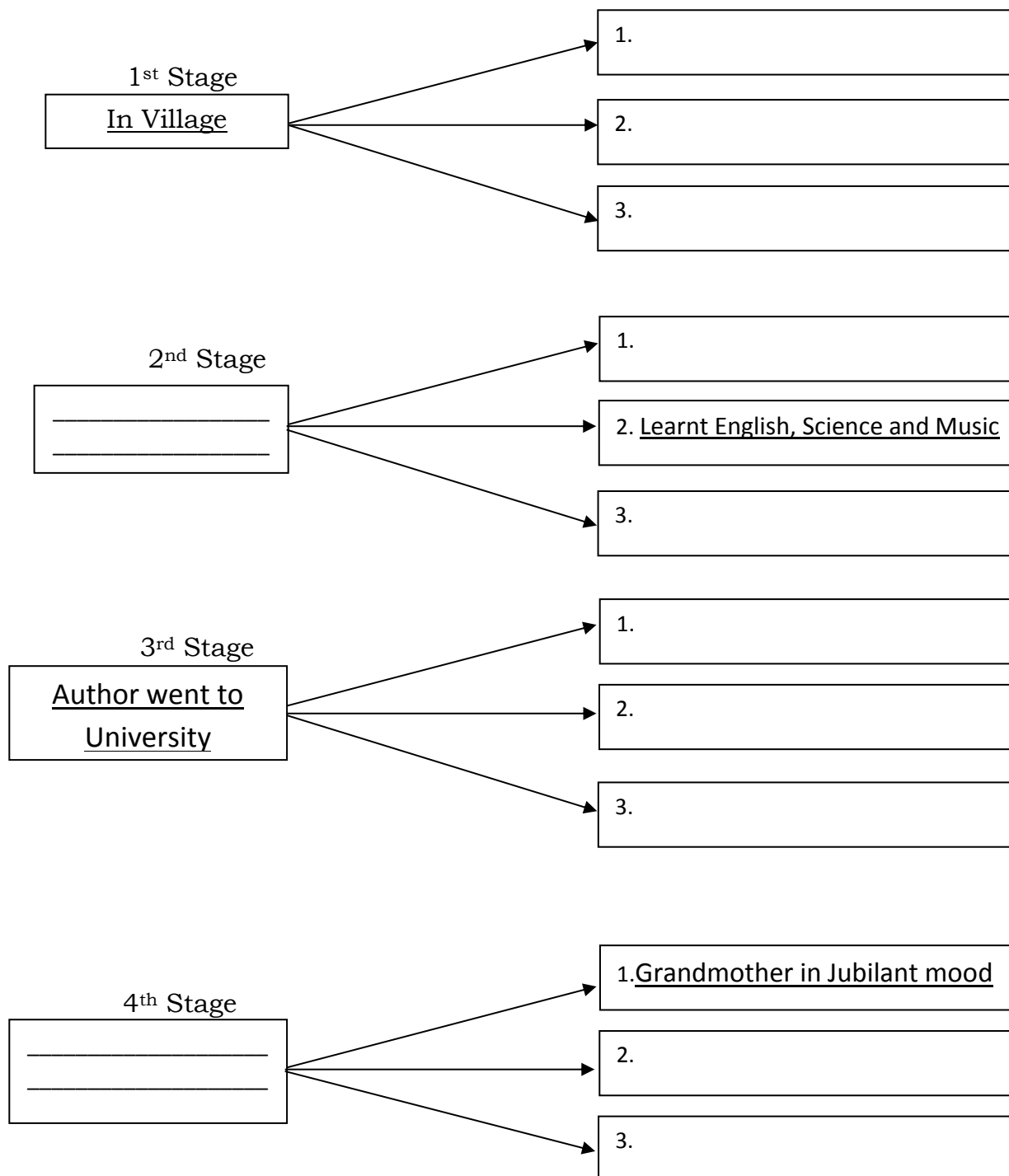


The Portrait of A Lady

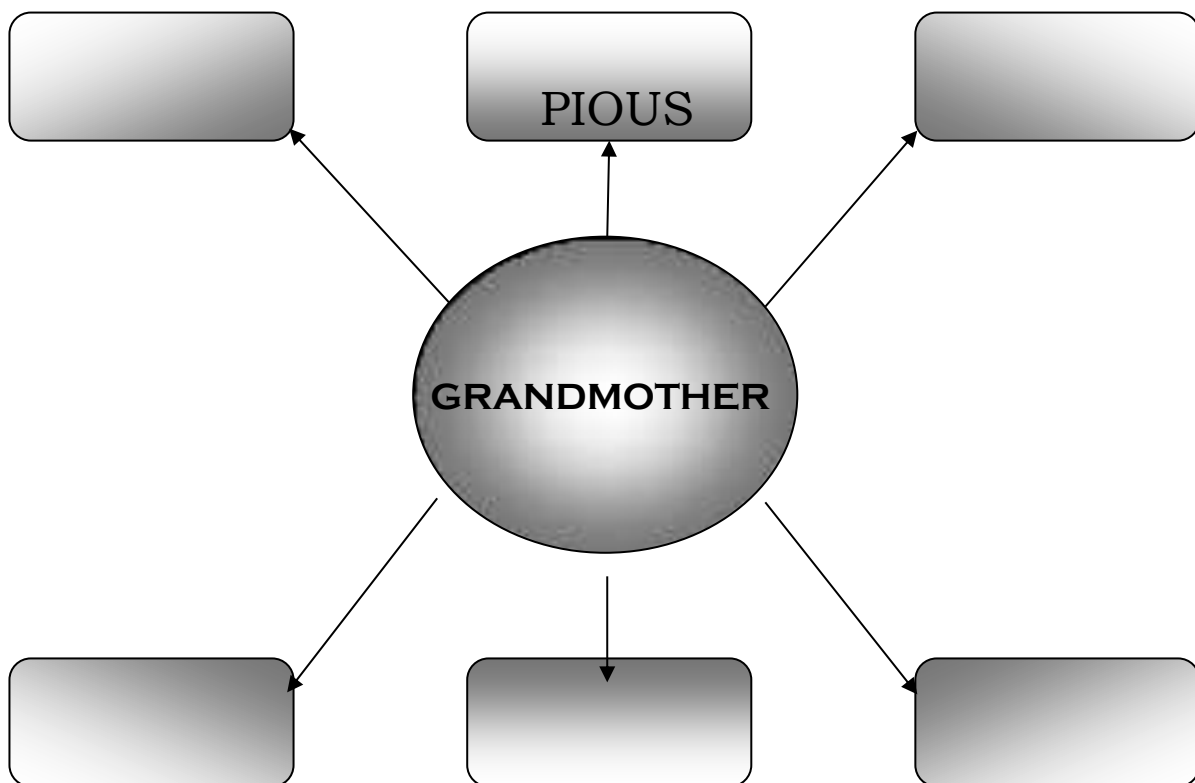
Q. 1. Complete the following flow chart filling in the boxes with stages in relationship between the grandmother and the author and important points of the same.



Q. 2. Rearrange the following events in the proper order as they took place in the story and write the same in the boxes provided in front of them:

- | | |
|--|----------------------|
| a. The grandmother spent her afternoon feeding sparrow. | <input type="text"/> |
| b. She used to feed stale chapattis to the village dogs. | <input type="text"/> |
| c. She ignored the protests of the family members and kept mum. | <input type="text"/> |
| d. Grandmother accompanied the author to the school. | <input type="text"/> |
| e. She thumped the sagging skins of dilapidated drum throughout the evening. | <input type="text"/> |
| f. The sparrows did not take any notice of the bread crumbs. | <input type="text"/> |
| g. She could not help the author in studies. | <input type="text"/> |
| h. The author didn't know whether he would be able to see his grandmother alive when he would come back. | <input type="text"/> |

Q. 3. Complete the given pattern with the character-traits of the grandmother:



ANSWER KEY

Q. 1. Answers

1st Stage (In Village) – 1. Accompanied the author to school, 2. Close bonding, 3. Fed village dogs

2nd Stage (Shifted to City) – 1. Grandmother could not accompany, 2. Unable to help him in studies, 3. Wanted teaching about God and scriptures

3rd Stage (Author in University) – 1. Common link snapped, 2. Accepted her seclusion with resignation, 3. Feeding sparrows-favourite pastime

4th Stage (Author's Return) – 1. Grandmother in jubilant mood, 2. Beat the skins of the dilapidated drum, 3. Sang songs of warriors homecoming

Q. 2. The sequence: - 1-d, 2-b, 3-g, 4-a, 5-h, 6-e, 7-c, 8-f

Q. 3. Pious, Animal Lover, Kind, Sympathetic, Caring, Brave, Strong Willed, Old Fashion, etc.
