

## Flamingo (Poetry)

### My Mother At Sixty-Six

by Kamala Das

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#### ANSWERS TO TEXT BOOK QUESTIONS

1. What is the kind of pain and ache the poet feels?  
**Ans.** The familiar ache that the poet feels is about her helplessness. She is unable to take care of her ageing mother. She has to leave her alone at her hour of need. The childhood fear of the poet is the fear of losing her mother or being separated from her mother.
2. Why are the young trees described as ‘sprinting’?  
**Ans.** The sprinting trees contrasts with the frail, pale and corpse like mother of the poet. Using personification the poet uses the trees to symbolize sprinting youth, full of life vigor and vitality- while the old age lingers on.
3. Why has the poet brought in the image of the merry children ‘spilling out of their homes’?  
**Ans.** Children symbolize beginning of life. The pale ashen face of the mother represents death. The expression symbolizes the spontaneous overflow of life in contrast with the passive and inactive life.
4. Why has the mother been compared to the ‘late winter’s moon’?  
**Ans.** During winter the moon is covered with mist and bereft of its radiance looks hazy and obscure. Being old the poet’s mother has lost her shine and her strength and has therefore been compared to the ‘late winter’s moon’. The poet has used the figure of speech of simile.
5. What do the parting words of the poet and her smile signify?  
**Ans.** The parting words of the poet ‘see you soon, amma’ express a faint hope that her mother might survive and she would be able to see her again. The smile is superficial and expresses her dilemma, confusion, helplessness. She smiles not only to hide her anxiety and of losing her mother but also to stop herself from passing her worry to her mother.

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#### COMPREHENSION QUESTIONS

Read the extracts and answer the questions that follow:

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 looked as old as she was  
But soon put that thought away.”*

- (a) Where is the poet at present?

The poet is on her way from her ancestral home to Cochin Airport, travelling by a car with her aged mother dozing off to.

- (b) How does the poet describe her mother?

The poet describes her mother as old, pale, cold and an embodiment of death. As she dozed off beside her, the poet uses the simile of a corpse to describe the colorless face which seemed to have lost all vitality of life.

- (c) Who does 'she' refer to in the last line? What thoughts had she driven away?

'She' here refers to the mother of the poet, Kamala Das. She wanted to put the haunting thought of parting with her mother away.

- (d) Explain the expression '..... Pain that looked as old as she was ...'

Her pain about losing her mother is as old as she was. The poetess wants to express the idea that the pain/fear was haunting her since her childhood.

2. "... but soon

*Put that thought faraway, and looked out at young trees sprinting, the merry children spilling out of their homes ..."*

- (a) What was the poet looking at? What did she notice?

The poet was looking at her mother. She noticed the mother's ashen and almost lifeless face and this made her distraught.

- (b) What thought did she try to drive away?

She tried to drive away the thought of her mother's approaching death.

- (c) Why did the poet start 'looking out'? What does her gesture suggest?

The poet started looking out of the window because she wanted to drive away the pain and agony she experienced on seeing her aged mother. She wanted to drive away her helplessness in the wake of her mother's ageing and approaching death.

- (d) What did the poet see from the window of the car?

The poet saw young trees running past her car and merry children sprinting out of their homes to play.

- (e) What did the images of 'young trees' and 'merry children' symbolize?

Trees and children symbolize the spring of life, its strength, vigour and happiness which contrasts with the lifelessness and helplessness that sets in with age.

3. "but after the airport's

*Security check, standing a few yards*

*away, I looked again at her, wan, pale-as a late winter's moon"*

- (a) Who is 'I' and why is she at the airport?

I is the poet Kamala Das here and the poet was at the Cochin airport travelling away from her ancestral place.

- (b) Who does 'her' here to? How did she look like?

'Her' here refers to the poet's aged mother. In her declining stage of health, the mother looked pale, cold like a corpse and like a colourless, dull late winter moon.

- (c) Why does the narrator look at her again?

The narrator looked at her mother once again for the last time before she left to reassure herself about the well being of her mother. She had tried to drive away the fear she had felt on seeing her weak and aged mother. It was a look of reassurance and of anxiety and fear that it would be her last meeting.

- (d) Explain: 'wan, pale as a late winter's moon'.

In this simile, the poet compares the mother's pale and withered face to the late winter's moon. Winter symbolizes death and the waning moon symbolizes decay. Just like the moon loses its magnificence and brightness in winter covered and dimmed in fog and mist, the thick cover of the winter of old age has made the mother weak, pale, withered, inactive and spiritless.

4. *"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."*

- (a) What 'familiar ache' did the poet feel?

The 'familiar ache' refers to the poet's fear of losing her mother and the realization that she has not cared and cannot care for her ageing mother. It is an ache of helplessness. It is also a fear of separation from the mother.

- (b) What could have been the poet's childhood fears?

I think the poet's childhood fear was that she would lose her mother or be separated from her and that death would consume her mother.

- (c) Did the poet share her thoughts with her mother?

The poet did not share her fears and agony with her mother. She only bid good bye to her with the hope of seeing her soon.

- (d) Why do you think the poet did not share her thoughts with her mother?

I think the poet did not share her thoughts with her mother because they were caused by her fear of the unknown. Sharing them with the mother would have worried the frail old woman. She hoped that they would meet again.

- (e) Why did the poet only 'smile'?

The poet only smiled to hide her guilt, anxiety and fear of the unknown. Also, she wanted to bid a cheerful farewell to her mother before boarding the flight, giving a hollow promise wrapped in a meaningless smile.

# An Elementary School Classroom in a Slum

By Stephen Spender

## ANSWERS TO TEXT BOOK QUESTIONS

1. Tick the item which best answers the following.

- (a) The tall girl with her head weighed down means  
The girl
- (i) is ill and exhausted
  - (ii) has her head bent with shame (x)
  - (iii) has untidy hair. (x)
- (b) The paper seeming boy with rat's eyes means  
The boy is
- (i) sly and secretive. (x)
  - (ii) thin, hungry and weak
  - (iii) unpleasant looking (x)
- (c) The stunted, unlucky heir of twisted bones means  
The boy
- (i) has an inherited disability
  - (ii) was short and bony (x)
- (d) His eyes live in a dream. A squirrel's game, in tree room other than this means  
The boy is
- (i) full of hope in the future
  - (ii) mentally ill (x)
  - (iii) distracted from the lesson (x)
- (e) The children's faces are compared to 'rootless weeds'  
This means they
- (i) are insecure (x)
  - (ii) are ill-fed
  - (iii) are wasters (x)

2. What do you think is the colour of 'sour cream'? Why do you think the poet has used this expression to describe the classroom walls?

**Ans.** The colour of 'sour cream' is off-white or yellowish. The poet has used this expression to suggest the neglect these children are subjected to. It also portrays the decaying aspect, the sickening and the repulsive atmosphere of the surroundings.

3. The walls of the classroom are decorated with the pictures of “Shakespeare”, ‘Buildings with domes’, ‘World maps’ and beautiful valleys. How do these contrast with the world of these children?

**Ans.** The lives of these slum children are far removed from that represented in school books, maps, photographs of Alpine valleys and beautiful cities. They are in sharp contrast with the dull and dreary atmosphere of the slum school. The decorations are alluring, useless and unwanted. The world of these children is full of monotony, dullness, hopelessness and hunger.

4. What does the poet want for the children of the slums? How can their lives be made to change?

**Ans.** The poet wants the people in authority to realize their responsibilities towards the children of the slums. They need to be rescued from the ‘tombs’ of class discrimination and social injustice. The slum children can only be helped if the governor, inspector, visitor break open the catacombs in which they are trapped and set the children free to explore the beautiful, colourful world. Education has to be meaningful and relevant to them. There should be no barriers between them and their books. They will then land in a world of progress, prosperity and peace. Their lives will change for the better.

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### COMPREHENSION QUESTIONS

Read the extracts and answer the questions that follow:

1. *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) What does slag heap refer to?

Slag heap refers to a large pile of waste material that remain after metal has been removed from rock. This dirt and garbage is the world for the slum children who spend their life raking in these 'slag heaps'.

(b) Explain: 'skins peeped through by bones.'

The expression refer to the weak and worn-out looks of the slum children. These children being undernourished look more like skeletons, their bones literally peeping out of their thin skin cover.

(c) What is the comparison drawn with 'bottle bits on stones'?

The slum children are deprived of even the basic amenities of life. Their life is shattered and broken like bits of bottle on a stone.

(d) Why does the poet see slums 'as big as doom'?

The foggy filthy slums which comprise the world for the slum children are living nightmares. Life there is worse than death. These slums are stalking the world just like death stalks its victims anytime anywhere.

2. *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*  
*History theirs whose language is the sun.*

- (a) What kind of a world does the poet visualise for these children?

The poet visualises a world where these children will be free to bask in the freedom of the green fields and frolic around on the sea beaches in a carefree manner. They would not be troubled by the injustice of life.

- (b) What does 'green fields' and 'gold sands' symbolise?

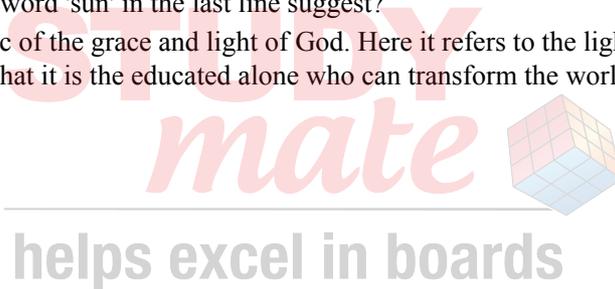
The expressions are symbolic of a carefree and happy life. It refers to a world where social and economic injustice does not prevail and everyone enjoys the right to live a happy life.

