

# LITERATURE

(35 MARKS)

## TEXT BOOK

### FLAMINGO

#### Poems

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#### 1. MY MOTHER AT SIXTY SIX

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*–Kamala Das*

Read the following extracts and answer the questions that follow each :

1. Driving from my parent's  
home to Cochin last Friday  
Morning, I saw my mother  
beside me,  
doze, open mouthed, her face  
ashen like that  
of a corpse and realized with pain  
that she was as old as she looked but soon  
put that thought away.....

#### Questions

- |  |   |
|--|---|
| (a) Where was the poet coming from and Who was sitting beside her? | 1 |
| (b) What did the poet notice about her mother?                     | 1 |
| (c) With what does the poet compare her mother's face and why?     | 2 |
2. .... and looked out at young  
Trees sprinting, the merry children spilling  
out of their homes, but after the airport's  
security check, standing a few yards  
away,.....

### Questions

- (a) Where is the speaker in these lines?
- (b) What thoughts did occupy her mind before she looked outside?
- (c) Does lookingout help her, how?

3. I looked again at her, wan, pale  
as a late winter's moon and felt that old  
familiar ache, my childhood's fear,  
but all I said was, see you soon, Amma,  
all I did was smile and smile and smile.....

### Questions

- (a) Who looked wan and pale and why? 1
- (b) What childhood tear did the speaker have?
- (c) What do the parting words suggest? 1
- (d) Explain the comparison : "as a late winter's moon". 1

### Answer the following questions in 30–40 words each : (2 marks each)

- 1. What does the poet's mother look like? What kind of image has the poet used to signify her aging decay?
- 2. How has the poet compared the scene inside the car with the activities going on outside?
- 3. Why is the poet's mother compared to late winter's moon?
- 4. What is the poet's familiar ache and why does it return?
- 5. Why does the poet smile and what does she say while bidding good-bye to her mother?
- 6. What poetic devices have been used in the poem 'My Mother at Sixty Six'?
- 7. What different images does the poet use to convey the idea of her mother's old age?

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## 2. AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

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–Stephen Spender

**Read the following extracts and answer the questions that follow each :**

1. Far far from gusty waves these children's faces.

Like rootless weeds, the hair torn round their pallor:

The tall girl with her weighted-down head. The paper seeming boy with rat's eyes.

### Questions

- (a) Who are 'these' children? Where are they sitting? 1
- (b) Why is the head of the tall girl "weighed down"? 1
- (c) What do you understand by "The paper-seeming boy, with rat's eyes"? 1
- (d) What do the images "rootless weeds" and hair torn round their pallor" suggest? 1

2. The stunted, unlucky heir

Of twisted bones, reciting a father's gnarled disease,

His lesson, from his desk. At back of the dim class

One unnoted, sweet and young, His eyes live in dream;

Of squirrel's game, in tree room, other than this.

### Questions

- (a) What has the unlucky heir' inherited? 1
- (b) What is the stunted boy reciting? 1
- (c) Who is sitting at the back of a dim class? 1
- (d) "His eyes live in a dream"—What dream does he have? 1

3. On sour cream walls, donations. Shakespeare's head.

Cloudless at dawn, civilized dome riding all cities.

Belled, flowery, Tyrolese Valley. Open-handed map

Awarding the world its world.

### Questions

- (a) What does the colour of the classroom walls suggest? 1
- (b) Which pictures do the classroom walls have? 1
- (c) Explain : 'Civilised dome riding all cities.'  
Awarding the world its world. 1
- (d) Why does the poet refer to the 'Tyrolese Valley' in these lines? 1

4. ....And yet, for these

children, these Windows, not this map, their world,

Where all their future's painted with a fog,

A narrow street sealed in with a lead sky

Far far from rivers,

capes, and stars of words.

### Questions

- (a) What do 'these windows' 'this map' represent? 1
- (b) What is the future of these children? 1
- (c) What are the 'narrow street' and 'lead sky' indicative of? 1
- (d) Where would these children prefer to be? 1

5. 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?

### Questions

- (a) Why is the Shakespeare wicked? Why is the map a bad example? 1
- (b) How does the poet describe the present condition of these children in these lines? 1
- (c) Explain "From fog to endless night"? 1
- (d) What are the things that tempt the slum children to steal? 1

6. On their slag heap, these children

Wear skins peeped through by bones and spectacles of Steel,  
with mended glass, like bottles bits on stones  
All of their time and space are foggy slum  
So blot their maps with slums as big as doom.

**Questions**

- |   |   |
|---|---|
| (a) What does slag heap refer to.                             | 1 |
| (b) How are the children described in these lines?            | 1 |
| (c) Explain : 'So blot their maps with slums as big as doom'. | 2 |

7. Unless governor, inspector, visitor.

This map becomes their window and these windows  
That shut upon their lives as catacombs.  
Break o break open till they break the town.

**Questions**

- |  |   |
|--|---|
| (a) What is expected of the governor, inspector and visitor and why? | 2 |
| (b) How can 'this map' become their window?                          | 1 |
| (c) 'Break o break open'—What should they break?                     | 1 |

8. And show the children to green fields, and make their world.

Run azure on gold stands, and let their tongue  
Run naked into books the white and green leaves open  
History is theirs whose language is the sun.

