

# English

**Class: 12th**

**Subject: English (Novel) Goodbye Mr. Chips)**

**Novel 9: [Effect of Katherine's Death](#)**

**Author: [James Hilton](#)**

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## ❖ **Important Short Questions:**

**1. Why did Chips leave his apartment in the School House and return to his old bachelor quarters?**

**Answer:** After the death of his wife Katherine, Chips found it painful to live in the School House where every corner reminded him of her. To

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avoid emotional suffering and loneliness, he left the apartment and returned to his old bachelor quarters, where he felt less disturbed by memories.

## **2. Why did Chips think of giving up his house-mastership after his wife's death?**

**Answer:** Chips believed that without Katherine's companionship and support, he would not be able to fulfill his responsibilities properly. His grief made him feel weak and emotionally exhausted, so he considered resigning from the house-mastership.

## **3. How did the Head persuade Chips to continue as house-master?**

**Answer:** The Head assured Chips that work would help him overcome his sorrow and that the boys still needed his guidance. He appealed to Chips's sense of duty and convinced him that remaining active would give purpose to his life.

## **4. In what way did work help Chips after his bereavement?**

**Answer:** Work acted as a healing force for Chips. Teaching and managing boys kept his mind occupied, reduced his loneliness, and gradually helped him recover from grief by giving him a sense of responsibility and usefulness.

## **5. What change did people notice in Chips after his loss?**

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**Answer:** People noticed that Chips became quieter, more thoughtful, and less humorous. However, he also grew gentler, kinder, and more sympathetic, showing deeper understanding of human suffering.

**6. Why did boys begin to think of Chips as an “old” man?**

**Answer:** As years passed, Chips aged physically and his long service at Brookfield made him seem ancient to new generations of boys. His old-fashioned habits and references to past events strengthened this impression.

**7. How did Chips prove that he was still active despite being called old?**

**Answer:** Chips continued teaching efficiently, performed his duties regularly, and showed mental alertness. His sharp memory and enthusiasm for school life proved that age had not reduced his effectiveness.

**8. What remark by a boy deeply amused Chips in later years?**

**Answer:** A boy once remarked that Chips was “old at fifty.” This comment amused Chips greatly because, in later years when he was over eighty, he remembered it humorously.

**9. How did Chips react to being called “old at fifty” when he was over eighty?**

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**Answer:** Chips reacted with amusement and irony. He laughed at the exaggeration and took pleasure in recalling how young boys measured age without understanding its reality.

**10. What kind of mellowness came into Chips's personality with the new century?**

**Answer:** With time, Chips developed a mellow and tolerant personality. He became more patient, forgiving, and sympathetic, losing his earlier strictness and gaining emotional depth.

**11. How did Chips's confidence in himself and his work change over time?**

**Answer:** Chips's confidence increased with experience. Years of successful teaching made him self-assured, calm, and satisfied with his contribution to education.

**12. What privileges did Chips gain because of his seniority at Brookfield?**

**Answer:** Due to his long service, Chips enjoyed respect, freedom from strict supervision, and special consideration from colleagues and authorities. His opinions were valued and rarely questioned.

**13. How did Chips's appearance and habits reflect his gentle eccentricities?**

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**Answer:** His old clothes, umbrella, slow walk, and unique teaching style reflected his harmless eccentricities, which made him lovable rather than strange.

**14. Describe the call-over ritual conducted by Chips at Big Hall.**

**Answer:** During call-over, Chips slowly read out names while boys responded. He followed a fixed routine, often pausing, mispronouncing names, and enjoying the ceremonial nature of the task.

**15. Why did Chips's manner during call-over become a subject of mimicry?**

**Answer:** His slow pace, pauses, and dramatic style amused the boys, who often copied his voice and gestures playfully.

**16. How did windy days make the call-over scene comic?**

**Answer:** On windy days, papers fluttered and Chips struggled to control them, creating humorous moments that entertained the boys.

**17. Why did the names of boys linger in Chips's memory?**

**Answer:** Teaching thousands of boys over decades made names an important part of Chips's life. His emotional attachment and long service strengthened his memory of students.

**18. What examples of name-lists did Chips recall from his teaching days?**

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**Answer:** He remembered lists from different eras, including boys who later became soldiers, officials, or ordinary citizens, reflecting the passage of time.

**19. Why did Chips compare one list of names to a Latin hexameter?**

**Answer:** Because of its rhythmic sound and classical structure, the list reminded him of Latin poetry, showing his scholarly mind.

**20. What thoughts did Chips have about the future of the boys he had taught?**

**Answer:** He often wondered about their careers, successes, failures, and contributions to society, feeling proud of his role in shaping their lives.

**21. How did Katherine's influence affect Chips's view of the changing world?**

**Answer:** Katherine broadened Chips's outlook, making him more open-minded and accepting of social and political changes.

**22. What was Chips's attitude towards the Boer War?**

**Answer:** Chips showed sympathy towards the Boers, believing they were brave fighters defending their independence.

**23. Why did Chips compare the Boers to heroes of English history?**

**Answer:** He saw similarities between the Boers and English freedom fighters, admiring their courage and resistance.

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## **24. What was Chips's opinion about Lloyd George and his Budget?**

**Answer:** Chips criticized Lloyd George's Budget, believing it was unfair to traditional institutions and values.

## **25. Why did Chips's remark to Lloyd George surprise others but amuse Lloyd George himself?**

**Answer:** Chips spoke frankly and humorously, which surprised listeners, but Lloyd George appreciated his wit and honesty.

### **Note:**

This chapter is designed to provide a solid foundation of knowledge, with the goal of deepening understanding and encouraging further exploration of the subject. The content has been carefully selected to support effective learning and inspire students to engage with the topic more deeply.

**Author: Muhammad Asghar**

**Purpose:** To contribute to education by offering insightful, valuable content that enhances learning and understanding.

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