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It was the time when the author was not well off and neither did he have the sense to say no to that women. That time he had to part with all his money with the whole month ahead of him. This happened because the lady kept on ordering the most expensive items on the menu one after the another. Every time he had to say no for ordering for himself because that would double up the cost. The lady ordered salmon, asparagus, caviare etc and the author's heart sank with each order she placed. The author being a vindictive man did not say a word but now after 20 years, he remembered the embarrassment while the lady is now only twenty-one stone. Q.2: There are quite a few places where the author uses the expressions ‘my heart sank’, ‘panic seized’ etc. What was the reason for this?Ans : The use of expressions like 'my heart sank' and 'panic seized' is used to show the author's inability to pay for the expensive items that the lady kept ordering. Through the entire story, these expressions have been used to establish the state of mind that the author was going through. It also deals with the humour element as the author was unable to refuse to the lady and cost him the entire money that he had. Q.3: Locate instances of irony in the story.Ans : The story is full of an ironic element that is related to the difference between the statements and the actions of the young lady. The statement of the lady before ordering each expensive item that she did not like anything for the luncheon except…. And then this expect was the most luxurious item on the menu card that included salmon, asparagus, caviare being the major elements. Each time the author's heart skipped a beat when the young lady ordered something after saying that she would not like to have something. Every time he had to refuse for the order for himself for that he clearly could not afford double the cost. Q.4: People with foibles are often not conscious of them.Ans : Foibles are the minor weaknesses or the eccentricity in the individual's characters. This is true that the people with foibles are themselves unaware of the same as in the individual perspective they are perfect. It the people in the surroundings that observe the difference in the behaviour while the person himself might be acting completely normal. Q.5: The author’s attempts at keeping up his pretence of friendliness while he was mentally preoccupied with the expense of the Luncheon.Ans : It was clearly observed in the entire story that how by every new order author's heart sank but still he maintained a friendly behaviour. He established the fact that he was a true gentleman as he did not even once have an objection on the repetitive expensive orders by the lady. NCERT / CBSE Book for Class 11 EnglishYou can download the NCERT Book for Class 11 English in PDF format for free. 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In Paris, in a tiny apartment in the Latin quarter which overlooked a cemetery. 3.How did the author of the story make his money twenty years ago? the author of the story made his money twenty years ago By writing books. 4. Why did he decide to invite the lady for luncheon? He was flattered and he was far too young to have learned to say ‘No’ to a woman. 5.Where did the lady want to have luncheon? At Foyot’s 6.What kind of a restaurant was Foyot? It was an expensive restaurant which the narrator couldn’t afford. A restaurant where the French senators dined. 7.How did the narrator convince himself that he could afford to take his friend for luncheon at the Foyot’s? He had 80 francs with him and a modest lunch would not cost him more than fifteen francs. If he cut out the coffee for two more weeks, he could manage well. 8.What all did the lady order for her luncheon? Salmon, caviar, champagne, asparagus 9.What did the narrator order for himself? Mutton chops 10.What did the lady talk gaily about? She talked about art, literature and music. 11.Why did she criticize his eating habits? As she felt that mutton chops were heavy for lunch. 12.Why did the narrator panic? Not because he wondered whether he would have enough money to end till the end of the month but because he wondered whether he would have enough to pay the bill. 13.What did the narrator plan to do if he didn’t have enough money to pay the bill? He would be obliged to borrow it from his guest. However he couldn’t get himself to do that. So he would pretend that his wallet had got picked. However it would be awkward if she too didn’t have enough money to pay the bill. 14.What would be the final solution? He would leave his watch and come back and pay later 15.Inspite of the hefty bill thoughts on the narrators mind, he orders a coffee for himself and a coffee with ice-cream for the lady. Why? By this time he did not care anymore 16.Did the narrator have enough money to pay the bill? He just about managed. 