

**LOST SPRING**

**Q1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?**

**Ans.** Saheb is looking for gold in the garbage dumps. He is in the neighbourhood of the author. Saheb has come from Bangladesh. He Came with his mother in 1971. His house was set amidst the green fields of Dhaka. Storms swept away their fields and homes. So they left the country.

**Q2. What explanations does the author offer for the children not wearing footwear?**

**Ans.** One explanation offered by the author is that it is a tradition to stay barefoot. It is not lack of money. He wonders if this is only an excuse to explain away a perpetual state of poverty. He also remembers the story of a poor body who prayed to the goddess for a pair of shoes.

**Q3. Is Saheb happy working at the tea-stall? Explain.**

**Ans.** No, Saheb is not happy working at the tea-stall. He is no longer his own master. His face has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The bag was his. The canister belongs to the man who owns the tea-shop.

**THINK AS YOU READ**

**Q1. What makes the city of Firozabad famous?**

**Ans.** The city of Firozabad is famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry. Families have spent generations working around furnaces, welding glass, making bangles for the women in the land.

**Q2. Mention the hazards of working in the glass bangles industry?**

**Ans.** Boys and girls with their fathers and mothers sit in dark hutments, next to lines of flames of flickering oil lamps. They weld pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark than to the light outside. They often end up losing eyesight before they become adults. Even the dust from polishing the glass of bangles is injurious to eyes. Many workers have become blind. The furnaces have very high temperature and therefore very dangerous.

**Q3. How is Mukesh's attitude to his situation different from that of his family?**

**Ans.** Mukesh's grandmother thinks that the god-given lineage can never be broken. Her son and grandsons are born in the caste of bangle makers. They have seen nothing but bangles. Mukesh's father has taught them what he knows—the art of making bangles. But Mukesh wants to be a motor mechanic. He will go to a garage and learn, though the garage is far away from his home.

**UNDERSTANDING THE TEXT**

**Q1. What could be some of the reasons for the migration of people from villages to cities?**

**Ans.** People migrate from villages to cities in search of livelihood. Their fields fail to provide them means of survival. Cities provide employment, jobs or other means of getting food. The problem in case of the poor is to feed the hungry members. Survival is of primary concern.

**Q2. Would you agree that promises made to the poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?**

**Ans.** The promises made to the poor are rarely kept. The author asks Saheb half-joking, whether he will come to her school if she starts one. Saheb agrees to do so. A few days later he asks if the school is ready. The writer feels embarrassed at having made a promise that was not meant. Promises like hers abound in every corner of their bleak world.

**Q3. What forces conspire to keep the workers in bangle industry of Firozabad in poverty?**

**Ans.** Certain forces conspire to keep the workers in bangle industry of Firozabad in poverty. These include the moneylenders, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians. Together they impose a heavy burden on the child.

## TALKING ABOUT THE TEXT

### Q1. How, in your opinion, can Mukesh realise his dream?

**Ans.** Mukesh is the son of a poor bangle-maker of Firozabad. Most of the young men of Firozabad have no initiative or ability to dream, but Mukesh is an exception. He has the capacity to take courage and break from the traditional family occupation. He has strong will power also. He does not want to be a pawn in the hands of the middlemen or moneylenders. He insists on being his own master by becoming a motor mechanic.

He can realise his dream by joining a garage and learn the job of repairing cars and driving them. He will have to overcome many hurdles before he succeeds. Then comes transport problem. Money is the first one. He will have to earn some money himself. The garage is a long way from his home. He will have to cover it twice everyday anyhow—by walking on foot.

Patience, hardwork, firm will and the determination to learn will help him realise his dream.

### Q2. Mention the hazards of working in the glass bangles industry.

**Ans.** The glass bangles industry has many health hazards. It usually employs small children. It is illegal to employ very young children in hazardous industries, but certain forces like ! middlemen, moneylenders, police and politicians combine to entrap the poor workers.

Let us first consider the places where bangle makers work. It is a cottage industry. They work in the glass furnaces with high temperatures. The dingy cells are without air and light. Boys and girls work hard during day next to lines of flames of flickering oil lamps.

They weld pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark than to the light outside. That is why, they often end up losing their eyesight before they become adults.

Glass blowing, welding and soldering pieces of glass are all health hazards. Even the dust from polishing the glass of bangles adversely affects the eyes and even adults go blind. Thus, the surroundings, prevailing conditions and the type of job involved—all prove risky to the health of the workers.

### Q3. Why should child labour be eliminated and how?

**Ans.** Child labour should be eliminated because the children employed at tender age as i domestic servants, dish-washers at road-side dhabas and in hazardous industries making glass bangles, biris, crackers etc. lose the charm of the spring of their life. Their childhood is stolen. Burdened by the responsibility of work, they become adults too soon. Most of them are undernourished, ill-fed, uneducated, and poor. They have a stunted growth.

Child labour can be eliminated only through concerted efforts on the part of government agencies, NGOs (Non-Government Organisations), co-operative societies and political leaders. Mere passing of law will not help. Laws should be enacted faithfully. The children thrown out of work should be rehabilitated and given proper food, clothes, education and pocket money. Their feelings, thoughts and emotions should be respected. Let them enjoy sunshine and fresh air.

## THINKING ABOUT LANGUAGE

Although this text speaks of factual events and situations of misery, it transforms these situations with an almost poetical prose into a literary experience. How does it do so? Here are some literary devices:

- Hyperbole is a way of speaking or writing that makes something sound better or more exciting than it really is. For example: Garbage to them is gold.
- A Metaphor, as you may know, compares two things or ideas that are not very similar. A metaphor describes a thing in terms of a single quality or feature of some other thing; we can say that a metaphor “transfers” a quality of one thing to another. For example: The road was a ribbon of light.
- Simile is a word or phrase that compares one thing with another using the words “like” or “as”. For example: As white as snow.

Carefully read the following phrases and sentences taken from the text. Can you identify the literary device in each example?

- 1.Saheb-e-Alam which means the lord of the universe is directly in contrast to what Saheb is in reality.
- 2.Drowned in an air of desolation
- 3.Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically.
- 4.For the children it is wrapped in wonder; for the elders it is a means of survival.
- 5.As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make.  
shoulders.

### Answers

- 1.Hyperbole 2.Metaphor 3.Contrast 4.Contrast

5.Simile 6.Contrast 7.Hyperbole 8.Metaphor  
9.Metaphor 10.Hyperbole 11.Contrast

## Lesson Name- Should Wizard Hit Mommy?

By- -John Updike

### About the Author

**John Updike** – A Short Biography

### Author

*John fover Updike* (1932 — 2009) was an American novelist, poet, short story writer, art critic, and literary critic. One of only three writers to win the Pulitzer Prize for Fiction more than once. Updike published more than twenty novels, more than a dozen short-story collections, as well as poetry, art and literary criticism and children's books during his career. Hundreds of his stories, reviews, and poems appeared in The New Yorker. He also wrote regularly for The New York Review of Books. His most famous work is his "Rabbit" series.

### Theme / Central Idea of the Lesson. Analysis of Should Wizard Hit Mommy?

#### Theme

The story raises a moral issue whether parents should decide what the children should do or let the children do what they like to do.