**Questions**

- |   |   |
|---|---|
| (a) Where will the children's world extend up to? | 1 |
| (b) What other freedom should the children enjoy? | 1 |
| (c) Who can create history?                       | 1 |
| (d) Explain : "Run azure on gold sands".          | 1 |

**Answer the following questions in 30–40 words each. (2 marks each)**

1. What is the social issue that the poet raises in the poem?
2. How does the poem portray/describe the slum children?
3. How can the person in power contribute to improve the condition of children in slum areas?
4. Which world do the slum children belong to? Which world is inaccessible to them?
5. Stephen Spender's poem begins with despair and ends with hope. How?
6. What does the poet mean by 'History is theirs whose language is the sun'?

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### 3. KEEPING QUIET

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*–Pablo Neruda*

**Read the following extracts and answer the questions that follow each:**

1. Now we will count to twelve  
and we will all keep still.  
For once the face of the Earth  
let's not speak in any language,  
let's stop for one second,  
and not move our arms so much.

**Questions**

- |   |   |
|---|---|
| (a) Why does the poet ask his listeners to "Keep still"         | 1 |
| (b) What changes does the poet expect on the face of the Earth? | 1 |
| (c) How would we all be together?                               | 1 |
| (d) Explain "not move our arms so much"                         | 1 |

2. Those who prepare green wars,  
wars with gas, wars with fire,  
victory with no survivors,  
would put on clean clothes  
and walk about with their brothers  
in the shade, doing nothing.

### Questions

- |  |   |
|--|---|
| (a) Who are the people who wage green wars?                      | 1 |
| (b) How will the few moments of introspection affect the people? | 1 |
| (c) Explain the irony in 'Victory with no survivors'.            | 2 |

3. What I want should not be confused  
With total inactivity.  
Life is what it is about.  
I want no truck with death  
If we were not so single-minded  
about keeping our lives moving  
perhaps a huge silence  
might interrupt this sadness  
of never understanding ourselves  
and of threatening ourselves with death.

### Questions

- |  |   |
|--|---|
| (a) What does the speaker mean by truck with death?          | 1 |
| (b) What is our single-mindedness?                           | 1 |
| (c) How has it affected us?                                  | 1 |
| (d) What are the two things that have caused 'this sadness'? | 1 |

4. Perhaps the Earth can teach us  
As when everything seems dead  
and later proves to be alive.  
Now I'll count up to twelve and  
you keep quiet and I will go.

### Questions

- |   |   |
|---|---|
| (a) What should man learn from the Earth? | 2 |
| (b) When does nature seem to come alive?  | 1 |
| (c) What feelings does the poet express?  | 1 |

**Answer the following questions in 30–40 words each. (2 marks each)**

1. Why does the poet want everyone to keep quiet as he counts up to twelve?
2. How does the poet suggest that there is life in nature under apparent stillness?
3. Does the poet suggest total inactivity or death or something else? Give reasons.
4. How do few moments of introspection affect our lives?
5. What is the 'exotic moment'? Why?
6. What is the poet's concept of doing nothing?

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## 4. A THING OF BEAUTY

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*—John Keats*

**Read the following extracts and answer the questions that follow each:**

1. A thing of beauty is a joy forever  
Its loveliness increases, it will never  
Pass into nothingness; but will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet breathing.

### Questions

- |  |   |
|--|---|
| (a) How is a thing of beauty a joy for ever?                                 | 1 |
| (b) Explain—"It will never pass into nothingness."                           | 1 |
| (c) How does the poet attribute beauty for sound physical and mental health? | 2 |

2. Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth



Spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days,  
Of all the unhealthy and o'er-darkened ways  
Made for our searching :

### Questions

- (a) Who are we wreathing a flowery band and why? 2
- (b) Why is the poet not happy with human beings? 1
- (c) Explain "O'er darkened ways". 1

### 3. Yes, in spite of all

Some shape of beauty moves away the pall  
From our dark spirits-Such the sun, the moon,  
Trees old, and young, sprouting a shady boon  
For simple sheep, and such are daffodils  
With the green world they live in; and  
Clear rills. That for themselves a cooling covert make  
'Gainst the hot season.

### Questions

- (a) What 'moves away' the pain and suffering from the human life? 1
- (b) Mention some of the things from Nature that move away the pall from our dark spirits? 2
- (c) What do the clear streams do? 1
- (d) Explain "dark spirits" 1

### 4. Rich with sprinkling of fair musk rose blooms;

And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely-foes that we have heard or read;  
An endless fountain of Immortal drink,  
Pouring unto us from the heaven's brink.

### Questions

- (a) What is the beautiful scene that one sees in the middle of the forest? 1
- (b) Why does the poet call the dooms to be full of grandeur? 1
- (c) Whom does the word 'mighty dead' refer to? 1
- (d) Explain "Immortal drink". 1

**Answer the following questions in 30-40 words each. (2 marks each)**

- (a) Why does the poet call a thing of beauty as a joy forever?
- (b) How does beauty enrich the human beings?
- (c) How do we try to face the gloomy days?
- (d) How is man responsible for his own despondence?
- (e) How do the daffodils and clear rills adjust to the hot season?
- (f) How does the poet express his love for nature?