- (c) Explain: "let their tongues run naked into books."

The poet strongly feels that the live of these children will be very miserable and unfulfilled unless they are educated. Thus he wishes that these children be exposed to the world of books. They should be educated so that they can break themselves free from the confines of the slums.

- (d) What does the word 'sun' in the last line suggest?

Sun is symbolic of the grace and light of God. Here it refers to the light of education. The poet strongly feels that it is the educated alone who can transform the world.



# Keeping Quiet

By Pablo Neruda (Neftali Ricardo Reyes Bsoalto)

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## ANSWERS TO TEXT BOOK QUESTIONS

1. What will counting upto twelve and keeping still help us achieve?

**Ans.** Counting up to twelve and keeping still would create an unusual, exotic moment, a state of comfortable inertia coupled with pleasant idleness and relaxation. The momentary pause would provide us with the necessary opportunity for quiet introspection and creating a feeling of mutual understanding and promote universal brotherhood among human beings.

2. Do you think the poet advocates total inactivity and death?

**Ans.** The poet very emphatically states that he has ‘no truck with death’; on the contrary, he is speaking about life, a better quality of life on the earth. He seeks productivity through introspection.

3. What is the ‘sadness’ that the poet refers to in the poem?

**Ans.** The poet refers to the sadness caused because of ‘never understanding ourselves’. We are focused on only one thing – scientific progress and advancement and are oblivious of our emotional needs. Our activities are harmful and disastrous and threaten us with death.

4. What symbol from Nature does the poet invoke to say that there can be life under apparent stillness?

**Ans.** During winter, everything appears to be dead. But under its crust Mother Earth, is in fact, conserving and preserving life, preparing it to resurrect itself at the opportune moment. Life will burst forth during spring.

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## COMPREHENSION QUESTIONS

1. Read the stanza and answer the questions that follows:

*“Fishermen in the cold sea*

*Would not harm whales*

*And the man gathering salt*

*Would look at his hurt hands.”*

(a) What is ‘fisherman’ symbolic of?

The fisherman symbolizes man’s indiscriminate exploitation of nature for his vested interests.

(b) What will happen when fishermen do not harm whales?

The whales will be no longer on the verge of extinction. A sense of co-existence can go into the minds of people.

(c) What has happened to the man gathering salt? What must he do?

The man gathering salt has injured his hands. He must take care of his hurt hands and should realize that his actions are self-destructive.

- (d) What would happen in this moment of silence?

He will become conscious of the harm causing to others and to themselves and will work towards a better tomorrow where there would be peace, co-existence, mutual understanding and harmony.

- (e) What image does the poet create in the last line?

He creates the image of incessant suffering. In his effort to add comforts to his life, Man has paid no heed to the pain that caused him.

**2. Read the stanza and answer the questions that follows:**

*“Perhaps the earth can teach us  
As when everything seems  
dead And later prove to be alive  
Now I’ll count up to twelve  
And you keep quiet and I will go.”*

- (a) Who can teach us and what?

The earth can teach us. The Earth can teach us how new life emerges even when the surface remains cold and dead. Likewise quiet introspection will enable us to live a life of peace and harmony.

- (b) Why does the speaker count up to twelve?

It is a part of initiation in meditation. The distractions and digressions are washed away and man is in a moment of bliss.

- (c) Explain: ‘you keep quiet and I will go’

The poet wants us all to keep quiet and experience the moment of realization and peace. He will go and pass on the message to another group of people.

- (d) How will it later 'prove to be alive'?

The seed that lies dormant beneath the cold surface during winter is not dead. Life is an eternal and ongoing process. Now like will burst forth during spring.

**Short Answer Questins**

1. Why does Pablo Neruda urge us to keep still?

Stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and contribute to create a society of peace and mutual understanding.

2. ‘Under the apparent stillness there is life’. Justify.

The poet does not want to equate stillness with total inactivity. Under the apparent stillness there is life. We can learn it from the earth when everything seems dead, the earth still remains alive. The life on earth goes on under the apparent stillness.

3. Why do men become sad? How can this sadness be overcome?

The tremendous lack of understanding their action makes everyone sad. This lack of understanding is like threatening themselves with death. When they do not understand themselves they become sad. A long silence and introspection might interrupt this sadness and make them realise what life is all about.

# A Things of Beauty

By John Keats

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## ANSWERS TO TEXT BOOK QUESTIONS

1. List the things of beauty mentioned in the poem.

**Ans.** Keats begins the poem by saying that everything in nature is a thing of beauty and a source of everlasting pleasure. It helps us to recuperate after the onslaughts of the material world and makes us happy. Some of the things that provide this happiness to our soul, as mentioned in the poem, are the sun, the moon, a bower of trees – young and old, flowers such as daffodils, sparkling streams, mass of ferns and blooming musk-roses.

Keats also speaks of the splendor of those great people who had selflessly sacrificed their lives for others. Their acts of valor, their values, and their achievements have immortalized them. Their sagas and legends enthuse and inspire us.

2. List the things that cause suffering and pain.

**Ans.** Keats is of the opinion that the pains and sufferings of man are of his own making. Our continuous quest for happiness, our evil and unhealthy means of pursuit, our dearth of noble nature are primarily the reasons for the disappointments and the sadness that we experience in life.

3. What does the line, ‘Therefore, are we wreathing a flowery band to bind us to the earth’ suggest to you?

**Ans.** Our soul is deeply and intrinsically connected with nature. Nature and every thing beautiful affects our senses and moods. Our feelings and emotions are intertwined with the images from nature. These give life some sort of meaning and significance. In order to obtain the benefits of a thing of beauty we strive each day to forge new ties with Nature and the Earth. Keats believed that nature has an ennobling effect on us. The ‘flowery bands’ are metaphorical of our sweet and pleasant links with nature.

4. What makes human beings love life in spite of troubles and sufferings?

**Ans.** The troubles and sufferings in life dampen our spirits and cast a pall of gloom over us. In spite of such unpleasant things the pleasure we derive from beautiful objects and experiences dispels the despondency in our soul. Beauty counteracts the depression caused by life’s dark and gloomy aspects. It makes us love life.

5. Why is ‘grandeur’ associated with the ‘mighty dead’?

**Ans.** Keats speaks of the splendor of those great people who had selflessly sacrificed their lives for others. Their acts of valor, their values, and their achievements have immortalized them. Their sagas and legends enthuse and inspire us. These give us pleasure and divine influence - like an eternal fountain of nectar that is bestowed upon us from heaven.

6. Do we experience things of beauty only for short moments or do they make a lasting impression on us?

**Ans.** According to Keats a ‘thing of beauty’ gives eternal joy, pleasure and happiness. Its loveliness increases with the passage of time. Its effect will never wear off or diminish. It will never fade

away nor will its intensity pass into nothingness. It remains forever new, appealing and fascinating.

7. What image does the poet use to describe the beautiful bounty of the earth?

**Ans.** Keats describes the beautiful bounty of the earth as 'the endless fountain of immortal drink, pouring unto us from the heaven's brink'. An eternal source of elixir that is bestowed upon us by Nature/God.

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## COMPREHENSION QUESTIONS

1. *"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;"*

(a) What does 'in spite of all' refer to?

The expression refers to all the pessimistic and negative thoughts that obstruct our way to happiness. In spite of the sense of hopelessness and gloom that overshadow and darken our ways, we are able to find our happiness in the beautiful objects of nature.

(b) What, according to the poet, drives away the sadness from our life?

Beauty, in any shape or form, helps in driving away the sadness and despair from the dark recesses of our spirit.

(c) What images of beauty has the poet referred to here?

The poet sees beauty at its best, through the various objects of nature. He appreciates this simple and serene beauty through the image of the sun, the moon, the trees, the sheep, the daffodils and the green pastures and rivers.

(d) Explain: 'With the green world they live in.'

Nature's beauty is at its best in the lush green surroundings of meadows and pastures which provide the life support to all plants and animals. No living creature can be happy away from nature, and it is in this green world that they find the true joy and happiness of life.

2. *"We have imagined for the mighty dead;  
All lovely tales that we have heard or read;  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink."*

(a) Who are the 'mighty dead'?

The 'mighty dead' refers to those great men and warriors who glorified death by embracing it most gracefully and magnificently.

(b) What 'lovely tales have we heard or read'?

A glorified and magnificent death gets recorded in the leaves of history, leaving an indelible imprint on it. It remains an everlasting source of motivation to all those who read or hear about

such great men who achieved glory in death.

- (c) What is referred to as an 'endless fountain of immortal drink'?

Beauty, in all respects, whether in growth or in decay, is a perennial source of motivation. It is an endless fountain from where we can drink the immortal elixir of life.

- (d) Explain: "Pouring unto us from the heaven's brink."

Beauty is the greatest gift of God to man which has been showered upon us from the heavens above. This beauty is eternal and everlasting, in whose glory men on earth bask and derive perennial joy and happiness.

### Questions and Answers

1. What is the tone of the poem "A thing of beauty" by John Keats?

**Ans.** The tone of the poem is calm and peaceful, a contemplation of nature and the beauty of nature. All of the things of beauty itemised in the poem are natural and not man-made. Keats was not a religious man and had a great fear of death and the passing of the seasons, but was a true naturalist with a feel for the beauty of nature never surpassed by another poet. As the opening verses of a long work on the story of Endymion it has to set the scene for the tone of the whole story.

2. What is the meaning of the phrase 'simple sheep' in the poem?

**Ans.** Describing the selfless beauty of the trees, Keats refers to them as providing shade to 'simple sheep.' This is a boon for them, and is also symbolic of the charity and co-dependence of the world. This could also be interpreted as how we, human beings, represented as 'simple sheep', rely on these 'things of beauty' to shelter us.