It also deals with child innocence represented by Jo and the adult perspective represented by Jake. Jo is like most children who dream and live in their own magical world. They are far removed from ugliness and petty differences. They are pure at heart. Jack invents stories and the plots he creates deal subconsciously with his own experiences and complexes. The story also deals with the theme that parents know what is best for the children even though the children may not realise it.

### Justify the title of Should Wizard Hit Mommy?

#### Justification of Title

The title is justified as the story revolves around the question of understanding. In the story within a story, the daughter desires for an ending where the skunk is acceptable to his playmates. However, the father ended the story where the skunk's real self-remained intact. The story is dealt with from several perspectives; the adult and the children. The title is an open question put to the reader to attempt an interrogation, analysis and to give a verdict. The title invokes curiosity in the reader and attaches importance to the judgement passed as it would reflect the reader's understanding of systems. The author has deliberately left the title open-ended.

### Moral/ Message of the lesson – Should Wizard Hit Mommy?

#### Message

The story 'Should Wizard Hit Mommy' addresses important moral issues. It deals with the idea that parents know what is best for their children because parents love their children the most. One should not look for instant solutions to the problems in life, one should wait patiently for acceptance from friends. Acceptance or the lack of it from friends should not mean that you change the way Nature has intended you to be.

John Updike addresses common issues found in most families. Children have their own identity and views. Parents find it difficult to accept the fact that their children have individual identities and don't appreciate their point of view. Both children and parents need to learn to be inclusive and appreciate diversity and creativity. They should not impose ideas on each other and build a culture of mutual respect, and tolerance.

## CHAPTER NUTSHELL

## **Theme**

Moral debate-child's perspective clashing with the adult perspectives.

## **Adult**

realistic, reflective, philosophical

## **Child**

immediate happiness

1. superficial and sensory level.
2. Jo had loved the ending of the story.
3. Roger became happy with the smell of roses.
4. She was displeased by the new ending.
5. wanted the father to make the wizard hit mommy.
6. Jack was not ready to make any change.
7. Jo should accept without questioning.
8. Learning about traditions and identity.
9. Both can be justified as an acceptable response.

## **Natural Is not disgraceful. Individuality identity**

1. Skunk and creatures accept reality.
2. We should accept what is natural.
3. Wizard sees the point reverts the smell tame.

## **Jack's storyline**

1. A creature usually named Roger (Roger fish, Roger squirrel, Roger chipmunk).
2. Suffered from a problem.
3. Went to the wise owl to find a solution.
4. The owl directed him to the magician
5. The magician would solve his problem in exchange for a few pennies.
6. To arrange for insufficient pennies the magician would direct the creature to a place where he could find it.
7. Roger would be happy would return home just in time to hear the train whistle that brought his daddy home from Boston.

## **Ugly middle position**

1. Jack wanted to end the story as Jo wanted but didn't.

2. He wanted to help his wife and yet, he didn't do so.

### **Character Sketch of Jack**

1. He wanted women clinging to him, chauvinistic.

2. He did not want to speak with her, work with her, touch her, anything, temperamental husband. Jack wants to help Caire yet doesn't make any effort to do so.

3. Jack had infused his own childhood in the story, 'humiliation of his own childhood'.

4. He hated being contradicted or questioned by his children. It's Daddy's story.

5. Skunk is as unquestioningly obedient Jack was to his mother. 'She realised he was defending his own mother to her'.

### **Genre**

#### **The story with a story**

##### **Parents know best**

1. Roger's mother after Jack's own.

2. Story-a reminder to Jo.

3. Importance of yielding to parents.

4. Mothers are always right.

5. The wizard takes his beating quietly.

6. Skunk's mother really loved him, wanted to bring him up with right moral values.

#### **Allegorical representation**

1. owl-wise counsel

2. parents-authority

3. smell of roses-conforming to society

4. Skunk smell-individuality

5. pennies-effort to modify

#### **Autobiographical elements**

1. John Updike suffered humiliation and ridicule during his childhood. Jo's father had moments of 'humiliation of his own childhood'.

2. Jack idealized the mother, as Roger does in the story.

### **Joanne**

1. A happy-go-lucky child of four.

2. Naturally inquisitive and is curious. Are magic spells real?

3. 'Reality phase' Jo is displaying. better rationale and understanding.
4. 'Tomorrow you say he hit that mommy' immediate happiness.
5. Full of fancy.

**Short and Simple Summary of the lesson in English– Should Wizard Hit Mommy?/ Summary in simple Words/ Critical appreciation of the lesson – Should Wizard Hit Mommy?**

### Summary

Jo, a four-year-old girl, is accustomed to hearing stories from her father, Jack, every evening and for Saturday naps. Jack followed a basic story structure. The main character of the story was Roger but it would be a different animal every day. Roger would have a problem and would consult the wise owl for a solution to his problem who in turn would direct him to a wizard. The wizard would solve the problem through his magic spell and would demand his fee. The wizard would then guide Roger to the place where this money could be found. Finally, a happy Roger would play games with other children and go back home to his mommy before his father returned from Boston.

That Saturday afternoon, as per the custom, Jack began his story. Jo suggested skunk as the main character for the story. Roger Skunk's problem was his foul odour because of which other small animals avoid playing with him. To solve this problem, he went to the wise owl who directed him to the wizard.

Jo had lately started questioning the credibility of things told in the stories like magic spells, death, God, etc.

The wizard used his magic and changed the skunk's foul odour to that of roses. The wizard charged him seven pennies. However, the skunk had only four pennies with him. So, he was directed to a place where he would find the remaining three pennies. He found the pennies easily and gave them to the wizard. Roger Skunk happily played with other children.

When Roger Skunk reached home, his mommy disliked the new smell. She did not want him to smell any different than other skunks as their foul smell was a weapon against enemies. Mommy Skunk took Roger back to the wizard to undo the spell. She hit the wizard over his head for making her son smell like roses. Now, Roger Skunk again regained his foul smell.

Jo was dissatisfied with the ending of the story. Jo wanted her father to retell the story the next day with a new ending where the mommy was hit back by the wizard.

However, Jack refused to change the way he ended the story. According to him, parents only did what was right for their kids. He explained to Jo that the little skunk loved his mother and did what she wanted as he knew that the mother would always do what was right for him. Jo, however, refuses to understand and insisted that Jack change the ending of the story. He went downstairs. Clare, his wife, was painting the chair rail. Clare observed that it was a long story. He simply said, 'The poor kid'. He watched his wife working. He felt he was caught in an ugly middle position. He watched everything with utter weariness.

### Short Answer Type Questions (30 to 40 words)

#### **SHORT ANSWER TYPE QUESTIONS (3 Marks Each)**

**Q1. What custom did John follow in the evenings and for Saturday naps?**

**Ans.** Jack told his daughter Jo a story in the evenings and for Saturday naps. He told her a story that he would make up with a slight variation to the basic tale. This custom had begun two years ago when Jo was two.

**Q2. What was the basic tale underlying each story that Jack told?**

**Ans.** Each story that Jack told Jo was a slight variation of a basic tale of a small creature named Roger. Roger had some problem and went with it to the wise old owl. The owl told him to go to the Wizard and the Wizard performed a magic

spell that solved the problem. He then demanded payment and would tell Roger how to procure pennies from the well down the lane. Roger would go home happy just in time to hear daddy come home from Boston.

**Q3 What idea do you form about Jack's skill in the art of storytelling?**

**Ann.** Jack's stories lack variety. He ended up telling the same story with a slight variation here and there. He told the stories in an interesting narrative with gestures, sound effects and sometimes even some histrionics.