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### 5. A ROADSIDE STAND

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*—Robert Frost*

**Read the following extracts and answer the questions that follow each:**

1. The little old house was out with a little new shed  
In front at the edge of the road where the traffic sped,  
A roadside stand that too pathetically pled,  
It would not be fair to say for a dole of bread,  
But for some of the money, the cash, whose flow supports  
The flower of cities from sinking and withering faint.

**Questions**

- (a) Why has the road side stand been set up? 1
  - (b) What is the importance of money for cities? 1
  - (c) What quality of the people who setup the roadside stand is shown through these lines? 1
  - (d) Explain—(i) “Pathetically pled”, (ii) dole of bread. 1
2. The polished traffic passed with a mind ahead,  
Or if ever aside a moment, then out of sorts  
At having the landscape marred with the artless paint  
Of signs that with N turned wrong and S turned wrong  
Offered for sale wild berries in wooden quarts,  
Or crook-necked golden squash with silver warts,  
or beauty rest in a beautiful mountain scene,

### Questions

- (a) What do these lines tell us about the attitude of city dwellers? 1
- (b) In what manner does the traffic pass that way? 1
- (c) Explain—"Out of sorts". 1
- (d) What do the road side people sell to the "City folks". 1

### 3. Here far from city we make our roadside stand

And ask for some city money to feel in hand

To try if it will not make our being expand,

And give us the life of the moving pictures promise

That the party in power is said to be keeping from us.

### Questions

- (a) Who are 'we' and what do they want to feel in their hands? 1
- (b) How do 'We' plan to earn money? 1
- (c) What type of life do they desire? 1
- (d) Write an example of political interface in their lives? 1

### 4. Sometimes I feel myself I can hardly bear,

The thought of so much childish longing in vain,

The sadness that lurks near the open window there,

That waits all the day in almost open prayer,

for the squeal of brakes.

### Questions

- (a) What hope does the squeal of brakes kindle in the road side people? 1
- (b) Who has been longing and for what? 1
- (c) Why is the longing termed as childish? 1
- (d) What do the expressions "open window" and "open prayer" mean? 1

**Answer the following questions in 30-40 words each. (2 marks each)**

- Q1. Why and where was the roadside stand set up?
- Q2. How does flow of money help in the development of cities?
- Q3. What things are for sale at the roadside stand?
- Q4. In what way are the villagers befooled by the people in power?
- Q5. Why do the people who are running the roadside stand wait for the squeal of brakes so eagerly?
- Q6. With what purpose do cars stop at the road side stand? Mention any two?
- Q7. According to the Poet, how can the problem of rural people be solved?

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## 6. AUNT JENIFFER'S TIGERS

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**–Adrienne Rich**

**Read the following extracts and answer the questions that follow each:**

1. Aunt Jennifer's tigers prance across a screen,  
Bright topaz denizens of a world of green.  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty...

### Questions

- (a) Where do the tigers appear? What are they doing? 1
- (b) What is the attitude of the tigers towards men? 1
- (c) How does the poet portray the outer and inner qualities of the tigers? 2

2. Aunt Jennifer's fingers fluttering through her wool  
Find even the ivory needle hard to pull.  
The massive weight of Uncle's wedding band  
Sits heavily upon Aunt Jennifer's hand.

### Questions

- (a) Why are aunt Jennifer's fingers fluttering? 1
- (b) What is the result of the fluttering? 1

- (c) Explain—'The massive weight of Uncle's Wedding band.' 1  
(d) What is Aunt Jennifer's state of mind?

3. When Aunt is dead her terrified hands will lie  
Still ringed with ordeals she was mastered by  
The tigers in the panel that she made  
Will go on prancing, proud and unafraid.

### Questions

- (a) Why are aunt's hands said to be terrified? 1  
(b) Explain—'still ringed with ordeals?' 1  
(c) How will Aunt's death affect the tigers? 2

### Short Answer Type Questions

Answer the following questions in 30-40 words each. (2 marks each)

1. Where do the tigers appear? Write two qualities of the tigers as depicted by the poet.
2. Why is the ivory needle hard to pull?
3. What is the significance of wedding ring in Aunt Jennifer's life?
4. "The tigers created by Aunt Jennifer are symbolic of her aspirations." Explain.

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### 1. THE LAST LESSON

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—Asphonse Dandet

#### Notice on Bulletin Board

- ☐ Crowd Gathered
- ☐ School quiet
  - No sound of desks, lessons, teacher's ruler.

#### M. Hamel

- didn't scold/spoke kindly
- wearing green coat, frilled shirt, black silk cap.

- ☐ Villagers, Hauser, postmaster, others – On back benches.

Franz's reaction to last lesson in French

- ☐ Shocked, realized deficiency in language, Wished-not wasted time.
- ☐ felt sorry, repented for wasting time.
- ☐ appreciated M.Hamel, accepted him with his faults.
- ☐ wanted to impress M.Hamel with knowledge of French.
- ☐ Understands presence of villagers
  - to thank master
  - to show solidarity for country
  - repenting for not attending school

M. Hamel made the class realize

- ☐ reluctance to learn, postponing learning
- ☐ parents sending them to work
- ☐ himself sending students to water his plants
- ☐ all to blame for situation
- ☐ too late to make amends
- ☐ no time to make up for lost time
- ☐ Germans will laugh at inability to speak French.