17.Why did the lady call him a ‘Humorist’? As she tells the narrator that one should not eat more than one thing for luncheon, he says that he will eat nothing for dinner that night. In spoken English and informal writing, a short answer is a response made up of a subject and an auxiliary verb or modal. Short answers are brief but complete—they can answer "yes or no" questions or more complicated queries. Conventionally, the verb in a short answer is in the same tense as the verb in the question asked. Also, the verb in the short answer should agree in person and number with its subject. Short answers can appear in just about any context. The following examples are all from literature—study them to better understand how short answers look and sound in conversation. "'How did she do in her exams?' Maria had already told me she had done quite well, but I was now flailing around to keep the conversation going. 'She passed.' 'She is all right, isn't she?' 'Yes, she is,' he replied firmly," (Seth 2000). "'The poor lass took quite a fall, didn't she?' Gelfrid remarked. 'Is she usually so clumsy?' 'No, she isn't,' Judith answered," (Garwood 1992). "You're asking yourself, Can I give this child the best possible upbringing and keep her out of harm's way her whole life long? The answer is no, you can't," (Kingslover 1988). "Can we change? Yes, we can. Can they change? Yes, they can," (Clarke 2004). "'Will, you've been in love before, haven't you? I mean, with Anna, of course ... and your various ... well, you have, haven't you?' Will looked into his glass. 'No. No, I haven't,'" (Donnelly 2007). "'What's up with him?' 'His stomach is sick. He's nervous about his speech.' 'He's got food poisoning!' Helen declared. 'Hasn't he?' 'No, he has not!' 'Yes, he has.' 'No, he has not'!' 'Yes, he has,'" (Keyes 2007). "'No, I won't, Jeremiah—no I won't— no I won't!—I won't go, I'll stay here. I'll hear all I don't know and say all I know. I will, at last, if I die for it. I will, I will, I will, I will!'" (Dickens 1857). The structure of a short answer is important. Without a subject and an auxiliary verb, a short answer is not a full answer. However, a short answer does not need to entirely restate a question. Because they often lack a main verb, they are technically not complete sentences. Writer and language expert Michael Swan explains this further in the following excerpt. "Answers are often grammatically incomplete because they do not need to repeat words that have just been said. A typical 'short answer' pattern is subject + auxiliary verb, together with whatever other words are really necessary. Can he swim? Yes, he can. "This response is more natural than Yes, he can swim. Has it stopped raining? No, it hasn't. Are you enjoying yourself? I certainly am. You'll be on holiday soon. Yes, I will. Don't forget to telephone. I won't. You didn't phone Debbie last night. No, but I did this morning. "Non-auxiliary verbs be and have are also used in short answers. Is she happy? I think she is. Have you a light? Yes, I have. "We use do and did in answers to sentences that have neither an auxiliary verb nor non-auxiliary verbs be or have. She likes cakes. She really does. That surprised you. It certainly did. "Short answers can be followed by tags. Nice day. Yes, it is, isn't it? "Note that stressed, non-contracted forms are used in short answers," (Swan 2005). Another way to shorten an answer is to use a word like so in place of part of a statement. You have likely seen and heard this many times before. The book Active English Grammar offers a description of how such words are used in short answers. "Sometimes a statement about one person also applies to another person. When this is the case, you can use a short answer with 'so' for positive statements, and with 'neither' or 'nor' for negative statements using the same verb that was used in the statement. "You use 'so,' 'neither,' or 'nor' with an auxiliary, modal, or the main verb 'be.' The verb comes before the subject. You were different then.—So were you.I don't normally drink at lunch.—Neither do I.I can't do it.—Nor can I. "You can use 'not either' instead of 'neither,' in which case the verb comes after the subject. He doesn't understand.—We don't either. "You often use 'so' in short answers after verbs such as 'think,' 'hope,' 'expect,' 'imagine,' and 'suppose,' when you think that the answer to the question is 'yes.' You'll be home at six?—I hope so.So it was worth doing?—I suppose so. "You use 'I'm afraid so' when you are sorry that the answer is 'yes.' Is it raining?—I'm afraid so. "With 'suppose,' 'think,' 'imagine,' or 'expect' in short answers, you also form negatives with 'so.' Will I see you again?—I don't suppose so.Is Barry Knight a golfer?—No, I don't think so. "However, you say 'I hope not' and 'I'm afraid not.' It isn't empty, is it?—I hope not," (Active English Grammar 2011). Active English Grammar (Collins COBUILD). HarperCollins Publishers, 2011. Clarke, Oz. Oz Clarke's Pocket Wine Guide 2005. Harcourt, 2004. Dickens, Charles. Little Dorrit. Bradbury and Evans, 1857. Donnelly, Jennifer. The Tea Rose. 1st ed., St. Martin's Griffin, 2007. Garwood, Julie. The Secret. Pocket Books, 1992. Keyes, Marian. Anybody Out There? William Morrow Paperbacks, 2007. Kingsolver, Barbara. The Bean Trees. Harper, 1988. Seth, Vikram. An Equal Music: A Novel. 1st ed., Vintage, 2000. Swan, Michael. Practical English Usage. 3rd ed., Oxford University Press, 2005.

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