**Q4. How was the custom of storytelling especially fatiguing on Saturday?**

**Ans.** Jack told Jo stories to make her sleep. Jo was now four and no longer slept like an infant. Saturday afternoons would become fatiguing as Jo refused to sleep despite lengthy story-telling sessions.

**Q5. Which animal did Jo suggest for the story that day? Why?**

**Ans.** Jo suggested the animal skunk that day. They must have talked about skunks at nursery school that day. It was a custom for Jack to have a slight variation in the story, so Jo chose skunk.

**Q6. What was Roger Skunk's problem? How did he get rid of it?**

**Ans.** Roger Skunk's problem was that he smelled awful. The other animals would run away. Roger Skunk would stand there all alone. He got rid of his problem with the help of the Wizard who made him smell like a rose.

**Q7. Do you think Jack and Jo could identify with Roger skunk as a victim of the hatred of other creatures?**

**Ans.** Jack brought the story to life when he narrated the tale remembering certain humiliations of his own childhood. The corners of Jo's mouth drooped down and her lower lip bent forward. A tear flowed along the side of the nose. This shows that even Jo could identify with Roger Skunk.

**Q8. Which two opposite forces acted on Jack while he was telling Jo the story?**

**Ans.** Jack was telling Jo something she must know and had no wish to hurry on. On the other hand, he heard a chair scrapping. He realized that he must help his pregnant wife Clare to paint the woodwork downstairs. These were the opposite forces acting on Jack while he was telling Jo the story.

**Q9. What do you learn about Jo's new reality phase?**

**Ans.** Earlier Jo used to accept her father's word about magic etc. Now she had started asking if magic spells were real. She had become curious. She was growing up and wished to check the reality of all that was told to her.

**Q10. What did Jack tell Jo about the Wizard?**

**Ans.** Jack told Jo that in the wizard's house all magic things lay jumbled together in a big dusty heap because the wizard did not have any cleaning lady. He added that the wizard was a very old man and wizards don't die.

**Q11. How did Jack make the role of the Wizard very impressive?**

**Ans.** Jack fixed Jo with the trace like gaze. He chanted a magic spell in the wizard's elderly irritable voice. The chanting was rhythmical and had sweet rhymes. He ended the chant with a 'Bingo'. He paused. Then he changed the tone to a whisper to highlight the dramatic effect. He finally said that the wizard's house was full of the smell of roses.

**Q12. How did the woodland creatures react to the skunk's new smell? What made Roger Skunk happy?**

**Ans.**The woodland creatures found Roger Skunk's new smell quite pleasant. They played many games with him and gathered around him. Roger Skunk was very happy to be accepted by the other animals.

**Q13. What made Jack continue the story?**

**Ans.** Instead of falling asleep, Jo started to fuss with her hands and looked out of the window. She thought the story was over. Jack didn't like women when they took things for granted. So he continued the story.

**Q14. Why was Roger Skunk's mommy angry?**

**Ans.** Roger Skunk's mommy was angry because of Roger smelt of roses. She wanted Roger to smell the way a little skunk would. She ordered him to take her to the wizard so that she could get Roger's original bad smell back as their smell was a tool to keep enemies away.

**Q15. Why did Jo not approve of skunk's mother scolding him for his new smell?**

**Ans.** Jo was very happy that skunk smell like roses. He was accepted by the woodland creatures and was happy. Jo did not approve of skunk's mother scolding him for something that made him acceptable among his friends and brought him happiness.

**Q16. Why does the wizard take the beating and change the rose smell?**

**Ans.** Roger Skunk's mother was very angry. She wanted Roger to smell the way a little skunk should. Jack wanted to impress upon his daughter that mothers were always right so in his version the wizard complied with the mother's command.

**Q17. How did Jo want the wizard to behave when mommy skunk approached him?**

**Ans.** Jo did not like the fact that mommy had hit the benevolent wizard who had made Roger happy. She wanted the wizard to hit mommy who did not let her son have a pleasant smell. The smell of roses made Roger accepted by his friends.

**Q18. Why does Jo insist that her father should tell her the story with a different ending the next day?**

**Ans.** Jo was not convinced that the animals would eventually get used to the way skunk smell. Jo wanted the wizard to hit mommy who did not bother about son's happiness on being accepted by other animals in woodland.

**Q19. Why did Roger Skunk go to see the old owl?**

**Ans.** Roger Skunk smelt very bad and all the woodland creatures would run away from him. No one played with him. This made him very sad and he wanted to remove the bad smell so that he could be accepted by his peers.

**Q20. How did Jo want the story of Roger Skunk to end?**

**Ans.** Jo was dissatisfied with the ending of the story. She wanted the Wizard to hit Roger's mother with his magic wand. She disapproved of Mother Skunk to get back his old smell. She wanted Roger to be accepted by his friends. She also wanted the 'stupid mommy' to be punished.

**Q21. How was the Skunk's story different from the other stories narrated by Jack?**

**Ans.** The stories told by Jack were well taken by Jo. The ending of Skunk's story did not satisfy her. In the other stories, the Wizard would solve Roger's problems but in this story Roger's mother got his smell changed. The Skunk's story in this regard was different from the other stories told by Jack.

**Q22. How did the Wizard help Roger Skunk?**

**Ans.** Due to the foul smell, the woodland creatures did not play with Skunk. Skunk on the other hand, wanted to play with them and be accepted. He went to the Wizard to seek a solution. The Wizard heard him out and invited him inside his house and with the help of his magic wand made him smell like roses.

**Q23. What makes Jack feel caught in an ugly middle position?**



**Ans.** Jack was divided into two difficult situations. Jo was dissatisfied with the ending of the story. Jack was unable to satisfy her and put her to sleep. On the other hand, his wife Clare was doing the work of painting. She was pregnant. Clare complained that he had told a long story. He could not help Clare. Jack felt utter weariness and did not want to speak with his wife or work with her or touch her. He was caught in an ugly middle position.

**Q24. What was the basic plot of each story told by Jack? [Delhi 2017]**

**Ans.** Jack's stories had a common plot and characters. The main character, always an animal, would change but he would always be named Roger. The wizard and the owl would always be part of Jack's stories. Also, the main character would always have to give some pennies to the wizard.

**Q25. Having got rid of his stink, what problem did Roger Skunk face? [Delhi 2017]**

**Ans.** After his visit to the wizard, Roger Skunk came back home smelling of roses. His mother wondered what that 'awful' smell was. Roger replied happily that the wizard had made him smell like that. The mother became very angry. She decided to take him right back to that 'awful' wizard. She wanted Roger to smell like a skunk and retain his identity at all costs.

**Q26. What problem did Roger Skunk face when he went to play with his friends? How did he solve it? [Delhi 2017]**

**Ans.** Roger Skunk smelled very badly. Due to his bad smell, no animal came near him. Whenever he went out, all other tiny animals would run away leaving him alone to weep over his fate. Roger Skunk visited the wizard and asked him to give him the smell of roses. The wizard took his magic wand and chanted a spell and the Skunk's wish was fulfilled.

**Q27. What is mother Skunk's role in the story? [All India 2017]**

**Ans.** Roger Skunk came back home. He smelled like roses. His mother wondered what that 'awful' smell was. The mother became very angry. She decided to take him right back to that 'awful' wizard. She wanted Roger to smell like a Skunk. A mother doesn't care whether her child whom she loves and cherishes smells of roses or smells bad. Besides, through the mother's character, John Updike wishes to convey that one's God-given identity is sacrosanct and it should not be compromised for shallow reasons.