3. What do you mean by 'grandeur of dooms' in the poem a thing of beauty by John Keats?

**Ans.** 'And such too is the grandeur [nobility or greatness of character] of the dooms [the end, death, destruction]!' In an earlier line, the poet says, 'Some shape of beauty moves away the pall. From our dark spirits.' Similarly, death is the sad end but what makes the mighty dead immortal in spite of death is their 'grandeur' which is nobility or greatness of character and deeds. Even though they are dead, they continue to inspire in us greatness and nobility.

4. What is the theme of the poem a thing of beauty?

**Ans.** The poem talks of the human tendency to turn to beautiful things to make life easier, and come out of times of sorrow and grief. We find solace and tranquility in beautiful things of nature like shady boughs and streams and rills. In fact, we take inspiration from literature and books, which provide us with beautiful things to get inspired from. Hence, inspiration from beauty is the underlying theme of the poem 'A Thing of Beauty'.

5. What is the social message of the poem 'A Thing of Beauty' by John Keats?

**Ans.** John Keats who wrote this very line has in his poem Ode on a Grecian Urn perfectly answered the question of how a thing of beauty forever can be admired, or how a thing of beauty can be admired forever. Whatever rural beauties and majesties which appealed to him, he praises and immortalizes in this poem, which itself stands as a monument for his admiration. But the more important aspect of the poem which opens up eternity for his admiration is the method of presenting those rural beauties before the reader. Those scenes are presented as carved and over – polished in a centuries-old Grecian urn. That is his answer to this specific question. One

can carve and chisel his admiration (of things of beauty) in another thing of beauty like a clay pot or urn, which will carry the admiration through ages. So the social message of the poem is, a thing of beauty is joy for ever, which means artful creations are to be enjoyed through centuries and generations as a common property of mankind.



# Aunt Jennifer's Tigers

By Adrienne Rich

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## ANSWERS TO TEXT BOOK QUESTIONS

1. How do 'denizens' and 'chivalric' add to our understanding of the tiger's attitude?

**Ans.** 'Denizens of a world of green' expounds the fact that the tigers roam freely and fearlessly in their natural habitat. 'They pace in sleek chivalric certainty.' explains that they are gallant, brave, heroic and manly. They walk around with bold, sure and confident steps. Unfortunately, both the images are in contrast with the life of their creator, Aunt Jennifer.

2. Why do you think Aunt Jennifer's hands are 'fluttering through her wool' in the second stanza? Why is she finding the needle so hard to pull?

**Ans.** Confronting constant fear and bearing the constraints of married life, Aunt Jennifer has become a nervous wreck. She is so victimized and oppressed that her frail fingers are not able to carry the weight of something as light as wool. Her struggling with the ivory needle suggests her terrorized state of mind and the loss of her individual identity under the weight of uncle's domination.

3. What is suggested by the image 'massive weight of Uncle's wedding band'?

**Ans.** 'Massive weight of uncle's wedding band' symbolizes the suppression of women in matrimony in a predominantly patriarchal society. It is the image of oppression, of custom and social rituals in marriage. The expression is symbolic of male authority and power. It also embodies the struggle for existence in a harsh world, the deep conflict of bondage and freedom, the gender conflict.

4. Of what or of whom is Aunt Jennifer terrified with in the third stanza?

**Ans.** Aunt Jennifer is terrified of her domineering husband. The fear of her husband outlasts her body and life.

Alternatively, she is terrified by the rebellious feelings rising in her heart and the manifestation of those feelings in her creations. She dreams of her escape in her art but lands up producing the very image of her suppression.

5. What are the 'ordeals' Aunt Jennifer is surrounded by? Why is it significant that the poet uses the word 'ringed'? What are the meanings of the word 'ringed' in the poem?

**Ans.** The poem addresses the experience of married life in the midst of constriction. The 'ordeals', refer to the painful experiences, moral, social and psychological that Aunt Jennifer had to face in her married life.

The word 'ringed' has not only been used conventionally to symbolize the sacred bond of marriage but has been used figuratively also. Figuratively it indicates the ring that 'sits heavily' on her hand is burdensome and restrictive. Even after death she will be surrounded by the difficulties she faced during her lifetime, she remains trapped in the struggles of the spirit. She has to conform to the patriarchal society.

6. Why do you think Aunt Jennifer created animals that are so different from her own character? What might the poet be suggesting, through the difference?

**Ans.** Aunt Jennifer has given physical manifestation to her suppressed emotions by creating the tigers

that are so different from her own character. The tigers are everything that she is not – bold, valiant, free and colorful.

Her life is dull and mundane but the tigers she creates are brightly colored. She is trapped and bound by the unbreakable bars of matrimony but her tigers are free. While Aunt Jennifer is terrified of the men in her life the men in her knitted tapestry are afraid of the tigers. Unlike the men in her life the tigers are chivalrous. It is her alternative world of freedom. It is an expression of her rebellion against the constriction imposed upon her by the institution called marriage.

7. Interpret the symbols found in the poem.

**Ans.** Aunt Jennifer symbolizes the woman suppressed in a patriarchal society. She is the image of the terrified woman trapped in the bond of matrimony.

The tigers represent the freedom of spirit that Aunt Jennifer dreams but is never able to achieve. It is the true nature of a woman's soul, her alternative world of freedom. Her rebellion against the constriction imposed upon her by the institution called marriage.

The wedding band symbolizes the oppression that she has to face in marriage.

8. Do you sympathize with Aunt Jennifer? What is the attitude of the speaker towards Aunt Jennifer?

**Ans.** Yes, we do sympathize with Aunt Jennifer. She is a lonely, pained woman who is plagued with absolute anxiety while she makes a world so different from hers on a screen; a world which she can never inhabit, as a result the reader may commiserate with Aunt Jennifer.

Adrienne Rich feels sorry and rebels using the oppressor's own language to feel a sense of triumph.

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## COMPREHENSION QUESTIONS

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.”*

(a) What does the expression ‘Aunt Jennifer’s tigers’ imply?

Aunt Jennifer was embroidering a panel of prancing tigers. The poet refers to the tigers as Aunt Jennifer’s tigers because they are her creation, her work of art.

(b) What does ‘prancing tigers’ symbolize?

Prancing tigers are a symbol of the spirit of freedom within Aunt Jennifer which remains subdued. They also symbolize her fear of her male counterpart.

(c) Why are they referred to as ‘denizens of a world of green’?

The tigers are the dwellers of the green forest so they are referred to as denizens.

(d) What qualities of the ‘tigers’ are highlighted here?

Fearlessness and ferocity of the tigers are highlighted here. Aunt Jennifer’s nervousness and timidity are in sharp contrast to wild ferocity of the tigers who are not afraid of hunting men. Unlike Aunt Jennifer, the tigers fear nothing.

(e) Explain; “They pace in sleek chivalric certainty”.

The movement of the tigers is sleek, stealthy, sure, majestic and elegant. They are sure of their purpose. Gallant and confident, they move ahead fearlessly and undeterred.

2. “Aunt Jennifer’s fingers flutter 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.”*

(a) Why do Aunt Jennifer’s fingers flutter through her wool?

Aunt Jennifer lives in constant fear of her chauvinist husband. She feels so nervous and terrified that her hands shake and flutter when she sits down to knit.

(b) Why does she find it hard to pull the ivory needle?

Confronting constant fear and bearing the constraints of married life, she has become a nervous wreck. She finds it difficult to pull the ivory needle through the tapestry more because of mental suppression than because of physical weakness.

(c) Explain: ‘massive weight of Uncle’s wedding band’.

The expression is symbolic of male authority and power. Matrimony binds the woman physically as well as mentally, clipping her of her freedom of expression and independence. Likewise Aunt Jennifer is trapped in gender oppression and feels herself burdened by the authority of her husband.

(d) How is Aunt Jennifer affected by the ‘weight of matrimony’?

Aunt Jennifer cannot do things freely. She tries to come up to the expectation of her husband, she seems to have lost her identity. The freedom that she dreams of through her art is itself symbolic of her oppressed self.

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.”*

(a) What is Aunt Jennifer’s death symbolic of?

Aunt Jennifer’s death is symbolic of her complete submission to her suppression.

(b) Explain: “terrified hands”.

Aunt Jennifer is terrified by her dominating husband and hence her hands are shivering.

(c) What does “ringed with ordeals’ imply?

Aunt Jennifer has been so victimized in her life that even after death she remains trapped in the struggles of the spirit. Though we do not know what terrors Aunt Jennifer had to live through, we find her a victim of gender injustice and oppression.

(d) Is the society in any way affected by Aunt Jennifer’s death?

Since the society is male dominated, it shows no concern for Aunt’s suffering, even her death. The loss of her freedom is her individual loss. The society is not affected by it and the state of women still remains the same.

- (e) Explain: “the tigers in the panel ..... will go on prancing, proud and unafraid”.

The expression is symbolic of the dispassionate and unconcerned attitude of the male towards the desire for freedom among women. Even after her death, the social milieu remains unaffected, arrogant and ferocious.

### Short Answer Questions

1. How do Aunt Jennifer’s tiger look like?

The tigers, made by Aunt Jennifer on the screen, are jumping and playing about without any fear of the men beneath the tree. They walk in elegance and style displaying the spirit of courage, fearlessness, strength and confidence.

2. What do the tigers made by the Aunt symbolize?

The tigers made by Aunt Jennifer symbolize the spirit of courage, strength and fearlessness. Aunt Jennifer, a victim of male oppression, expresses her crushed feelings in the form of art. So, the tigers are symbolic of the fear of male domination with which Aunt Jennifer suffers.