## **Main Characters**

### **1. M. Hamel**

- ☐ Sincere French teacher
  - knows subject well
- ☐ Passionate about French
  - considers French-clear, most beautiful, logical language
  - feels language as a key to person's sense of freedom
  - advises to hold on to French
- ☐ Proud of being French
  - upset by occupation of Alsace by Germans
  - attached to town, school, people.

- ☐ Hard Task Master
  - particular about discipline and learning
  - students scared
  - last day - exercises on all aspects of language
- ☐ Sensitive, honest
  - blames himself for selfishness
  - emotional by sound of Prussian soldiers

## 2. Franz

- ☐ Sensitive, Honest
  - Blames himself for ignoring lessons
  - Wonders if pigeons will coo in German
  - Understands feelings of Hauser
- ☐ Loves outdoors
  - Sunshine, birds, butterflies, collecting bird's eggs.
- ☐ As a student
  - repents, good observer, notices changes.
- ☐ Empathizes with M. Hamel
  - Understands emotions, accepts him with faults

### Short Answer Type Questions

**Answer the following in 30-40 words each. (2 marks each)**

1. Why was Franz afraid to go to school that morning?
2. What temptations did Franz overcome to proceed to school?
3. What was the significance of the bulletin-board in the town hall?
4. Why was Franz blushing and feeling frightened when he entered the class room?
5. Why did the writer want to run away and spend the day outdoors? Did he overcome his temptation?
6. How and why was M. Hamel dressed differently that day?

8. How was the order from Berlin going to make a difference to the lives of the students?
9. How did Franz's attitude towards his books change after he heard about the order from Berlin?
10. What universality of human nature does the teacher comment upon?
11. Whom does the teacher blame for ignoring the learning at school and why?
12. How does M. Hamel held parents and himself responsible for students neglecting learning? (having not studied?)
13. How does M. Hamel praise the French language?
14. How is the mother tongue important for the enslaved people?
15. Why was Franz able to understand everything?
16. "I never saw him look so tall". Who is the person mentioned? What does the speaker mean by the above statement?
17. What did M. Hamel write on the black board at the end of the class? How is it significant?
18. Why did M. Hamel make a gesture to the students to leave?

### **Long Answer Questions**

**Answer the following in about 125-150 words each (10 marks each)**

1. Justify the title "The Last Lesson."
2. In the story M. Hamel emerges not only as a dedicated teacher but also as a sensitive and understanding human being". Elaborate the character of M. Hamel in light of the above statement.
3. "When a people are enslaved, as long as they hold fast to their language it is as if they have the keys to their prison." Discuss the significance of this statement in light of the lesson.
4. Franz's attitude towards school as well as towards M. Hamel changes when he comes to know about the take over of his village by the Prussians. Do you agree? Discuss with reference to "The Last Lesson."



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## 2. THE LOST SPRING : STORIES OF STOLEN CHILDHOOD

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–By Anees Jung

### Sahib-e-Alam

– Name means – lord of the universe, migrated with his family from Dhaka in 1971, lives in Seemapuri, survives by ragpicking, doesn't go to school, works barefooted.

**Living Conditions :** Lack of basic amenities, structures of mud, tin and tarpaulin, no sewage, no drainage, no water, loses freedom when he starts working at a tea-stall.

**Mukesh :** Banglemaker of Firozabad, works in high temperatures, workplace small and dirty, working conditions hazardous. Dreams of being a motor mechanic. Similarities between Saheb-e-Alam and Mukesh

- have aspirations and desires like other children
- suffer from immense poverty and scarcity of food
- caught in the web of child labour
- leading a life of exploitation
- undergo physical, mental and emotional sufferings

### Living Conditions in Seemapuri

- on the outskirts of Delhi yet miles away from it, home to 10,000 ragpickers, make a living by picking garbage, mastered the art of rag picking, food and survival more important for their identity, live in a state of poverty. Garbage to them is gold because it is a means of survival, sometimes they find a rupee or even a ten rupee note and for children garbage is wrapped in wonder.

### Hazards of Working in Glass Bangle Factory

- high temperatures, lack of proper ventilation and light,
- long working hours in front of hot furnace
- boys and girls assist parents in the dim light of flickering oil lamps.
- eyes are more adjusted to dark than light
- dust from polishing bangles affects their eyes.
- exploited by moneylenders, police, bureaucrats, politicians.

- fear of being ill treated by police
- lack of a leader who can organize them
- live in state of intense poverty
- sleep on empty stomachs
- live in stinky lanes
- overcrowded with humans and animals.

**Short Answer Type Questions (30-40 words). (2 marks each)**

1. Why is the author's advice to Sahab-e-alam to go to school hollow?
2. Is Sahab-e-alam hurt by the author's failure to keep her promise of starting a school? Give a reasoned answer.
3. Bring out the irony in the name Sahab-e-alam?
4. How is Seemapuri on the outskirts of the city but still miles away from it?
5. How do children of rag pickers become equal partners in survival?
6. How has rag picking acquired the proportions of a fine art?
7. How did Saheb get tennis shoes? Why does he explain the author how he had got them?
8. Describe the working condition of bangle making of Firozabad.
9. "Garbage to them is gold". Bring out the significance of this statement.
10. How does an adult and a child rag picker look at garbage differently?
11. Why is Saheb not happy with his new job?
12. How is the bangle industry of Firozabad a curse for the bangle makers?
13. What is the significance of bangles for an Indian woman?
14. Why don't the bangle workers organise themselves into a co-operative?
15. Why hasn't Firozabad changed with time?
16. What does Mukesh proudly say that his house is being rebuild?
17. Why is Mukesh's dream of becoming a motor mechanic significant?