**Important Long/ Detailed Answer Type Questions- to be answered in about 100 -150 words each Value based questions-**

**ESSAY TYPE QUESTIONS (6 Marks Each)**

**Q1. Character Sketch of Jack.**

**Ans.** Jack is the protagonist of the story 'Should Wizard Hit Mommy?' The story examines the issue of parenting, the adult tendency to quell the questioning mind of a child and the belief that the viewpoint of the adult is the only valid one.

Jack is conscious of his duties as a father and a husband. He has been telling stories to his daughter Jo since she was two years old, for her Saturday and evening naps, but now two and a half years later he is fatigued and confused by her constant questioning, pointing errors (Roger fish instead of skunk), asking for clarifications and suggesting alternatives. He has the typical parental attitude and opinion that parents know what is best for their children and stifles her objections and amendments shown by his defending the skunk's mother and indirectly his own.

Jack feels caught in an ugly middle position physically, emotionally and mentally. He did not like women to take anything for granted, to the extent that he extends the story and changes the ending, giving it the face that he wants to. This despite the fact that he knows that he should be helping his pregnant wife paint the woodwork. Jack is someone who is not used to his authority being questioned and so is confused by Jo's questioning. Though a loving parent he finds it hard to accept the fact that Jo now has a mind of her own. His insensitivity and impatience comes across in his dealings with his daughter, and the fact that as the viewpoint is biased by personal experiences.

**Q2. What is the moral issue that the story raises?**

**Ans.**The story shows the conflict between two generations. It tells us about the belief, of the older generation, in customs and traditions and constantly questioning the attitude of the younger generation, hence contributing to a generation gap.

Not understanding her son's original loneliness and dejection, Skunk's mother gets his smell changed to his original foul smell and loves him the way he is, raising the moral issue of whether parents should always decide what the children should do or let the children do what they like to do.

There is an evident contrast between an adult's perspective on life and the world view of a little child. Jo wants the wizard to hit mommy and not vice versa because she represents the new generation knew not to agree with her father's view. Jack sums up the issue in one sentence- 'She knew what was right'. Jack also says that the little skunk agreed to the mother's proposal because he loved his mother more than the other animals. Little Jo feels that the skunk's mother should not have robbed her little son of the pleasure he derived w. en playing with the other animals when he smelt of roses. She insists that the wizard Keeping hit the mommy on the head and calls little skunk's mother a 'Stupid Mommy' keeping to. herviewpoint, she insisted that her father should tell her the story the next day in a different manner. So we see that the story deals with moral issues dependent on the different levels of maturity of Jack and Jo.

### **Q3. Do you consider the title appropriate and justified?**

**Ans.**The title 'Should Wizard hit Mommy' is justified. It focuses the readers' attention on the two well-wishers of the main character Roger Skunk. The wizard makes Roger smell of roses. Mommy skunk hits the wizard and makes him restore the bad odour of skunk. The reader is presented with two different opinions. The father, Jack, has a great reverence for mothers and does not consider mother skunk's hitting the wizard objectionable. However, Jo, for whom the wizard is very good, condemns the mother. She demands that in the story the next day, the wizard hit the mommy.

The author has deliberately kept the story open-ended and does not take a decision. He seeks the reaction of the reader whether the 'mommy' needs to be hit or not. He does so by putting a question mark at the end of the title making the title appropriate.

### **Q4. How does Jo want the story to end? Why? What light does it throw on Jo's character?**

**Ans.** Jo wanted the story to end with Roger being accepted by the other animals. In Jack's version, the wizard was hit by mommy. Jo did not relish this. The wizard was the person who fulfilled everyone's wishes. He had rid Roger skunk of the bad odour. So she wanted her father to end the story with Roger Skunk having a new and pleasant smell and the wizard spanking the stupid 'mommy'.

Jo would get totally involved in the story. She even shed a tear or so, when the woodland creatures spurned Roger. She could not bear injustice to the wizard by 'Mommy, skunk. She wanted the ending of the story to change in which the benevolent Wizard hits mommy for being inconsiderate to Roger's need for acceptance by friends. She was independent in her thinking. Jo remains unconvinced by the father's argument that mothers are always right.

## **An Elementary school classroom in a slum**

### Summary

This poem by Stephen Spender gives a vivid description of a school classroom in a slum and the children in the class.

The faces of the children are dull. Their appearance shows that they are unwanted. The children have gloomy faces. Their heads hanging low in sadness due to being poor. They have diseased bodies inherited from their parents and are victims of poverty. At the dim end of the room, sits one child who has bright eyes which seem to dream - of playing outside with squirrels. He is different from the others in the dim, dark room.

The walls of the classroom are dirty. People have donated different charts and images which have been put up on them. One of them is a picture Of the great playwright Shakespeare. His head is bald and resembles the rising Sun. The next poster is of the Tyrolese valley, full of churches and flowers which symbolizes the beautiful creations of nature. Another

one is a map of the World. To these children the world is not the one shown in these pictures, but it is the one they see out of the class room window. They are trapped in the slums. Their future is dim and hopeless. They have a dark future as their options in life are limited and are covered with dismay. They are far away from the bright light of knowledge.

Comprehending these pictures is beyond their abilities. They hate everyone and for them, Shakespeare is a wicked man. As no one loves them, they dislike everyone. the desire for love and acceptance forces them to do crimes like stealing. The children are so skinny that their clothes are like a skin and their skeleton is visible through them. This is due to lack of nutrition. They have worn looking glasses made of steel which are cheap, heavy and uncomfortable. Their chances of fulfilling their dreams and moving out have been further reduced by building bigger slums. Until they come out of the slums, they will never know what the world looks like.

The Government system which makes these slums is the cause for these people to live in them. The education system is such that it forces them to live in these slums. They are not given the right to dream beyond these slums. They have been restricted to the slums.

The poet requests the authorities to allow these children to go out of these slums so that the maps on the walls of the class room become a reality for them. They should be taken to the green fields rather than the dim slums. The sunny, warm sand of the beaches and the bright blue sky will instill a hunger for knowledge in their minds. Then they will absorb all of it. Then these children will become economically empowered. The poem ends with a powerful line - those who make history are the ones who shine like the Sun

### **Extract Based Questions (4 Marks)**

**Question.1. Read the extract given below and answer the questions that follow.**

**“ And yet, for these**

**Children, these windows, not this map, their world,**

**Where all their future’s pointed with a fog,**

**A narrow street sealed in with a lead sky Far far from rivers, capes and stars of words.”**

**(a) Who are the ‘children’ referred to here?**

**(b) Which is their world?**

**(c) How is their life different from that of other children?**

**(d) Why is the future of these children “painted with a fog”?**

**Answer.** (a) The ‘children’ referred to here are the poor children living in the slum.

(b) Their world comprises of the dull and unpleasant classroom and its windows, amongst the dirty surroundings of the slum

(c) The children of the slum are emaciated and poverty-stricken, as against the other children who are healthy and have all the comforts and luxuries of life. The life of the slum children is filled with darkness and hopelessness.

(d) The future of these children is dark and uncertain. So, the speaker says that it is painted with a fog.