3. Why do you think Aunt Jennifer’s hands are fluttering through her wool? Why is she finding the needle so hard to pull?

Aunt Jennifer is victimized by the overbearing and dominant nature of her husband. Her life has become a torture due to her suppression by her atrocious husband. The fear of her authoritative husband has gone so deep into her being that she seems to have lost all strength and energy. Thus her hands shake and flutter so much that she is not even able to pull the needle through the tapestry.

4. What do you understand by “massive weight of uncle’s wedding band”?

Generally ‘wedding band’ is a symbol of joy and happiness. But in case of Aunt Jennifer, it has become a symbol of torture, oppression and subjugation. Her relationship with her authoritative husband has become a painful burden to carry. Her ‘wedding band’ has brought her a world of pain, misery and torture. She has lost her freedom and entered a world of humiliation and oppression.

5. Explain ‘her terrified hands will lie, still ringed with the ordeals she was mastered by’.

These lines convey Aunt’s complete submission to the oppressive authority of her husband. The fear of her husband has gone so deep into her being that even death cannot liberate her from the chains of her mental suppression. Memories of her husband’s tortures and atrocities which bent her into a humiliating slavery will continue to haunt her even after her death.

6. Explain ‘The tigers in the panel that she made will go on prancing proud and unafraid.’

Here the tigers symbolize the unquestioned authority of man enjoyed by him over his woman counterpart. The lines suggest the dispassionate and unconcerned attitude of the male towards the desire for freedom among women. Here, Aunt Jennifer tries to find an escape in her art but ends up portraying an image of her own suppression. While woman can never free herself from the oppressive authority of her male counterpart, the male, on the other hand will go on enjoying his authoritative arrogance and ferocity without any fear of regrets.

# Flamingo (Prose)

## The Last Lesson

By Alphonse Daudet

### ANSWERS TO TEXT BOOK QUESTIONS

Think as you read:

1. What was Franz expected to be prepared with for school that day?  
**Ans.** Franz was expected to learn the rules for participles and be able to recite them to perfection. However, he didn't know the first word about them.
2. What did Franz notice that was unusual about the school that day?  
**Ans.** Franz's arrival at school was met with an unusual silence. Everything was as quiet as Sunday morning. The teacher, M. Hamel, was dressed in his beautiful green coat, his frilled shirt, and little black cap which he wore only on inspection and prize days. The backbenches that were always empty, were occupied by solemn looking village elders.
3. What had been put up on the bulletin board?  
**Ans.** The bulletin board had been a source of all bad news for the last two years. Now it announced that a directive had come from Berlin to teach only German in the schools of Alsace and Lorraine.
4. What changes did the order from Berlin cause in school that day?  
**Ans.** The order from Berlin meant that this was to be their last French lesson. This bitter truth made the villagers come to school not only as a mark of respect and appreciation for M. Hamel who had selflessly served the school for forty years, but also because they were overcome with a sense of remorse for not attending school when they had the chance. They wanted to attend the last lesson in all earnestness and sincerity. The younger students too were especially quiet and attentive. A strict teacher otherwise, M. Hamel was unusually kind that day and did not reprimand Franz for his inability to recite the rules for participles.
5. How did Franz's feelings about M. Hamel and school change?  
**Ans.** Franz was shocked to learn that this was his last French lesson and that M. Hamel was going away. He suddenly realizes that he hardly knew the language. At that moment, he regretted not learning his lessons and spending time instead in frivolous activities. His books, which seemed a nuisance and a burden earlier, were now old friends. Franz's feelings towards M. Hamel also softened and he forgot all about his ruler and how cranky he was.

### Understanding the Text

1. The people in this story suddenly realize how precious their language is to them. What shows you this? Why does this happen?

The imposition of the German language on the people of Alsace-Lorraine brings home the beauty and importance of French in their lives. M. Hamel describes it as the most beautiful language in the world — the clearest, the most logical. Each one reproaches himself for procrastinating and not learning the lessons more sincerely; the fact that they are an enslaved people with no

identity of their own dawns upon them at this stage. Till then they had taken the language for granted. The imposition of the German language makes them suddenly feel the authority of their captors and they experience complete loss of freedom.

2. Franz thinks, “Will they make them sing in German, even the pigeons?” What could this mean? Completely subjugated by their captors, Franz wonders if the Germans will also impose their authority on the pigeons who at the moment are freely and blissfully cooing on the roof. It echoes a feeling of hopelessness and helplessness that is experienced after loss of freedom. This statement is a satire on the linguistic chauvinism that takes place in the form of imposition of a foreign language over the defeated.



# Lost Spring, Stories of Stolen Childhood

By Anees Jung

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## ANSWERS TO TEXT BOOK QUESTIONS

Think as you read:

1. What is Sahib looking for in the garbage dumps? Where is he and where has he come from?  
**Ans.** Sahib is looking for a rupee or anything valuable in the garbage dumps. He is in the neighborhood of the narrator. His family came from Dhaka, Bangladesh and now lives in Seemapuri, a place on the periphery of Delhi.
2. What explanation does the author offer for the children not wearing footwear?  
**Ans.** Some people say that children go about barefoot because it is a tradition in our country. But the author does not agree with them. She thinks that it is only an excuse to explain away a perpetual state of poverty.
3. Is Saheb happy working at the tea-stall? Explain.  
**Ans.** No, Saheb is not happy working at the tea-stall. He is not happy because he has lost his freedom. His face has lost the carefree look. Though he is secure working in a tea stall where he is paid 800 rupees per month and is given all his meals, he is no longer his own master. He is someone's servant.
4. What makes the city of Firozabad famous?  
**Ans.** The city of Firozabad is famous all over India for its beautiful glass bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry.
5. Mention the hazards of working in the glass bangles industry.  
**Ans.** Glass bangles making industry has hazards. Bangles are manufactured in glass furnaces with high temperatures, in dingy cells without air and light. Children have to look into bright hot furnaces and polish bangles. The two activities turn them blind before they become adults.
6. How is Mukesh's attitude to his situation different from that of his family?  
**Ans.** Mukesh's family is fatalist. His grandmother thinks that a God-given lineage can never be broken. They believe that they are destined to work as glass bangle makers. No man can change it. But Mukesh thinks he can change it. He is determined to be a motor mechanic.

Understanding the text:

7. What could be some of the reasons for the migration of people from villages to cities?  
**Ans.** The primary cause of migration of people from villages to cities is the lack of job opportunities in the villages. If people find no employment in their native places they would necessarily migrate. Moreover some traditional occupations like shoe making, weaving etc. are no longer needed in villages. So people come to cities to find work. Modern amenities that are available in the cities, glamour of city life and aspirations for a better lifestyle are some of the other reasons that force the village people to migrate to cities.

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

**Ans.** It indeed is a fact that promises made to poor children are rarely kept. Promises are made to provide healthy lives, quality education, protection against abuse, exploitation and violence. Yet, millions of children are forced to work in hazardous conditions. Child labour in the 'Third World' countries is rampant.

In the text, the author promises to open a school where Saheb could study. But in the very first place the promise was not meant to be kept, it was an insincere promise. The government has enacted strict laws prohibiting child labour. It has made 'Education' a fundamental right but still children like Saheb or Savita have to slog their daylight hours, trapped in conditions of poverty, conflict and degraded environment. The laws are not enforced; there is lack of political will.

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

**Ans.** There is a vicious circle that has kept the bangle makers in poverty. They find themselves in the clutches of middlemen and money lenders. The law enforcing authorities prey on them instead of helping them. The police, the bureaucrats and the politicians conspire with middlemen and money lenders to keep the bangle makers in poverty.

They cannot organize themselves into a co-operative for fear of the police and moreover there is no leader among them, they are caught in a web of poverty; burdened by the stigma of caste they suffer perpetually.

#### Talking about the text

10. How, in your opinion, can Mukesh realize his dreams?

**Ans.** Mukesh is different from his peers. He aspires to be a motor mechanic. He has thought of his plan as much as a child of his age can. He is determined to change his lot. He is sure to find some garage that will take him as an apprentice. He is resolute, even if the garage is long way from his home, he is ready to walk up to the garage.

With patience, persistence and perseverance Mukesh can realize his dreams.

11. Mention the hazards of working in the glass bangles industry?

**Ans.** The dangerous and unhealthy conditions at the work places in the glass bangles industry leave an indelible scar on the minds of the workers, especially the child worker. They are physically, emotionally and mentally shattered.

They work in the glass furnaces with high temperatures, in dingy cells without air and light often losing the brightness of their eyes. And in dark hutments, next to lines of flames of flickering oil lamps, sit boys and girls with their fathers and mothers, welding pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark than to the light outside and often end up losing their eyesight before they become adults.

Often, glass splinters injure the workers and pieces of glass cut into the bare feet of children. Children are seen walking barefoot over glass littered floors, some with scarred eyes and burnt scalps.

12. Why should child labour be eliminated and how?

**Ans.** Child labour is a curse and must be eliminated. Childhood is a time when you are loved, cared for, protected and provided for; a time to play, to get educated, a time for fun and frolic. It is a period of mental and physical growth. But economic pressures abet child labour. For these underprivileged children – who like all other children of their age have their dreams and desires but their dreams and desires get lost in abject poverty.

Child labour is essentially a socio-economic problem inextricably linked to poverty and illiteracy. It will require concerted efforts from all sections of the society to make a dent in the problem. It can be eliminated by:

- (a) Legislative action plan
- (b) Focusing general development programmes for benefiting child labour
- (c) Subsidizing education
- (d) Providing basic necessities
- (e) Alleviating poverty of the families.