### Long Answer Type Questions

Answer the following in 125-150 words (10 marks each)

1. "Survival in Seemapuri means rag picking". Give a detailed account of the life and activities of the refugees from Bangladesh settled in Seemapuri.
2. The life of bangle makers of Firozabad was full of obstacles which forced them to lead a life of poverty and deprivation. Elaborate
3. The lesson "Lost Spring" is a realistic portrayal of the lives of street children. Discuss.
4. The beauty of the bangles made in Firozabad is in direct contrast to the life of the people who make them. Elaborate.
5. What are the hazards of working in bangle factories?
6. "Poverty is a vicious cycle for refugees, slum dwellers and bangle makers." Discuss in the light of the lesson.

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### 3. DEEP WATER

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*—William Douglas*

☐ **William Douglas**

- Feared Water
- 3/4 years old, went to beach with father knocked down, swept over by waves suffocated, frightened.

☐ **As 10/11 year old**

- Decided to learn swimming, Y.M.C.A. pool, Yakimo
- pool safe 2/3 feet at shallow end, 9 feet at deep end
- got water wings
- fear back, beginning to feel comfortable
- feeling short lived, another incident.

☐ **Misadventure**

- big boy threw him into deep end
- frightened, lungs ready to burst
- decided to hit feet on bottom and return as a cork
- came up slowly, opened eyes, water every where
- swallowed water and choked

- terrified, tried to scream, no sound
- legs paralyzed, rigid
- went down, second time
- hit bottom, felt dizzy, paralyzed, rigid
- groped for support, called for help, no result
- went down third time
- stopped struggling, legs limp
- blackness swept his brain
- was quiet, peaceful, drowsy

❑ **On being conscious, he**

- found himself, lying on stomach, vomiting
- heard voice of same boy
- reached home-felt weak, trembled
- wept, couldn't eat, frightened, avoided water

❑ **Years later, Douglas**

- felt terrified near water
- feared water, spoiled holidays
- one October, decided to overcome fear
- hired swimming instructor
- practised swimming, five days a week, one hour daily
- used belt that went through pulley on overhead cable
- took three months to relax
- learnt to put face in water, exhale, raise nose and inhale
- learnt to kick with legs
- instructor, taught for six months
- made swimmer, no longer feared water
- Douglas not confident
- Went to lake Wentworth, dived off a dock

- went to Warm Lake, swam across back
- no longer afraid, managed to conquer fear

❑ **What we learn from the story : Douglas**

- felt who have known fear know feeling to be free.
- recalled Roosevelt's words
- understood his will to survive and live fully
- confident for facing challenges in future

### **Short Answer Type Questions**

**Answer the following in about 30-40 words each. (2 marks each)**

1. How and when did Douglas develop an aversion to water?
2. What strategy of escaping drowning did Douglas have in mind?
3. Why couldn't Douglas implement his strategy of escaping drowning?
4. What was the immediate effect of the drowning incident on Douglas?
5. How did Douglas feel after receiving training from the swimming instructor?
6. Mention any two long term consequences of the drowning incident on Douglas.
7. Why did the drowning experience deprive Douglas from the pleasure of water sports?
8. What did Douglas do to overcome his fear of water?
9. Why did the experience of conquering his fear of water have a deeper meaning for Douglas?
10. "I screamed, but only the water heard me" why did Douglas scream and what does he mean?
11. Mention two qualities of Douglas that helped him conquer his fear.
12. Even after receiving training from the instructor why did Douglas not feel confident to swim?

## Long Answer Type Questions

Answer the following in 125-150 words. (10 marks each)

1. "Piece by piece, he built a swimmer". How did the instructor help the author to become a swimmer and overcome his fear of water?
2. What emotions did the author experience while he was drowning in the YMCA pool? How did he face the near-death experience?
3. "If we surrender to our fears, they overpower us; if we face them, they fade away. Do you agree? Why/Why not? Discuss with reference to the lesson "Deep Water."

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### 4. THE RATTRAP

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—Selma Lagerlof

☐ **Rat Trap Man**

- made living by selling rattraps
- business not profitable
- had to beg and steal
- even then poor

☐ **His Philosophy**

- whole world was a rat trap
- if offered riches, joys, shelter, food etc., as bait.
- if tempted to bait, everything came to end

☐ **Simplicity of old man who gave shelter to Rat trap man**

- one night rat trap man stayed at old man's house
- old man happy to have someone
- simple, generous, hospitable
- offered big slice from tobacco roll, played cards
- told about past, was a crofter, prosperous
- now, his cow supported, earned thirty kronors
- showed the rat trap man pouch having Kroner

— next day, rat trap man stole money.

❑ **Rat trap man loses his way**

- does not continue on public highway
- goes into woods, loses way
- walks endlessly, tired, realizes
- realizes he himself has been caught in rat trap
- hears sound of hammer strokes
- walks in that direction, reaches iron mill
- finds master smith, doesn't notice rat trap man
- later, blacksmith grants permission to sleep.