**Question.2. Read the extract given below and answer the questions that follow.**

**“ And, yet for these .**

**children, these windows, not this map. their world,**

**Where all their future’s painted with a fog.”**

**(a) Which map is the poet talking about in the above lines?**

**(b) To what do the words, these windows, their world”, refer?**

**(c) What sort of future do the slum children have?**

**(d) Why is all their future painted with a fog?**

**Answer.** (a) The poet is talking about the map which depicts only the world of the rich and the important, the world that comprises civilised domes, bells, flowers and the scenic beauty of nature.

(b) “These windows” refers to the windows of the school classroom where the slum children are sitting.

“Their world” refers to the world of the poverty-stricken slum dwellers. It has narrow lanes, small congested houses, foggy skies and dim classrooms.

(c) The future of the slum children is dark and uncertain. They have no hopes for their future.

(d) Their future is painted with a fog as it is not clear. They are not well-educated, and there is no one to guide them.

**Question.3. Read the extract given below and answer the questions that follow.**

**“With ships and sun and love tempting them to steal....**

**For lives that slyly turn in their cramped holes From fog to endless night?” (Delhi 2014; Modified)**

- (a) Who are ‘them’ referred to in the first line? “
- (b) What tempts them?
- (c) What does the poet say about their lives?
- (d) What do you understand by “from fog to endless night”?

**Answer.** (a) ‘Them’ here refers to the poor, emaciated children of the slum.

- (b) They are tempted by all the beautiful things of the world, the luxuries and the lifestyle that the rich enjoy. They are tempted to steal as they cannot possess these otherwise.
- (c) The children of the slum live amidst dirty surroundings in cramped houses which are dark and unpleasant. The poet is not happy with the way these children are compelled to live.
- (d) “From fog to endless night” means that from morning till night the poor children of the slum have a miserable existence; they suffer from morning to night everyday.

**Question.4. Read the extracts given below and answer the questions that follow. ‘**

.....The stunted, unlucky heir  
of twisted bones, reciting a father’s gnarled disease,  
His lesson, from his desk. At the back of the dim class  
One unnoted, sweet and young.

- (a) Who is the unlucky heir?
- (b) What has he inherited?
- (c) Who is sitting at the back of the dim class? (AH India 2013; Modified)
- (d) Explain, “reciting a father’s gnarled disease.”

or

- (a) Who is the ‘unlucky heir’ and what has he inherited?
- (b) What is the stunted boy reciting?
- (c) Who is sitting at the back of the dim class? (Delhi 2012; Modified)
- (d) How has the ‘unlucky heir’ been depicted here?

**Answer.** (a) The boy with stunted growth and twisted bones is the ‘unlucky heir’.

- (b) He has inherited the gnarled disease of his father, and as a result, his growth remains stunted.
- (c) An unnoted, sweet young boy is sitting at the back of the dim class. He is dreaming of squirrels playing games on trees.
- (d) The boy with stunted growth has inherited a disease from his father, which makes him a living example of his father’s poverty and suffering.

or

- (a) The boy with stunted growth and twisted bones sitting at the desk, is referred to as ‘unlucky heir’ because he has inherited the gnarled disease of his father that makes him a living example of his father’s sufferings.
- (b) The stunted boy is reciting his lessons, but due to his knotty disease, his voice is weak and sick.
- (c) At the back of the dim class, a boy is sitting who has a sweet nature. He is dreaming of squirrels playing games on trees. ‘
- (d) The ‘unlucky heir’ has been depicted here as one with stunted growth and twisted bones.

**Question.5. Read the extract given below and answer the questions that follow.**

Far far from gusty waves these children’s faces.  
Like rootless weeds, the hair torn around their pallor  
The tall girl with her weighed-down head. The paper-seeming boy, with rat’s eyes.

- (a) What are the children compared to?
- (b) Why do you think the tall girl is sitting with a weighed down head?
- (c) Give two phrases which tell us that the children are under-nourished! [All India 2012; Modified]
- (d) What is the condition of the boy?

**Answer.** (a) The children are compared to rootless weeds’.

- (b) The girl is sitting with a weighed down head probably because she is depressed due to abject poverty or family tussles.
- (c) The phrases are ‘like rootless weeds, and ‘the paper-seeming boy with rat’s eyes’.
- (d) The boy sitting in the classroom is as thin as paper, due to malnutrition. He has bulging eyes like that of a rat.

**Question.6. Read the extract given below and answer the questions that follow.**

Surely, Shakespeare is wicked, the map a bad example,  
With ships and sun and love tempting them to steal  
For lives that slyly turn in their cramped holes  
From fog to endless night? On their slag heap, these children ‘  
Wear skins peeped through by bones and spectacles of steel

**With mended glass, like bottle bits on stones**

- (a) Why is Shakespeare described as wicked?**
- (b) Explain, “from fog to endless night.”**
- (c) What does the reference to ‘slag heap’ mean?**
- (d) How do they live in their holes?**

**Answer.** (a) Shakespeare has been described as ‘wicked’ because the children are not aware of his literary genius. In their school, hardly any learning takes place, as they are troubled by hunger, despair and failed aspirations.

(b) With reference to the passage, ‘from fog to endless night’ refers to early morning to late night. It means that every day is the same for the slum children.

(c) The bloodless bodies of the poor children are referred to as ‘slag heap’.

(d) They live like rats in their cramped little holes. Their houses are small, dirty and congested. Fog and darkness dominate their lives.

**Question.7. Read the extract given below and answer the questions that follow.**

**Break O break open till they break the town  
And show the children to green fields, and make their world  
Run azure on gold sands and let their tongues  
Run naked into books the white and green leaves open  
History theirs whose language is the sun.**

- (a) To whom does ‘they’ refer?**
- (b) What would they break?**
- (c) What does the poet want for them?**
- (d) What other freedom should they enjoy? (All India 2011; Modified)**

**Answer.** (a) The word ‘they’ refers to inspectors, visitors, governors and those who are in authority.

(b) They would break the grim walls of the slum children’s world which shut the children off from our world.

(c) The poet wants that these children should be properly educated, so that they get the energy and warmth of the sun which is symbolic of light and knowledge.

(d) The slum children should get adequate opportunity to know the world and find their place under the sun.

**Question.8. Read the extract given below and answer the questions that follow.**

**.....On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom.**

- (a) Which two images are used to describe these slums?**
- (b) What sort of life do these children lead?**
- (c) Which figure of speech is used in the last line? (All India 2010; Modified)**
- (d) What does ‘slag heap’ refer to?**

**Answer.** (a) The images used to describe the slums are ‘foggy slum’ and ‘slums as big as doom’.

(b) The homes of these children are very cramped and dingy. They are almost like holes and these children live in them like rats. They are deprived of the picturesque beauty and gift of nature.

(c) The figure of speech used in the last line is a simile, ‘slums as big as doom’.

(d) ‘Slag heap’ refers to the hunger-stricken bodies of the slum children, which seem to be garbage heaps.

### **Short Answer Type Questions (3 Marks, 30-40 words)**

**Question.1. What change does the poet hope for in the lives of the slum children? (Foreign 2014)**

**or**

**What does the poet want for the children of the slums? (Foreign 2010)**

**Answer.** The poet wishes for a better life for the children of the slums. They should have access to education because education is the key to prosperity. They should be given countless opportunities to explore the world. They need to break free from the confines of their weak world into a world which should welcome them with open arms. The self-centred attitude of the affluent classes should be broken to relieve the children from all misery.