# Deep Water

By William Douglas

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## ANSWERS TO TEXT BOOK QUESTIONS

Think as you read:

1. What is the 'misadventure' that William Douglas speaks about?

**Ans.** When William Douglas was about eleven years old he began to learn swimming in the Y.M.C.A. swimming pool. One day he reached the pool early when no one else was there. He was afraid to get into the pool alone and was sitting on the edge of the pool to wait for others when a 'big bruiser of a boy', about eighteen years old, picked up skinny Douglas and threw him into the deepest part of the pool. He was almost drowned. He struggled to come out of water in vain, till he finally lost consciousness. This terrifying experience has been referred to as a 'misadventure' by William Douglas.

2. What were the series of emotions and fears that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface?

**Ans.** When Douglas was thrown into the pool, he landed in a sitting position, swallowed water and went at once to the bottom. He was frightened but did not panic. While going down he planned to take a big jump as soon as he reached the bottom of the pool, come to the surface, lie flat on it and paddle to the edge of the pool. He sprang up as planned but came up slowly. He grew panicky and suffocated. His legs hung like dead weights, paralysed and rigid. He started to go down again. His lungs ached, his head throbbed. He was seized with terror but he still remembered to push himself up as he touched the bottom of the pool. His nose was barely out of water when started to go down again for the third time. Then all his efforts seized, he relaxed. A blackness swept over his brain that wiped out fear, that wiped out terror. There was no more panic it was quiet and peaceful. He slipped into oblivion.

3. How did this experience affect him?

**Ans.** Several hours later after regaining consciousness he walked back home weak and trembling. He shook and cried when he lay on his bed. He couldn't eat that night. For days a haunting fear gripped his heart. The slightest exertion upset him, making him wobbly in the knees and sick to his stomach. This experience revived his aversion to water. He never went back to the pool and avoided water whenever he could.

4. Why was Douglas determined to get over his fear of water?

**Ans.** The fear of water stayed with Douglas for years. He was determined to get over his fear of water when he came to know the waters of the Cascades. The terrorising memories of the pool would take hold of him whenever he got into them, whether wading through the Tieton or Bumping River or bathing in Warm Lake. His fear of water ruined his fishing trips. It deprived him of the joy of canoeing, boating and swimming.

5. How did the instructor 'build a swimmer' out of Douglas?

**Ans.** The instructor first put a belt around Douglas. A rope was attached to the belt which went through

a pulley that ran on an overhead cable. The instructor held on to the end of the rope so, Douglas was sure that he would not drown and he swam like this for weeks. Then he taught Douglas to exhale under water, and to raise his nose and inhale. After repeated practice Douglas was able to shed part of the panic when his head went under water. The instructor then held Douglas at the side of the pool and made him kick the water with his legs. Initially his legs refused to work but gradually his legs relaxed. When he had perfected each piece the instructor put them together into an integrated whole. Thus bit by bit the instructor built a swimmer out of Douglas.

6. How did Douglas make sure that he conquered the old terror?

**Ans.** Though Douglas could swim comfortably, to make sure that the tiny vestiges of the old terror didn't return, Douglas went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island and swam two miles across the lake to Stamp Act Island. Only once when he was in the middle of the lake did the old terror return. But he confronted it and swam on. Then he swam across Warm Lake to the other shore and back. Thus he made sure that he had conquered his fear of water.

### Understanding the text

1. How does Douglas make clear to the reader the sense of panic that gripped him as he almost drowned? Describe the details that have made the description vivid.

**Ans.** Douglas has given a vivid description of how he felt when he hit the surface of the water, the terror and panic that seized him as he went down and came up twice till all the terror and panic ceased and it became quiet and peaceful.

When Douglas was thrown into the pool, he landed in a sitting position, swallowed water and went at once to the bottom. He was frightened but did not panic. While going down he planned to take a big jump as soon as he reached the bottom of the pool, come to the surface, lie flat on it and paddle to the edge of the pool. But to his dismay the nine feet depth of the pool appeared to be ninety and his lungs were ready to burst. He sprang up as planned but came up slowly. He grew panicky and suffocated. He swallowed water and choked. His legs hung like dead weights, paralysed and rigid. An irresistible great force was pulling him. He started to go down again. His lungs ached, his head throbbed. He was seized with terror. He trembled with fear. He tried to call for help but no one could hear him. Stark terror took an even deeper hold on him but he still remembered to push himself up as he touched the bottom of the pool. His nose was barely out of water when started to go down again for the third time. Then all his efforts seized, he relaxed. A blackness swept over his brain that wiped out fear, that wiped out terror. There was no more panic it was quiet and peaceful. He slipped into oblivion.

Douglas gives a detailed account of his feelings and efforts to save himself from drowning. Expressions like "those nine feet were more like ninety", "my lungs were ready to burst", "I imagined I would bob to the surface like a cork" "I opened my eyes and saw nothing but water... ..I grew panicky" "I tried to yell, but no sound came out" "This is nice...to be drowsy... .. too tired to jump... ..it's nice to be carried gently...to float along in space...tender arms around me ...tender arm's like Mothers" "I crossed to oblivion and the curtain of life fell." makes the description graphic and vivid.

2. How did Douglas overcome his fear of water?

**Ans.** The fear of water stayed with Douglas for years. He was determined to get over his fear of water when he came to know the waters of the Cascades. The terrorising memories of the pool would take hold of him whenever he got into them, whether wading through the Tieton or Bumping River or bathing in Warm Lake. His fear of water ruined his fishing trips. It deprived him of the joy of canoeing, boating and swimming.

To get over his fear of water he hired an instructor who would teach him to swim. The instructor first put a belt around Douglas. A rope was attached to the belt which went through a pulley that ran on an overhead cable. The instructor held on to the end of the rope so, Douglas was sure that he would not drown and he swam like this for weeks. Then he taught Douglas to exhale under water, and to raise his nose and inhale. After repeated practice Douglas was able to shed part of the panic when his head went under water. The instructor then held Douglas at the side of the pool and made him kick the water with his legs. Initially his legs refused to work but gradually his legs relaxed. When he had perfected each piece the instructor put them together into an integrated whole. Thus bit by bit the instructor built a swimmer out of Douglas.

Though Douglas could swim comfortably to make sure that the tiny vestiges of the old terror didn't return Douglas went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island and swam two miles across the lake to Stamp Act Island. Only once when he was in the middle of the lake did the old terror return. But he confronted it and swam on. Then he went up to Meade Glacier and swam across Warm Lake to the other shore and back. Thus he made sure that he had conquered his fear of water.

3. Why does Douglas as an adult recount a childhood experience of terror and his conquering of it? What larger meaning does he draw from this experience?

**Ans.** Douglas recounts his childhood experience, how petrified he was of water and the boundless joy he felt having conquered his fear of water, to impress upon his readers that fear is an impediment, it acts as a deterrent, prevents one from achieving what one wishes to achieve. It cripples a man's will. He realized that the richness of life can't be experienced till one overcomes his fears. If you wish to live a meaningful life, if you want to live your life to the fullest, you will have to overcome your fears.

One should not be afraid of the challenges that life poses. It is the fear of facing and undergoing the ordeals that incapacitates a man and his will to overcome them. It requires sheer grit and determination to realize one's potential and understand his strengths. People who are strong on the inside can defeat and surpass the hurdles of life. As the saying goes "Conquer your fears-success will be yours". This is what President Franklin D. Roosevelt meant when he said "All we have to fear is fear itself."

Terror lies only being afraid of the unknown. Once you overcome that fear you can defeat fear. As Douglas states- having experienced both the sensations of dying and the terror that fear of it can produce he was of the opinion that 'in death there is peace. There is terror only in the fear of death.' This realization had a deep impact on Douglas and his will to live and overcome his fears grew in intensity.

# The Rattrap

By Selma Lagerlof

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## ANSWERS TO TEXT BOOK QUESTIONS

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Think as you read:

1. From where did the peddler get the idea of the world being a rattrap?

**Ans.** One day, while he was trudging along the road and thinking about his deplorable and miserable condition, he was struck by the idea that the whole world about him was nothing but a big rattrap. It existed only to set baits for people. It offered riches and joys, shelter and food, heat and clothing in the same manner as the rattrap offered cheese and pork. As soon as someone let himself be tempted to touch the bait, it closed in on him, and then every thing came to an end.

2. Why was he amused by the idea?

**Ans.** His own life was sad and monotonous. The world had never been kind to him, so it gave him tremendous pleasure to think ill of it in this way. Therefore, during his dreary ploddings, it became his favourite pastime to think of people he knew who had let themselves be caught in the dangerous trap and of others who are still circling around the bait, ready to be trapped.

3. Did the peddler expect the kind of hospitality that he received from the crofter?

**Ans.** No, the peddler did not expect the kind of hospitality he received from the crofter. Usually whenever he asked for shelter people made sour faces and turned him away without a word of kindness. But to his utter surprise the old crofter rather welcomed him.

4. Why was the crofter so talkative and friendly with the peddler?

**Ans.** The crofter was lonely, an old man without wife or children. So, he was more than happy to get someone to talk to in his loneliness especially during the festive season. Thus the old man was just as generous with his confidences as with his porridge and tobacco.

5. Why did he show the thirty kroner to the peddler?

**Ans.** The crofter was very proud of his cow. He told the peddler that now, as he had grown old and was no longer able to do a day's labour it was his cow that gave him enough milk to support him. Last month he had received thirty kroner in payment by selling its milk to the creamery. He felt that probably the peddler did not believe him. Therefore, as evidence, to support his statement he showed the thirty kroner to the peddler.

6. Did the peddler respect the confidence reposed in him by the crofter?

**Ans.** No, the peddler did not respect the confidence reposed in him by the crofter. He came back half an hour later, smashed the window pane, got hold of the pouch with the money, thrust the thirty kroner into his pocket and walked away.