❑ **Iron master and his daughter Edla**

- owner of Ramsjo Iron Mill
- mistakes rat trap man as old acquaintance called von Stahle
- invites him to home to spend Christmas
- rat trap man doesn't agree
- agrees when Edla comes and requests
- overwhelmed by her compassionate and friendly manner

❑ **Secret revealed**

- rat trap man well groomed
- iron man realizes mistake
- rat trap man makes no attempt to hide
- ready to leave wearing old rags
- Edla requests father to allow him to stay
- they had promised Christmas cheer

❑ **The rat trap man turns a new leaf**

- quietly eats food, sleeps
- next morning, father and daughter go to church
- hear that crofter robbed by a rat trap man
- daughter sad, informed rat trap man left gift

A small rat trap with thirty kernels and a note

- wishes money to be returned to crofter
- confesses that he had made a mistake
- got caught in his own rat trap
- thanks for treating him like a real captain

❑ **What we learn from the story**

- Life is one big rat trap
- one gets trapped by own deeds
- everyone should get a second chance to improve oneself

**Short Answer Type Questions**

**Answer the following in about 30-40 words each. (2 marks each)**

1. How did the peddler earn his livelihood?
2. What strange idea about the world struck the peddler?
3. How did the crofter treat the peddler and why?
4. Why was the crofter so talkative and friendly with the peddler though he was a stranger?
5. How did the peddler abuse the trust the crofter had reposed in him?
6. What thoughts came to the peddler's mind when he realised he had lost his way in the jungle?
7. How was the iron master's reaction to the peddler different from that of the blacksmith?
8. Why did the peddler decline the iron master's invitation?
9. What made the peddler accept Edla's invitation?
10. What impression did Edla form about the peddler?
11. What did the iron master realise after the peddler had been groomed by his servants?
12. Pick two instances from the story 'The Rattrap' to show that the peddler realized he himself was trapped?
13. How did the peddler feel when he realised he could not get out of the forest?



14. Why did the iron master decide not to hand over the peddler to the sheriff?
15. Why did Edla insist on entertaining the peddler even after he was exposed?
16. What had the peddler left behind as a Christmas gift for Edla Willmanson?
17. What did the peddler think on the way to the iron master's house.
18. What did the gift of the rat trap signify?
19. Why was Edla happy to see the gift left by the peddler?
20. Why were Edla and her father surprised on reaching home after the church service?
21. Why did the peddler sign himself as Captain Van Stahle?

### Long Answer Type Questions

**Answer the following in 125-150 words each. (10 marks each)**

1. What rattrap was the peddler trapped in? How did he come out of it?
2. The story "The Rat Trap" is not only entertaining but also philosophical. Bring out the entertaining and philosophical elements of the story.
3. "A simple act of mercy and kindness can bring about a change of heart". Discuss the significance of love and kindness with reference to the story "The Rattrap".
4. "Man is a social animal. He can survive but not live in isolation". Do you agree? Justify your answer.

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### 5. INDIGO

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*–Louis Fischer*

- ☐ Gandhiji's meeting with Shukla
  - Gandhiji at Indian National Congress Annual Convention
  - Shukla, a poor, indigo peasant requested him to come to Champaran
  - Gandhiji agreed after completing task
  - Visited Rajendra Prasad's place in his absence on way to Champaran
  - Peasant came to meet him at Muzaffarpur
  - Met lawyers and scolded them for charging fee from poor peasants.

❑ Problems of Peasants

- Landlords forced sharecroppers to grow indigo in 15% of the land
- Germany developed synthetic indigo
- Landlords demanded compensation for freeing the peasants from 15% arrangement
- Some agreed but later demanded money back

❑ Gandhiji arrived at Champaran

- wanted to meet secretary of British Landlord's Association.
- was refused
- tried to meet Commissioner of Tirhut
- was bullied and ordered to leave Champaran
- Defied order
- Prevented from meeting peasant
- Disobeyed notice to leave Champaran
- was summoned at court
- worked whole night to get the support
- wired report to the Viceroy
- peasants gathered in large number to show support to him.
- Gandhiji proved that British power was no longer unchangeable
- authorities got afraid and postponed the case
- Gandhiji released on bail
- lawyers decided to follow Gandhiji

❑ First Triumph of Civil Disobedience

- Case dropped against Gandhiji
- he planned Civil Disobedience
- commission of enquiry appointed by governor
- evidence against landlords found.
- Gandhi agreed for 25% refund as was agreed by landlords
- indigo share cropping abandoned and
- and given to peasants

- ❑ Gandhiji's foresight – beyond Political & Economical solution
  - aimed to improve social and cultural status of Champaran
  - Aimed at improving health services
  - took help of volunteers
  - taught Indians to be self reliant and independent
- ❑ Freedom from fear more important than freedom from legal justice
  - Real relief for peasants was to be free from fear
  - Courts were useless for fear stricken
  - Self-reliance, strong will and courage to win battles.
  - Must protest against injustice.

