache.

Exercise 5.4 — Working with Language (underline the 'ch' sound)

Q1 In each of the following words 'ch' represents the same consonant sound as in 'chair'. Underline the letters representing this sound in each of the following words. (i) feature (ii) archery (iii) picture (iv) reaching (v) nature (vi) matches (vii) riches (viii) batch (ix) church

SOLUTION

Find the letters that spell the 'ch' (as in chair) sound in each word and underline them.
The sound may be spelt 'tu' (feature, picture, nature), 'ch' (archery, reaching, riches, church), or 'tch' (matches, batch).

Answer: (i) fea[t]ure (ii) ar[ch]ery (iii) pic[t]ure (iv) rea[ch]ing (v) na[t]ure (vi) ma[tch]es (vii) ri[ch]es (viii) ba[tch] (ix) [ch]ur[ch]

Exercise 5.5 — Working with the Poem ("Trees" by Shirley Bauer)

Q1 What are the games or human activities which use trees, or in which trees also 'participate'?

SOLUTION

Look through the poem for lines describing play and human activity around trees.
The poem mentions tree houses, swings, 'Hide and Seek', tea parties, catching kites, providing shade, and chopping down trees for timber.

Answer: Trees are used to make tree houses in and to swing swings on. Children hide behind them while playing 'Hide and Seek', have tea parties under them, and get their kites caught in them. Trees also make cool shade in summer, and people chop them down for timber. Mothers admire them as a lovely picture, while fathers rake their fallen leaves in the fall.

Q2 (i) "Trees are to make no shade in winter." What does this mean? (Contrast this line with the line immediately before it.) (ii) "Trees are for apples to grow on, or pears." Do you agree that one purpose of a tree is to have fruit on it? Or do you think this line is humorous?

SOLUTION

(i) Contrast this line with the previous one: 'Trees are to make cool shade in summer.'
In summer the leafy trees give cool shade, but in winter they shed their leaves and become bare, so they cast no shade.
(ii) Consider whether trees purposely 'grow fruit for us' or whether the line is playful.

Answer: (i) It means that in winter trees shed their leaves and stand bare, so they give no shade at all. This contrasts with the line before it, 'Trees are to make cool shade in summer', when the leafy trees give plenty of cool shade. (ii) The line is humorous. Trees do not exist only to grow fruit for us; producing apples and pears is a natural process, not a deliberate purpose. Like the other lines, it playfully describes trees only from a human point of view.

Q3 With the help of your partner, try to rewrite some lines in the poem, or add new ones of your own as in the following examples. Trees are for birds to build nests in. Trees are for people to sit under. Now try to compose a similar poem about water, or air.

SOLUTION

Follow the poem's pattern — begin each line with the subject (Water / Air) followed by a use of it.
Keep lines simple and varied, listing many uses as the original poem does.

Answer: Sample poem about water:
Water is for fish to swim in.
Water is for children to splash in.
Water is to grow our crops with.
Water is to quench our thirst.
Water is to sail our boats on.

Water is to wash and clean with.
Water makes mothers say, "Turn off the tap!"
Water makes farmers say, "May the rains come soon!"