7. What made the peddler think that he had indeed fallen into a rattrap?

**Ans.** Having stolen the crofter's money the peddler thought that it was not safe for him to continue on the public highway and decided to turn off the road and walk through the forest. But the forest was big and confusing. The paths twisted and turned, back and forth so strangely that finally he realized that he had only been walking around in the same part of the forest. At this point he

recalled his thought about the world being a rattrap and that he had let himself be fooled by the bait of thirty kroner and had been caught.

**8.** Why did the ironmaster speak kindly to the peddler and invite him home?

**Ans.** The ironmaster carefully inspected the tall ragamuffin and in that uncertain glow from the furnace took the peddler for an old regimental comrade who had fallen on evil days. He addressed the tramp as Nils Olof and spoke kindly to him and invited him to his manor house.

**9.** Why did the peddler decline the invitation?

**Ans.** The peddler knew that the ironmaster had mistaken him for his old regimental comrade, Captain von Stahle. With those stolen thirty kroner still in his pockets the peddler felt that accepting the ironmaster's invitation of spending Christmas at the manor house was like voluntarily walking into a lion's den. All he wanted was a chance to sleep in the forge and then sneak away quietly. Therefore he declined the invitation of the ironmaster.

**10.** What made the peddler accept Edla Willmansson's invitation?

**Ans.** Edla was modest and looked compassionately at the peddler with her heavy eyes. She assured him that he would be allowed to leave just as freely as he came. She most fervently requested him to spend Christmas Eve with them. Her friendly demeanor and kind behaviour assured the peddler and he accepted her invitation.

**11.** What doubts did Edla have about the peddler?

**Ans.** As soon as Edla lifted his hat the peddler jumped up abruptly and seemed to be quite frightened. Her observant eyes noticed his fears and thought that either he had stolen something or had escaped from jail.

**12.** When did the ironmaster realize his mistake?

**Ans.** Next morning, on Christmas Eve as the peddler entered the dining room, clean shaven, bathed, truly clean, dressed in good looking clothes which belonged to the iron master, a starched collar and whole shoes – in broad day light, it was impossible for the ironmaster to mistake him for an old acquaintance.

**13.** What did the peddler say in his defense when it was clear that he was not the person the ironmaster had thought he was?

**Ans.** The peddler said that he had never pretended to be anything but a poor trader. He had pleaded and begged to be allowed to stay in the forge for the night. Time and again he had declined the ironmaster's invitation. But no harm had been done and he was willing to put on his rags and go away.

**14.** Why did Edla still entertain the peddler even after she knew the truth about him?

**Ans.** Edla did not think it proper on their part to chase away a human being whom they had asked to come to their house and had promised Christmas cheer. She had felt so happy when she thought how homelike and Christmassy she was going to make things for the poor hungry wretch. She understood the reality of the peddler's life and wanted him to enjoy a day of peace with them. Therefore, she still entertained the peddler even after knowing the truth about him.

**15.** Why was Edla happy to see the gift left by the peddler?

**Ans.** Edla had learned in the church that the peddler was a thief. He had robbed the old crofter. She

felt dejected. She gave a little cry of joy on seeing the gift as in the small rattrap, lay the three wrinkled ten kroner notes. Her deed of kindness had helped the poor peddler atone for his sins. He did not want her to be embarrassed during Christmas by a thief. Her generosity had reformed the poor wretch.

**16.** Why did the peddler sign himself as Captain von Stahle?

**Ans.** The peddler signed himself as Captain von Stahle because despite knowing his true identity, Edla had treated him as if he was really a captain. He, in his parting note to Edla had mentioned that he was a rat who would have been caught in this world's rattrap if he had not been raised to a captain. The peddler got a chance to redeem himself from dishonest ways by acting as an honourable Captain and therefore signed himself as Captain von Stahle.

### **Understanding the text :**

**1.** How does the peddler interpret the acts of kindness and hospitality shown by the crofter, the ironmaster and his daughter?

**Ans.** The peddler interprets the acts of kindness and hospitality shown by the crofter, the ironmaster and his daughter differently. Unmindful of the crofter's hospitality and showing scant respect for his generosity and disrespect for the faith reposed in him, he steals the crofter's money.

He declines the tempting offer of the ironmaster to be received at the manor house as a guest as he felt that he had accepted the bait laid by the crofter and was entrapped. He cursed himself for having stolen the crofter's money.

He is amazed at Edla's gentle, kind and friendly behaviour. He was convinced that any kindness shown to him was nothing but just a bait to trap him. In the end he is able to get out of the rattrap he had fallen into because of Edla's generosity.

**2.** What are the instances in the story that show that the character of the ironmaster is different from that of his daughter in many ways?

**Ans.** The character of the ironmaster and his daughter stand in contrast to each other in the story. The ironmaster is impulsive, whereas his daughter is composed, logical, kind and thoughtful.

In the uncertain light at the forge, the ironmaster mistakes the rattrap peddler as his old regimental comrade. He invites him home and thinks of providing him with all the comforts of life. He even tells Edla, "we must see that he gets something else to do than to run around the country selling rattraps." The next day when he sees the stranger in broad daylight and realizes his mistake he calls the stranger dishonest, demands an explanation and even threatens him to hand him over to the Sheriff.

Edla on the other hand was very observant. In her very first meeting with the peddler she felt that the man was not educated enough to be a captain. Rather he seemed to be afraid as if he had stolen something or had escaped from prison. Even after learning about the true identity of the stranger she was compassionate and friendly with the peddler.

At the church, when they learnt that the peddler had robbed the crofter, the ironmaster wondered what all he must have stolen from their house and blamed Edla for letting him in but she, on the contrary, was sad and dejected for bestowing her confidence on such a man. But her trust and compassion actually helped in reforming the peddler.

3. The story has many instances of unexpected reactions from the characters to others' behaviour. Pick out instances of these surprises.

**Ans.** The peddler is surprised at the warm welcome accorded to him by the crofter. He is overawed by his generous supper, cheerful company and intimate confidences.

The peddler, despite the hospitality robs the crofter.

The ironmaster addresses the peddler as "Nils Olof", mistaking him for his regimental comrade and brings him home but was quick to throw him out when he realized his folly.

Edla realized that there was something amiss with the peddler but still took him in. Even when her father wanted the peddler to go away she stood by the peddler. She wanted him to enjoy a day of peace with them.

In the end, the peddler himself is reformed and returns the stolen money.

4. What made the peddler finally change his ways?

**Ans.** Edla Willmansson, the ironmaster's daughter treated the tramp in a friendly manner. She was nice and kind to him. She interceded on his behalf when her father was about to turn him out, when he learnt about the true identity of the peddler. She not only persuaded the peddler to spend that day with them but also invited him to spend the next Christmas with them at the manor house. Her trust and compassion aroused the essential goodness in the peddler and he changed his ways.

5. How does the metaphor of the rattrap serve to highlight the human predicament?

**Ans.** The metaphor of rattrap reveals man's helplessness in the face of situations that pursuit of joys and luxuries land him in. The world entices a person through the various good things of life such as riches and joys, shelter and food, heat and clothing. It sets baits to lure people and ensnare them. Just as a rat is fooled by a bait and gets trapped, most human beings are also prone to fall into the trap of material benefits. This often does seem to be the case. If you take something that you want, wrongfully, you will usually get trapped by the consequences of your own action. One is lost in the maze of greed.

The peddler yields to his temptations at the crofter's cottage and steals the crofter's money and is forced to walk through the woods. He loses his way and feels trapped. He is afraid to go to the manor house but finds peace only after returning the bait, the crofter's money.

6. The peddler comes out as a person with a subtle sense of humor. How does this serve in lightening the seriousness of the theme of the story and also endear him to us?

**Ans.** The peddler has a subtle sense of humor and because of it he is able to lighten the seriousness of the theme of the story and also endears himself to the reader. A vagabond, striving to keep his body and soul together, philosophises about the world being a rattrap baiting people, is quite amusing.

When he lost his way in the forest, he concluded that he had let himself be fooled by a bait and had been caught. The whole forest was like a prison from where he could never escape. Again when invited by the ironmaster to his manor house, he felt going there would be like throwing himself voluntarily into a lion's den. In the carriage, on the way to the ironmaster's house with Edla, he felt that he was sitting in the trap. His outburst and sermonizing the ironmaster at the very mention of the sheriff once his true identity was revealed and finally in his parting note to

the ironmaster's daughter he signs himself as 'Captain von Stahle'. All these humorous instances help in lightening the seriousness of the theme of the story.

The philosophy of the peddler, his chain of thoughts, his guilt consciousness and his reformation make him truly human and endears him to us, the readers.

### **Talking about the text:**

1. The story also focuses on human loneliness and the need to bond with others.

**Ans.** The theme of human loneliness and need to have someone to share one's joys and sorrows runs throughout the story. To begin with, the reader's attention is drawn to the peddler who is lonely and is left to his own meditations. The crofter, because of his loneliness welcomes and entertains the peddler. The ironmaster and his daughter are both lonely and crave for human company. The ironmaster instantly bonds with the peddler, without confirming his identity and invites him home; although he wants to turn him out once his true identity is revealed. Edla, despite being aware of the peddler's true identity, wanted him to spend Christmas with them. Love and understanding of Edla Willmansson gives the tramp an opportunity to redeem himself. In his parting note the peddler wrote, "written with friendship and high regard." Human warmth and bonding enabled this change in him.