**Short Answer Type Questions. (30-40 words each) – (2 marks each)**

1. Who was Rajkumar Shukla? Why did he want to meet Gandhiji?
2. How did Shukla persuade Gandhiji to visit Champaran?
3. Why was Gandhiji not allowed to draw water from the well of Dr. Rajender Prasad's house?
4. What did the peasants of Champaran pay to the British landlords as rent?
5. Why did Gandhiji go to a near by village in Champaran? Why did he come back without visiting the place?
6. What was the outcome of protracted interviews that Gandhiji had with the Lt. governor?
7. Why did the landlords want to be released from the 15% arrangement?
8. Which incident in the lesson is the beginning of the peasants liberation from the fear of British?
9. Why did Gandhiji agree to a settlement of 25% refund to the farmers?
10. What was the conflict of duties that Gandhiji underwent? How did he resolve it?
11. Why did Gandhiji receive summons to appear in court?
12. "Civil Disobedience had triumphed the first time in India." How did it happen?
13. When and why did Gandhiji say "The battle of Champaran is won"?
14. How was Gandhiji's style of politics different from the usual politicians?

15. How was the Champaran episode a turning point in Gandhiji's life?
16. How did Gandhiji teach his followers a lesson in self-reliance?
17. What steps did Gandhiji take to remove the social and cultural backwardness of the Champaran villagers?
18. What was done to improve and look after the health of the people of Champaran?

### Long Answer Type Questions

**Answer the following in 125-150 words. (10 marks each)**

1. Dialogue not violence can resolve situations of conflict and injustice. Do you agree? Answer with instances from the lesson Indigo.
2. "The visit undertaken casually on the entreaty of an unlettered peasant occupied almost a year of Gandhiji's life". What events unfolded and with what results?
3. How was Gandhiji's stay and work at Champaran a great turning point to the people of Champaran, to the freedom struggle and to Gandhiji himself?
4. Raj Kumar Shukla played as a significant a role as Gandhiji did in the success of the Champaran episode. Do you agree? Give reasons in support of your answer.

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## 6. POETS AND PANCAKES

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**—By Asokamitran**

### Key Points

- ☐ Pancake – What is it? — the make-up material.
- ☐ The Make-up Department
  - The make-up room was like hair cutting salon with bright lights and mirrors
  - headed by a Bengali first, later by Maharashtrian, helped by an Andhraite, a Madras Christian and Anglo-Burmese and a local Tamil
  - Example of national integration
  - Hierarchy was followed

- Assistant the second hero
- The office day of the crowd
- ❑ The Office Boy
  - was in early forties
  - did make up of the crowd
  - joined to become an actor, or a screen writer, director or lyric writer, was a bit poet.
  - Hopes shattered, seemed frustrated
- ❑ Inside the Gemini Studios
  - Duty of the writer to cut out newspaper clippings
  - everyone thought him as free
  - office boy expressed his anger against Subbu, the No. 2 at studios.
- ❑ Subbu
  - Kothamangalam Subbu – No. 2 at Gemini Studios
  - always accompanied the boss
  - was in story department
  - story department had lawyer, writers and poets
  - was cheerful and loyal
  - habit of being nice
  - was charitable
  - could suggest many ways of filming a scene
  - was a poet, an amazing actor
  - had many enemies, office boy being the main.
- ❑ The Lawyer
  - was in story department
  - was not very popular
  - recorded outbursts of an actress and played the recording
  - she left acting after this

- he dressed in pant, coat and tie differently than others who were Gandhians
- story deptt was closed and he lost the job
- ❑ Gemini Studios – The Favourite Meeting Place of Poets
  - Mr. Vasan the boss, was editor of Tamil weekly – Ananda Vikatan
  - Main prominent poets visited studio
  - They wore khadi, were against communism 1952 Frank Buchman's moral Re-Armament army visited studio
  - Tamil plays copied their sets for years
  - Hosting two hundred people of twenty nationalities was great change
- ❑ Visit of the English Poet
  - A tall Englishman, a poet visited the studios
  - The boss welcomed the poet
  - The poet had English accent, he spoke without being understood
  - Years after retirement, Asokamitran saw a pile of books, with a book titled the God that failed.
  - It was collection of essays by six eminent writers
  - The name of the editor was Stephen Spender
  - The same poet who had visited the studio
  - It cleared the mystery of Spender's visit to the studios

### Short Answer Type Questions

**Answer the following questions in about 30-40 words. (2 marks each)**

1. What is the significance of the words "Poets & Pancakes?"
2. Why did the make up room of Gemini Studio look like a hair cutting salon?
3. How was Gemini studio an example of national integration?
4. How was hierarchy maintained in the make-up department?
5. What work did the office boy do at Gemini Studios?
6. With what dreams had the office boy joined the Gemini studios?
7. Why did the author appear to be doing nothing at Gemini Studio?

8. What make the lawyer lose his job? What does the writer find so funny about in situation?
9. Why was the office boy frustrated? Whom did he vent his anger upon?
10. What was the dress code at Gemini studios? How did the lawyer stand apart?
11. How did the plays staged by MRA influence Tamil plays deeply?
12. Why is the Englishman's visit referred to as unexplained mystery?
13. How did the magazine 'The Encounter' ring a bell in Asokamitran's' heart?
14. According to Asokamitran what qualities should an aspiring prose writer possess?
15. Why did Stephen Spender's visit to the Gemini Studio remain an" unexplained mystery?
16. Why did Stephen Spender visit Gemini Studios?
17. What made Kothamanglam Subbu the number two at the Gemini Studio?