**Question.2. To whom does the poet in the poem, ‘An Elementary School Classroom in a Slum’ make an appeal? What is his appeal? (Compartment 2014; Modified)**

**Answer.** The poet makes an appeal to his readers, especially the educated and well-off people, to help the poor children of

the slum come out and get free from their miserable surroundings. His appeal is that these children should be given quality education, because education holds the key to their emancipation.

**Question.3. Which words/phrases in the poem, ‘An Elementary School Classroom in a Slum’ show that the slum children are suffering from acute malnutrition?**

**(Compartment 2014; Modified)**

**Answer.** The words/phrases in the poem which show that the slum children are suffering from acute malnutrition are “the hair torn round their pallor”, “paper seeming boy”, “stunted, unlucky heir of twisted bones” and “wear skins peeped through by bones.”

**Question.4. The poet says, “And yet, for these children, these windows, not this map, their world.” Which world do these children belong to? Which world is inaccessible to them?**

**Answer.** The children belong to the world of poverty and misery in the dingy slum areas. The world of the rich, with all the comforts and luxuries of life, is inaccessible to them.

**Question.5. How does the poet describe the classroom walls? (Delhi 2010)**

**Answer.** The walls of the classroom are pale and dirty. They are decorated with the donated picture of Shakespeare, a scene depicting buildings with domes, a world map and beautiful valleys, which stand in sharp contrast to the dingy, dismal and gloomy atmosphere in which these slum children live.

**Question.6. What message does Stephen Spender convey through the poem, ‘An Elementary School Classroom in a Slum’? (Odd 2013, Foreign 2011)**

**Answer.** The poet wants that the children of the slums should get rid of their dismal lives. They should be educated and brought out from their ugly surroundings. He feels that it is the responsibility of the affluent classes to free these poor children from the life of hunger and misery.

**Question.7. Why does Stephen Spender say that the pictures and maps in the elementary school classroom are not meaningful? (Delhi 2009)**

**Answer.** The pictures and maps in the school are meaningless for the slum children because they stand in sharp contrast to the dingy, dismal and gloomy atmosphere in which these slum children live. These things have no meaning for those who are deprived of the basic amenities of life.

**Question.8. What does the poet wish for the children of the slums? (Delhi 2008)**

**Answer.** The poet wants that the children of the slums should break free from the rut of their dreary existence. They should experience nature at its best, as well as frolic around in a carefree manner. They should be educated and be able to transform themselves.

**Question.9. Why does the poet Stephen Spender call the map a bad example? (All India 200)**

**Answer.** The map represents the beautiful and wonderful world outside. However, this world is beyond the reach of the slum children. Their hopes and aspirations are confined to their world of despair and diseases. So Stephen Spender calls the map a bad example.

### Advertisement writing

**Classified advertisements are very important for your board examinations. The word limit for these ads is 50 words so we have to be very particular while making such ads. They are of many types such as: Matrimonial ads, To Let, For Sale, Opening, Missing, Lost and Found etc.**

We have tried our level best to make some samples. Students are advised to adhere to the formats being taught in their classes. These are merely examples.

**Matrimonial ads are written for both bride and groom. Given below is the dummy of such advertisements.**

## **BRIDE WANTED**

Alliance invited from a slim, beautiful, mealy-mouthed, considerate and homely girl, should be working for a tall, dark, handsome boy, working abroad, Punjabi, Non-manglik boy, well settled income in six figures father retired from Indian army, mother a home maker, no dowry, early marriage, interested match makers may contact at numbers given below. 999xxxxxxx, 988xxxxxx or e-mail: xyz@gmail.com

Change of Name

## **CHANGE OF NAME**

I Parveen Yadav S/o Mr. Ram Kishor Yadav R/o Sector-3, Rewari, want to change my name from Parveen to Praveen due to some astrological reasons, I shall be called by this name in future. Besides, all the correspondence and communication should be done with the same name.

**PARVEEN**

For Sale

## FOR SALE

Maruti Suzuki Zen is available for sale, 900 Cc, New Tyres, Scratch less body, insured with all required documents, inbuilt music system, run 15000 kms, single handed, mint condition for Rs. 1 lac only, interested buyers may contact Mr. Ravi @ 92xxxxxxx Or meet personally after 5 o'clock in the evening.

### Groom Wanted

## GROOM WANTED

Alliance invited from a tall, dark, handsome, Punjabi, Non-manglik boy, should be well settled income in at least six figures, for a slim, beautiful, mealy-mouthed, considerate and homely girl, her father retired from Indian army, mother a home maker, no dowry, early marriage, interested match makers may contact at numbers given below. 999xxxxxxx, 988xxxxxxx or e-mail: xyz@gmail.com

### Lost and Found



## LOST AND FOUND

Lost my American Tourister Bag while travelling to Jaipur, black coloured bag, contains Driving licence, PAN card, Rs. 3000 cash, head phones and many other important things, if found please contact Mr. Ravi (987xxxxxxx) or submit it to your nearest police station.

**FOUNDER WILL BE REWARDED WITH RS. 5000**

Missing

## MISSING

My grandmother, a middle-aged woman, has criss-cross of wrinkles on face, short in stature, dark complexion, walks with a stick, stammers while talking, wearing blue slippers and green saree, has a scar on forehead, has been missing since 15.3.2018, from Model Town, Rewari (Hr.) Please contact your nearest police station if found or contact at: 923xxxxxxx, 945xxxxxxx or 987xxxxxxx  
Founder will be rewarded with Rs. 5 lacs

Opening

## OPENING

Dominos opens its 357th outlet in Rewari (Hr.), fully air conditioned, well-trained staff, space for kitty and birthday parties, all kinds of pizzas available, veg. and non-veg. pizzas, garlic bread sticks, choco lava cake, Italian pizzas, soft drinks and many other beverages, free home delivery, for more details rush to SCO-14, Brass Market, Rewari (Hr.) or call at 999xxxxxxx and 897xxxxxxx  
Visit now to avail attractive offers of your city.

Situation Vacant

## SITUATION VACANT

Delhi Public School, Panipat requires PGTs, TGTs, PRTs for it upcoming session 2018-19, candidates should have good command on the subject, excellent communication skills, pleasing personality, sanguine approach to teach students, essential qualification required for the post, walk-in-interview on 17th April at 317-R, Model Town, Panipat (Haryana) -123456  
Contact : 999xxxxxxx, 932xxxxxxx, 983xxxxxxx

Situation Wanted

## SITUATION WANTED

Looking for a job in one of the private schools, did Post Graduation from IGU (Indira Gandhi University) have 5 years experience, excellent communication skills, pleasing personality, salary negotiable, available for interview on any working day, interested schools may contact at : 999xxxxxxx (Ravi Sharma)  
**Ready for demonstration on any of the days.**

To Let

## TO LET

A four **BHK** flat, area 1960 sq. ft. second floor, marble flooring, attached washrooms, 24x7 water and electricity, round the clock security, Badminton Court, Swimming Pool, Party Hall, Ample parking space, located at Sector-26, Opposite S.S. Petrol Pump, near main market, interested families may contact : 999xxxxxx or 899xxxxxx, e-mail :xyz@gmail.com.