2. The story is both entertaining and philosophical.

**Ans.** The story, 'The Rattrap' is undoubtedly both entertaining and philosophical. The story entertains us by providing glimpses into human nature and how people react to various situations. The peddler's sense of humor and his tendency to philosophise despite odds and the surprising twist and turns in the tale makes the story interesting. A petty thief who philosophises about life and the world, considers all comforts and means of living as 'baits'; because of his own folly considers the manor house of the ironmaster to be 'a lions den'. The U turn in the ironmaster's attitude after the revelation of the peddler's true identity. The peddler's actions during the entire day of Christmas Eve and the dramatic turn of events resulting in the reformation of the peddler make the narrative gripping and thus entertaining.

The story is philosophical as well. The entire rattrap theory that the whole world is nothing but a big rattrap waiting to close in on anybody who is tempted to accept the bait of material benefits and also further suggesting that this world is just not a big rattrap but also a reformatory in which kind hearted people also live, does offer food for thought. The story is a confirmation of the fact that errant people can be reformed not through severe physical punishment but the essential goodness in a human being can be awakened through understanding and love. It also says something about second chances, stating that everyone should get another chance.

# Indigo

By Louis Fischer

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## ANSWERS TO TEXT BOOK QUESTIONS

1. What is Satyagraha?

**Sol.** Satyagraha (Satya: ‘truth’; agraha: ‘insistence’ or ‘holding firmly to’) loosely translated as “insistence on truth” or holding onto truth or truth force — is a particular form of nonviolent resistance or civil resistance.

2. Why is Rajkumar Shukla described as being ‘resolute’ ?

**Ans.** Rajkumar Shukla was resolute. He wanted Gandhiji to visit Champaran there by followed him to Kanpur and then to Ahmedabad. For weeks he never left Gandhiji’s side. Ultimately Gandhiji gave in – impressed by the sharecropper’s tenacity. He promised Shukla that he would visit Champaran and that he should meet him in Calcutta, when he visits Calcutta the next year.

3. Why do you think the servants thought Gandhi to be another peasant ?

**Ans.** The servants knew Shukla, who pestered their master to help the indigo sharecroppers. They allowed them to stay on the grounds (out house) till Rajendra Prasad returned. But looking at Gandhi and considering him to be a person of low caste / untouchable (because of his dress and appearance), the servants disallowed Gandhi to use the well from where the water for the household was drawn.

4. List the places that Gandhi visited between his first meeting with Shukla and his arrival at Champaran.

**Ans.** They first met at Lucknow. Thereafter Gandhi visited Cawnpore and from there, after visiting other parts of India he reached Ahmedabad. After reaching Calcutta on his way to Champaran he visited Patna and Muzaffarpur.

5. What did the peasants pay the British landlords as rent? What did the British now want instead and why? What would be the impact of synthetic indigo on the prices of natural indigo?

**Ans.** The British landlords of Champaran compelled all tenants to grow indigo on 15% of their land holdings. Whatever be the produce - would be handed over to the land lords as rent/tax.

Presently Germany had developed synthetic indigo and agricultural indigo no longer remained a profitable proposition.

They (the British landlords)obtained agreements from the sharecroppers to pay them compensation for being released from the 15% agreement.

6. The events in this part of the text illustrate Gandhi’s method of working. Can you identify some instances of his method and link them to his idea of satyagraha and non-violence ?

**Ans.** Gandhi went to Champaran - met the Secretary of the British Landlord’s Association. The Secretary gave no information as he considered Gandhi to be an outsider. Gandhi in no uncertain terms answered that he was no outsider. It was his country.

Next he met the British Official Commissioner of the Tirhut division who bullied him and advised him to leave Tirhut immediately. Instead of leaving Gandhi proceeded to Motihari, the capital

of Champaran and stationed himself in a house making it his headquarters and started his own investigation.

After being prevented from visiting the poor peasant who was brutalized by a British landlord, he was brought back to Motihari. There he was served with another official notice to quit Champaran immediately. Gandhi signed a receipt for the notice and wrote on it that he would disobey the order. In consequence, Gandhi received summons to appear in court the next day.

He disregarded the order to leave Motihari, “not for want of respect for lawful authority, but in obedience to the higher law of our being, the voice of conscience”.

He telegraphed a full report to the Viceroy.

The court premises of Motihari was overflowing with thousands of spontaneous demonstrators. It was the beginning of their liberation from the fear of the British. The officials felt powerless. They sought Gandhi’s help to regulate the crowd. It was a proof that the might of the hitherto dreaded and unquestioned could be challenged by Indians.

He was involved, he told the court, in a “conflict of duties” - on the one hand, not to set a bad example as a lawbreaker; and on the other hand, to render the “humanitarian and national service” for which he had come.

The Champaran episode gave the confidence to Gandhi that his style of countering the British non-violently, through Satyagraha was possible. It provided him with the opportunity to test whether his style of ‘Non - Violent Civil Disobedience’ can be effectively used as a tool to fight the British.

7. Why did Gandhi agree to a settlement of 25 per cent refund to the farmers ?

**Ans.** When the ‘commission of enquiry’, set up by the Lieutenant-Governor, Sir Edward Gait, agreed, in principle, to make refund to the peasants, Gandhi asked for 50% of the money which the landlords had illegally and deceitfully extorted from the sharecroppers. Thinking probably that he would not give way the planters offered 25% refund. Gandhi accepted the refund of 25% breaking the dead lock. Gandhi explained that the amount of refund was less important than the fact that the land lords were forced to surrender part of the money and with it part of their prestige. The poor farmers now saw that he had rights and defenders. Events justified Gandhi’s position. Within a few years the British planters abandoned their estates, which reverted to the peasants, indigo sharecropping disappeared.

8. How did the episode change the plight of the peasants ?

**Ans.** The land lords were forced to surrender part of the money and with it part of their prestige. The poor farmer now saw that he had rights and defenders. This was their first lesson in courage. Within a few years the British planters abandoned their estates, which reverted to the peasants & indigo sharecropping disappeared.

#### **Understanding the text :**

1. Why do you think Gandhi considered the Champaran episode to be a turning-point in his life ?

**Ans.** The Champaran episode was a turning point not only in Gandhi’s life but also a turning point in the history of India. For the first time in the history of struggle for Indian Independence, Civil Disobedience had triumphed. It laid the foundation for the subsequent movements started

by Gandhi under the aegis of the congress. It gave the confidence to Gandhi that his style of countering the Britishers non-violently, through Satyagrah was possible. Gandhi felt that if the poor people who are crushed and fear stricken can be relieved of their fear - that would be the real relief for them. He was of the opinion that if the Indians become free from fear of their British masters, political freedom would not remain a distant dream. The Champaran episode proved to be a perfect example of Gandhi's beliefs.

He had doubts - that in South Africa, a small country with a small Indian population, he was successful – But in India, a huge country with tremendous amount of regional, cultural, linguistic and religious diversity ; can his style succeed?

It provided him with the opportunity to test whether his style of 'Non - Violent Civil Disobedience' can be effectively used as a tool to fight the British in India also.

2. How was Gandhi able to influence lawyers? Give instances.

**Ans.** When Gandhi met the lawyers at Muzaffarpur, he rebuked (chided) them for charging hefty fees from the poor peasants. Gandhiji was of the opinion that winning a few court cases here and there won't be of much help as long as the fear in the minds of the sharecroppers existed. "The real relief for them is to be free from fear."

When Gandhi appeared in the court at Motihari, he was asked to furnish bail. He refused.

All prominent lawyers of Bihar, Rajendra Prasad, Brij Kishore Babu, Maulana Mazhar-Ul-Huq had arrived.

At first they thought of going back once Gandhi was arrested as they had come only to help him and if he wouldn't be there – whom to help? But when Gandhi demanded "what about the injustice to the sharecroppers?" – they felt it would be a shameful desertion. It was then decided by the lawyers that if Gandhi was arrested some of them would court arrest along with Gandhi and some would stay out and continue with the battle of Champaran.

3. What was the attitude of the average Indian in smaller localities towards advocates of 'home rule' ?

**Ans.** In Muzaffarpur Gandhiji stayed with Professor Malkani, a teacher in a government school. Gandhiji felt that professor Malkani hosting Gandhiji, a rebel, was an extra ordinary thing for that time - because the British Government viewed the supporters and the advocates of home rule as traitors. "In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule."

4. How do we know that ordinary people too contributed to the freedom movement ?

**Ans.** The struggle for Indian independence could not have been successful without the participation of the masses, the ordinary people. Before the emergence of Gandhi in the political firmament of India, the common man was indifferent to the freedom movement.

It was Gandhi's belief that if the Indians become free from fear of their British masters, political freedom would not remain a distant dream. The Champaran episode proved to be a perfect example of Gandhi's beliefs. It laid the foundation for the subsequent movements started by Gandhi under the aegis of the Congress.

That the ordinary people too contributed to India's freedom movement is evident from the following facts.

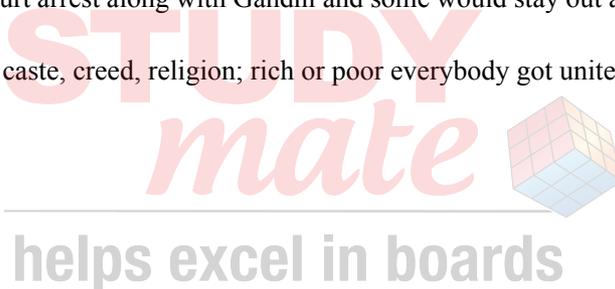
Firstly, as the news of Gandhi's arrival at Muzzafarpur and the nature of his mission spread like wild fire People started arriving at Muzzafarpur on foot and by any available conveyance to see their champion.

Secondly, on his return from Champaran - at Motihari Railway Station, a vast multitude greeted him.