### Long Answer Type Questions

**Answer in about 125-150 words each. (10 marks each)**

1. Subbu was the man who gave directions and definition to Gemini studio? In the light of the above statement discuss Subbu's character.
2. How did the lawyer bring an end to an acting career? What brought an end to his own career at Gemini Studio?
3. Whether he writes about Pancakes or about poets Asokamitran sprinkles humour throughout the lesson. Explain with instances from the lesson.
4. Explain the significance of the title of the essay.

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## 7. THE INTERVIEW

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*—Christopher Silvester*

### Part - I : Interview

- Common feature of journalism
- Varying views of celebrities about interview

- H.G. Wells calls it an ordeal
- V.S. Naipul that people are wounded and lose part of themselves
- Denis Brian opines it holds a greater power over an interviewee.

## **Part II : Interview of Umberto Eco**

- Mukund Padmanabham interviewed Umberto Eco a professor at the University of Bologna in Italy.
- Umberto was asked how he managed to do so many things.
- Eco said he believed in working in the spare time.
- he called them empty spaces.
- Eco's non-fictional writings had a certain light hearted and personal quality about it.
- At 22, Eco managed to know how to write thesis in the form of story of a research.
- He enjoyed being Professor more than a novelist.
- Eco's novel 'The Name of Rose'
- He did not know the reason behind the success of his novel.

## **Short Answer Type Questions**

**Answer the following in 30-40 words each. (2 marks each)**

1. Why has the interview become a widely known term today?
2. Mention two extravagant claims made in support of the interview.
3. Why do some celebrities despise being interviewed?
4. What is the belief in some primitive cultures regarding people being photographed?
5. Why did Lewis Carroll never agree to be interviewed?
6. How did Rudyard Kipling contradict his own views on interviewing?
7. Why does Saul Bellow refer to interviewing as thumbprints on his windpipe?
8. What secret does Eco reveal about his time management?
9. Why according to Eco did the 'Name of the Rose' become such a huge success?



10. What did the publisher think of 'The Name of the Rose'?
11. What did Eco's professor have to say about his doctoral dissertation?
12. How did Eco respond to David Lodge's remark in the interview of Mukund?
13. Despite the drawbacks of the interview, why is it a supremely serviceable medium of communication?

### Long Answer Type Questions

**Answer in about 125-150 words each. (10 marks each)**

1. "I can't understand how a man can do all the things he does". Discuss this statement with reference to Umberto Eco.
2. What is Umberto Eco's book 'The Name of the Rose' about? Why did it become an unprecedented success?
3. "The interview is both a much maligned and a supremely serviceable medium of communication". Discuss with reference to the lesson "The Interview".
4. "Mukund Padmanabhan has done his home work on Umberto Eco and knows what he is talking. However, he links with Eco spontaneously and this makes for a very smooth reading." Do you agree. Why?
5. "The interviewer holds a position of unprecedented power and influence" What arguments does christopher silvester give in support of this statement?

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### 8. GOING PLACES

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**—A.R. Barton**

- ☐ Sophie's Ambition and Unrealistic Dreams
  - wants to start a boutique
  - to earn money by becoming a manager, an actress or even a fashion designer
  - she belongs to weak socio-economic background
  - doesn't have decent house.
- ☐ Her Friend Jansie
  - simple and nosey
  - wants sophie to be happy and realistic

- can't keep information or secrets to herself
- ❑ Sophie's Dad
  - is strong, sweaty and hardworking
  - Loves to watch foot boll matches
  - Does not believe in Sophie's imaginary stories.
- ❑ Sophie's brother - Geoff
  - is an apprentice mechanic
  - speaks less
  - sophie trusts him and shares her secrets with him
- ❑ Sophie lives in a world of her own/her fantasizing
  - Sophie is fond of hero worship and fantasizing
  - Sophie's hero is an Irish player Danny Casey
  - Dreams of meeting him
  - Is so much obsessed with meeting him
  - Starts believing her imaginations as real
  - No body believes her
  - Feels disappointed
  - She still believes that she has met him.

### Short Answer Type Questions

**Answer the following in 30-40 words each. (2 marks each)**

1. What does Sophie dream of doing after leaving school?
2. How are Jansie and Sophie poles apart though they are friends?
3. What does the description of Sophie's home reveal about her family's socio-economic status?
4. What work is Geoff engaged in? How does he differ from his sister Sophie?
5. Why did Sophie feel jealous of Geoff's silence?
6. How did Sophie want to be a part of Geoff's world?
7. Who is Danny Casey? How do Sophie's brother and father react to her claim of meeting Danny Casey?

8. Do you think Sophie had actually met Danny Casey? Why? Why not?
9. What range of emotions did Sophie undergo as she waited for Danny Casey?
10. 'The family was a great fan of Danny Casey and his game' What incident in the story suggest this.
11. Who is responsible for Sophie's tears? Why do you think so?

### **Long Answer Type Questions**

**Answer in about 125-150 words each. (10 marks each)**

1. Bring out the difference in the character of Sophie and Jansie.
2. "Going Places" is a story that borders on fantasy and reality. Discuss.
3. The meeting of Sophie with Danny Casey is a figment of her imagination. Do you agree? Why? Why not?
4. Write a character sketch of Geoff. How is it different from Sophie?
5. "Sophie's dream world clashes with the world of her family and friends" Do you think Sophie is able to balance her dream world with her reality" Comment.