Tours and Travels

## TOURS AND TRAVELS

Trivago offers packages to shimla, kullu - manali, jammu & kashmir at very reasonable price, free sight seeing, free pick and drop, stay at 3 star hotel, free car parking space, with many more attractive offers, for more details call 1800 1 4 0 2 3 4 5

Invitation

**Mr & Mrs K.S. Bhardwaj**  
request the pleasure of your company  
on the auspicious occasion of the

**MARRIAGE**

of  
their daughter

**NIVEDITA**

with

**AKHILESH**

(S/o Mr & Mrs S.M. Joshi of Nainital)

on

**FRIDAY, THE 25TH MAY, 20XX**

at

**HOTEL KUNAL, NEW DELHI**  
**PROGRAMME**

*Friday, the 25th May, 20XX*

Reception of Barat	8.00 p.m.
Dinner	9.00 p.m.
Wedding Ceremony	11.00 p.m.

*Saturday, 26th May, 20XX*

Doli	5.00 a.m.
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*RSVP*

Bhardwaj Chemicals, Faridabad  
Nive Cosmetics, New Delhi  
Phones: 25126457, 24752485

*With best compliments from*

All Relatives  
&  
Friends

**M/S SHYAM LAL & SONS**  
**announce the opening of**  
**GALAXY NOVELTIES**  
**a general store**  
**in Geetanjali Enclave, Dwarika, Delhi**

# **INAUGURATION**

**on**

**SUNDAY, THE 19TH OF OCTOBER, 20XX**

**At 11 a.m.**

**All are cordially invited**

**Visit for all kinds of Grocery & Domestic items**

**AVAIL INAUGURAL DISCOUNT OF 10% ON ALL GOODS**

**R.S.V.P**

**Galaxy Novelties**

**Phone: 011-27543201**

Sending a formal invitation - whether on paper or electronically - is one of the most important steps in planning a formal event. It sets the general tone for the event and lets your guests know what to expect. Choosing the appropriate invitation wording for your event and then properly addressing the invitation can make your invitations look great and impress your guests.

## **Method1**

### **Using Proper Wording for Formal Invitations**

1

**Write out dates.** Regardless of the type of event you're inviting your guests to, you should use a formal writing style on a formal invitation. This means spelling out dates and other words that are usually abbreviated.<sup>[1]</sup>

- For example, you should write "Saturday, the nineteenth of November" instead of "Saturday, November 19th."
- You should also write "253212 Boston Street" instead of "253212 Boston St."

## 2

**Write out guests' full names.** Don't use the shortened versions of guests' names. Write "Stephanie Smith" instead of "Steph Smith" and always use last names.

## 3

**Include the hosts.** One of the most important parts of the formal invitation is the inclusion of the event's host(s). Listing the hosts tells your guests who is inviting them to the event. How you write the hosts' names and the order in which you should list them varies depending on who is hosting. These rules are particularly important if you are writing a formal wedding invitation.<sup>[2]</sup>

- For example, you should start a dinner invitation by saying "Sam and Ellen Smith invite you to a dinner celebrating the graduation of their daughter Leslie from graduate school."

### Method2

#### Making Adjustments for a Formal Wedding Invitation

## 1

**List the hosts in the correct order.** Who is hosting the wedding – usually defined by who is paying for the wedding – will affect the order of names listed on the invitation. The bride's parents always go on the first line, followed by the groom's on the third line. "And" should get its own line in between. The bride's name should always come before the groom's.

- If you are writing an invitation for a same-sex wedding, you can list the parents' names in whatever order makes sense to you. This might be alphabetical order or you might just want to flip a coin to see who goes first.<sup>[3]</sup>

## 2

**Write the host(s)' names correctly.** There are a lot of rules regarding how you should write out the hosts' names, depending on who the hosts are. Generally, the hosts related to the bride go first, followed by the groom's relatives.

- If the parents of the bride or groom are still married write "Mr. and Mrs." followed by the bride's father's name. So Tiffany Smith's parents should be written as "Mr. and Mrs. John Smith" or "Mr. and Mrs. James Carter" on the first line of the invitation. The groom's parents should be written the same way, on the third line (with "and" on its own on the second line).

- If both families – including the bride and groom – are hosting, you should write “Together with their families,” on the first line, then the name of the bride, “and,” and the name of the groom on the second, third, and fourth lines respectively.
- If the bride’s parents are divorced and remarried but hosting together, you should write list the mother's new name first, followed by the father's name. So for example, you might write “Mr. and Mrs. Jill Willby and Mr. and Mrs. Greg Smith.” Again, each couple gets their own line with “and” on the second line.
- If someone other than parents or stepparents are hosting, write the host(s) name(s) and their relationship to the bride or groom. So, for example, if the bride’s brother is hosting, you should write “Mr. Stanley Smith requests the honor of your presence of the marriage of his sister Stephanie Smith.”

### 3

**Invite your guests to the wedding.** Once you’ve established the hosts of the event (in the right order), you need to actually invite the guest(s) to the wedding. Regardless of who hosts, the next line after the hosts’ names should be either “requests the honor of your presence” or “requests the pleasure of your company.” That should be followed by either “at the marriage of” if someone other than the bride(s) and/or groom(s) are hosting or “at their marriage” if the bride(s) and/or groom(s) are hosting as well.

- For example, you might say “ [Hosts' names] request the pleasure of your company at the marriage of their daughter Tiffany Smith to Adam Jones” (if the bride’s parents are hosting) or “[Hosts' names] request the pleasure of your company at the marriage of Tiffany Smith to their son Adam Jones” (if the groom’s parents are hosting).<sup>[4]</sup>

### 4

**Include the rest of the information.** Once you’ve established who’s hosting and invited your guest(s) to the event, include the rest of the information for the wedding. In order, you should list the date, time, and venue of the wedding, each on their own line.

### 5

**Include information about the reception.** If the wedding ceremony will be followed by a reception that everyone is invited to, you can add that information to the invitation itself. If not everyone is invited, you can write the reception information on a separate card to be included with the invitation.

- If you include the reception information on the invitation itself, it should come last on the invitation and include the time and place. So, for example, you could say “Reception to follow at 5 pm at The Country Club 3000

Country Club Lane Minneapolis, Minnesota.” “Reception to follow” and “at 5 pm” should get their own lines, as should the street address, venue name, and venue city.

- If you include a separate reception card, write it as you would on the bottom of the invitation.<sup>[5]</sup>

## 6

**Tell your guests how they should respond.** If you want your guests to respond whether they’ll be coming or not (and most hosts do because venues will require a final guest count), include information on how they should do that. This usually means including an RSVP card that lists the response date, along with a pre-addressed and stamped envelope. Leave space for their name and how many guests they’re bringing.<sup>[6]</sup>

- For example, a standard RSVP card will say “M. \_\_\_\_\_ will attend \_\_\_ will not attend.” The “M.” at the beginning allows them to write “Ms.,” “Mr.,” “Mr. and Ms.,” or “Mr. and Mrs.” and lets you know how many people are attending.
- If you are asking your guests to make a meal selection, this should be listed on the RSVP card as well. List their meal options and leave a space underneath each for the names of the guests requesting that particular meal.

### Method3

#### Using the Proper Form for Non-Wedding Events



Invite your guests to the wedding

*Mr. & Mrs. Jack Byrne*  
*request the honor of your company*  
*at the marriage of their children*

*Rachel Smith*

*&*

*Ross Byrne*



*Saturday, the Eighth of July*

*two thousand and seventeen*

*at twelve o'clock in the afternoon*

wiki How to Write a Formal Invitation

Invite guests to a bridal or baby shower

You are cordially invited to a

bridal shower in honor of

*Tiffany Smith*

on November 5th at 6 pm

The Country Club

Minneapolis, Minnesota



wiki How to Write a Formal Invitation

## Include the rest of the information

*Saturday, the Eighth of July  
two thousand and seventeen  
at twelve o'clock in the afternoon*

*Grand Club Hotel  
100 Wedding Avenue  
Los Angeles, California*



*Reception to follow*

wiki [How to Write a Formal Invitation](#)

1

**Invite guests to a formal dinner.** When inviting guests to a formal dinner, be sure to word it so they are invited “at a dinner” or “to a dinner,” never “for dinner.” Your invitation should read “We request the pleasure of your company at a dinner” or “You are cordially invited to a dinner” before listing what the dinner is for.<sup>[7]</sup>

- You may or may not have hosts to lists for a formal dinner, but if you do, their names should go at the top of the invitation.

**2. Invite guests to an anniversary celebration.** Writing an invitation to an anniversary celebration is similar to writing one for a wedding. You should include the hosts’ names, the date, and the venue, but you should also note that it is an anniversary celebration.<sup>[8]</sup>

- For example, you could write “Dan and Carol Smith are celebrating their 50th wedding anniversary. Their children invite you to join them for a reception at The Country Club.”
- If you do not wish guests to bring gifts for the couple, you can simply note “No gifts please” at the bottom of the invitation.

**3. Invite guests to a bridal or baby shower.** These types of invitations are usually less formal than wedding invitations. You may or may not list a host, but you should include the name of the bride and/or couple and the

information regarding the shower. The spacing of a shower invitation should follow the spacing of a wedding invitation.<sup>[9]</sup>

- For example, you could write “You are cordially invited to a bridal shower in honor of Tiffany Smith on November 5th at 6 pm. The Country Club Minneapolis, Minnesota.”

**4. Ask guests to RSVP.** The RSVP etiquette for events other than weddings varies widely. You should ask your guests to let you know if they're attending or not, but it's up to you how you'd like them to respond. Formal dinner invitations should include an RSVP card similar to the kind you would send for wedding, but anniversary parties and bridal or baby showers can simply ask guests to call the host with their response.

## Addressing the Invitation

### 1

**Address a married couple's invitation.** If you are inviting a married couple, tradition dictates that you write “Mr. and Mrs.” followed by the husband's name. However, if the couple does not have the same last name, you should include both of their names. If you are addressing an invitation to a married same-sex couple, you should include both of their names as well.<sup>[10]</sup>

- For example, you could write “Mr. and Mrs. Stanley Smith,” “Mr. Stanley Smith and Mrs. Emma Stone,” or “Mrs. Julia Gould and Mrs. Elizabeth Gould.”

### 2

**Address the invitation of a couple with one or more distinguished titles.** If any of your guests have distinguished titles - like “Dr.” - you should be sure to use them. If one member of a couple has a distinguished title, use that title and then “Mr.” or “Mrs.” or “Ms.” for the other member of the couple.<sup>[11]</sup>

- For example, you could write “Dr. Stephanie and Mr. James Smith” if they have the same last name, “Dr. Stephanie Jones and Mr. James Smith” if they have different last names or “Dr. Stephanie Jones and Dr. James Smith” if they have different last names but both have distinguished titles.

### 3

**Address invitations to adults 18 and over.** Unless they live with their parents, any adult over the age of 18 should receive their own invitation. You can use “Ms.” or “Mr.” in the addresses if they are single.<sup>[12]</sup>

4. **Address invitations to whole families.** If you wish to invite an entire family to your event, whether the children are over 18 or not, you can simply write “The Smith Family” and include their address. This lets the recipient know that everyone in the household is invited.<sup>[13]</sup>

### Sample Invitation Letter

An invitation letter is written and given by a person to another person or organization when he or she or they are conducting a particular function and want the presence of the person or organization there. The letter could be sent from any party to any other party for any relevant invitation. A letter is a formal way of inviting, and yet the letter can be formal or informal depending upon the purpose. Do keep a check on your grammar and spellings.

You must mention all the important details about the event like the purpose of the event, venue, timing, date and any additional information if required. An invitation letter many times is more of an appeal letter as the writer appeals to the person to whom he is sending the letter to arrive for the event. To further help you, given down below are some tips to help you write an invitation letter and further sample letter and mail with the format. Also, to further ease your task you can also download the pdf file or .doc to and fill in your information.

### Table of Contents [\[hide\]](#)

- [1 Sample Invitation Letter Writing Tips](#)
- [2 Sample Invitation Letter Template](#)
- [3 Sample Letter](#)
- [4 Email Format](#)

### Sample Invitation Letter Writing Tips

- Keep the tone of the letter either formal or informal.
- Address the person to whom you are writing the letter.
- Pleasantly invite the organization or person for the event or function.
- Write the name, place, and date of the function neatly.
- Avoid making any spelling and grammar mistakes.
- Keep the tone of the letter friendly and informal.

### Sample Invitation Letter Template

Use our free Sample Invitation Letter to help you get started. If you need additional help or more examples check out some of the sample letters below.

From,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ (Date on Which Letter is Written)

To,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Subject: Sample Invitation Letter

Dear \_\_\_\_\_(Sir or Madam),

I, Mrs. ...(name of the sender) am writing this letter to Mr. ....(name of the receiver) to invite him and his family personally to attend the engagement function of my granddaughter that is on the ....(date of the engagement). Please take this as my personal invitation to you and your family. I and my family would definitely be glad to see you all there at the function so do come.

Due to some inconvenience, I could not invite you personally to the function. Hence, I am writing this letter to you. Also, please join us for dinner after the function. Would be awaiting you all at the function till then stay fine.

Yours Truly,

Name of the person

\_\_\_\_\_  
Sign of the person

### Sample Letter

Following is an example of the letter.

2354 Whaley Lane  
Brookfield, WI 53005

Date: 5 September 2011

3417 West Virginia Avenue  
Albany, NY 12207

Subject: Sample Invitation Letter

Dear Carol,

Hello! Hope this letter finds you in good health. I am writing this letter to personally invite you to the engagement ceremony of my granddaughter on the 30th of September 2013 at our residence itself. The program is scheduled to start exactly at 5 p.m..

We all will be happy if you all made it for this function and blessed the couple. Hoping to meet you all at the engagement function until then provide my regards to all out there and I would be eagerly waiting for you all at the function.

Thanking You.

Yours truly,

Aron Diaz

## Email Format

Following is a mail for the same, to further help you.

To: name@email.com

From: name@email.com

Dear Sir,

First, please accept our greetings from our institution.

You are aware, for the last nine years, our institution has been enthusiastically organizing this national level case study competition. Also, we take this opportunity to express our gratitude to institutes like yours for participating in the event and making it a success.

Once again, the time has come when we start organizing the case study contest this year. This year we are inviting around 250 colleges to make the competition more interesting.

Again, this year too, it gives us great pleasure to invite your college to take part in the competition once again. We look forward to your active participation to make the event a memorable one. As with previous years this year, too we have kept the team size as three for the student and 2 for the faculties. You can go through the details in the attached circular.

Eagerly looking forward to your participation.

Thanks and regards,

Amit Khurana  
Khurana Institute