Thirdly when they learnt that a Mahatma who wanted to help them was in trouble with the authorities the entire town of Motihari turned black with peasants. They demonstrated, in thousands, around the court house. The court premises of Motihari was overflowing with thousands of spontaneous demonstrators, Marking the beginning of their liberation from the fear of the British. It was a proof that the might of the hitherto dreaded and unquestioned could be challenged by Indians.

All prominent lawyers of Bihar, Rajendra Prasad, Brij Kishore Babu, Maulana Mazhar-Ul-Huq had arrived at Motihari on being summoned by Gandhi. At first they thought of going back once Gandhi was arrested as they had come only to help him and if he wouldn't be there – whom to help? But then Gandhi demanded “what about the injustice to the sharecroppers?” – they felt it would be a shameful desertion. It was then decided that if Gandhi was arrested some of them would court arrest along with Gandhi and some would stay out and continue the battle of Champaran.

Irrespective of caste, creed, religion; rich or poor everybody got united for the cause.



## Going Places

By A.R. Barton

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### ANSWERS TO TEXT BOOK QUESTIONS

Think as you read:

1. Where was it most likely that the two girls would find work after school ?

**Ans.** Sophie and Jansie were both 'earmarked for the biscuit factory' and were most likely to find work there, after finishing their schooling.

2. What were the options that Sophie was dreaming of ? Why does Jansie discourage her from having such dreams ?

**Ans.** Sophie dreamt of doing something that she thought was 'sophisticated'. She visualized herself as Mary Quant the famous fashion designer and wanted to start a boutique, the most amazing shop the city had ever seen. When told by Jansie that it takes a lot of money to start a boutique she thought of earning the amount by working as a manager in a store or may be by becoming an actress.

Jansie was a practical, down to the earth girl. She discouraged Sophie to have such utopian dreams as she knew that Sophie neither had the means nor the skills to achieve her wild dreams. Moreover she knew that both of them were likely to end up working for the biscuit factory.

3. Why did Sophie wriggle when Geoff told her father that she had met Danny Casey ?

**Ans.** Sophie felt uncomfortable as she had cooked up the story of her meeting Danny Casey. Geoff had reluctantly believed in her but she knew that her father would not. She squirmed as she feared that her father would get angry.

4. Does Geoff believe what Sophie says about her meeting with Danny Casey ?

**Ans.** Geoff finds it hard to believe what Sophie tells him about her meeting Danny Casey, but he does not appear to disbelieve her either. If he had not believed her, he would not have told about it to their father or Jansie's brother Frank.

5. Does her father believe her story ?

**Ans.** No, her father does not believe in her story at all. He knows that she is in the habit of indulging in fantasies. He thinks it to be yet another of her wild stories.

6. How does Sophie include her brother Geoff in her fantasy of her future ?

**Ans.** Geoff was three years out of school and worked as an apprentice mechanic and traveled each day to the other end of the city. He spoke little, 'words had to be prized out of him'. Sophie was jealous of his silence. She suspected that there were areas of Geoff's life about which she knew nothing – exotic places beyond the city, interesting people whom he met. She wished impatiently, to be admitted into his fascinating world. She dreamt of riding behind Geoff in which he wore new, shining black leathers and she a yellow dress with a kind of cape that flew out behind. She even imagined the sound of applause as the world rose to greet them.

7. Which country did Danny Casey play for?

**Ans.** Danny Casey played for Ireland.

8. Why didn't Sophie want Jansie to know about her story with Danny?

**Ans.** Sophie never wanted Jansie to know her story with Danny Casey because Jansie was sort of a gossip monger and Sophie feared that now the whole neighborhood would know about it. In addition, she meant the story to be something special just between Geoff and her.

9. Did Sophie really meet Danny Casey ?

**Ans.** No, Sophie never met Danny Casey in person. The only time she saw him was during the match of United which she had gone to watch along with her father, Geoff and her younger brother Derek. Her meeting Danny Casey was a figment of her imagination, a product of her fantasy. She watched his interviews on TV.

10. Which was the only occasion when she got to see Danny Casey in person ?

**Ans.** The only time Sophie saw Danny Casey in person was during the match of United which she had gone to watch along with her father, Geoff and her younger brother Derek.

### **Understanding the text :**

1. Sophie and Jansie were class-mates and friends. What were the differences between them that show up in the story ?

**Ans.** Sophie and Jansie were class mates and friends. They both came from the same socio-economic strata of the society yet there were glaring differences in their personalities. While Sophie was a compulsive day dreamer, Jansie was a practical, down to the earth girl.

Sophie indulged in fantasy. Her dreams were wild, impracticable and utopian. Sophie dreamt of doing something that she thought was 'sophisticated'. She visualized herself as Mary Quant the famous fashion designer and wanted to start a boutique, the most amazing shop the city had ever seen. When told by Jansie that it takes a lot of money to start a boutique she thought of earning the amount by working as a manager in a store or may be by becoming an actress.

She even convinced herself of having a romantic alliance with the prodigal footballer, Danny Casey.

Jansie discouraged Sophie from such impossible dreams as she knew that Sophie neither had the means nor the skills to achieve her wild dreams. Moreover, she knew that both of them were likely to end up working for the biscuit factory.

2. How would you describe the character and temperament of Sophie's father ?

**Ans.** Sophie's father has been described as a hard working man. He was plump and a heavy breathing man. His face was grubby and sweaty after the days hard work. He was practical and did not believe in Sophie's wild stories. He felt that Sophie would one day, 'talk herself into a load of trouble'. This made Sophie apprehensive of talking about such fantasies to him.

He neither indulged in self pity nor cursed the circumstances for his plight. He made the best out of life.

An ardent football fan, he went on a weekly pilgrimage to watch his favorite team 'United' play & enjoyed himself by spending time at the pub.

3. Why did Sophie like her brother Geoff more than any other person? From her perspective, what did he symbolize ?

**Ans.** Sophie liked her brother Geoff more than anyone else in the family. If she had a secret to share, she would tell Geoff. Other members in the family scoffed at her stories but Geoff listened to her patiently. Though Geoff did not believe in Sophie's stories, for the sake of his little sister, he would like to believe in her. He was protective and advised her at times.

Sophie idolized Geoff. For her Geoff was the symbol of freedom that she very dearly cherished. Geoff was three years out of school and worked as an apprentice mechanic and traveled each day to the other end of the city. He spoke little; 'words had to be prized out of him'. Sophie was jealous of his silence. She suspected that there were areas of Geoff's life about which she knew nothing – exotic places beyond the city, interesting people whom he met. She wished impatiently, to be admitted into his fascinating world. She dreamt of riding behind Geoff. He wore new, shining black leathers and she a yellow dress with a kind of cape that flew out behind. She even imagined the sound of applause as the world rose to greet them.

4. What socio-economic background did Sophie belong to? What are the indicators of her family's financial status ?

**Ans.** Sophie belonged to a lower middle class family. Her socio-economic background is reflected through the fact that they lived in a small house. Their living room was steamy from the stove and cluttered with dirty clothes piled up in one corner of the room. Her mother had to do all the household chores. Her father's face was sweaty and dirty from hard labor. Geoff worked as an apprentice mechanic. They traveled by bus, her father rode a bi-cycle.



# Important Questions

## Chapter: Indigo

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. Who was Raj Kumar Shukla? Why was he keen on meeting Gandhi?

**OR**

Why did Shukla want to take Gandhiji to Champaran?

2. Why was Gandhi not allowed to draw water from the well of Rajendra Prasad's house?
3. Where did Gandhi stay in Muzaffarpur? How does he comment about it.

**OR**

What was the attitude of the average Indian in smaller localities towards the advocate of home rule?

4. What did the landlords do when they learnt that Germany had developed synthetic indigo?
5. How did the share croppers react to the landlord's agreement to release them of the fifteen percent agreement?
6. Why did Gandhi receive summons to appear in the court?
7. How did Gandhi make the British realize that Indians could challenge their might?
8. How did the peasants react to the news that Gandhi was in trouble with the authorities?
9. Civil Disobedience had triumphed, the first time in India. How did it happen?
10. Why and when did Gandhi say 'The battle of Champaran is won'?
11. How did Gandhi supervise the working of his ashram at Ahmedabad while he was in Champaran?
12. What steps did Gandhi take to remove the social and cultural backwardness of the Champaran villagers?
13. How was Gandhiji's style of politics different from the usual politicians?
14. How did Gandhi teach a lesson in self reliance?
15. What message does the Champaran episode give?
16. What were the contents of Gandhi's statement pleading guilty?

### LONG ANSWER TYPE QUESTIONS

Answer the following questions in about 120-125 words each.

1. How did Gandhi use 'Satyagraha' and 'Non-violence' at Champaran to achieve his goal?
2. Why do you think the sharecropping arrangement was troublesome to the peasants?
3. How did Gandhi help the poor in Champaran to achieve freedom from fear? What made indigo sharecropping disappear?
4. "He began by trying to get the facts". What different facts did he (Gandhiji) collect? What was the outcome?

5. How did Gandhiji negotiate for settlement of refund to peasants? Was it justified? Give reasons.
6. Dialogue not violence can resolve situations of conflict and injustice. Do you agree? Answer with instances from the lesson 'Indigo'.
7. The visit undertaken casually on the entreaty of an life. What events unfolded and with what results?

## Chapter: Going Places

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. Mention two differences in the character of Jansie and Sophie.
2. Mention the incident when Geoff plays the role of the protective elder brother to Sphie.
3. What did Sophie tell Geoff about her meeting with Danny Casey?
4. Why did Sophie feel jealous of her brothers silence?
5. What did Sophie think of Geoff? How did Sophie want to be a part of Geoff's word?
6. What improvement did Sophie want Geoff to make in his appearance?
7. What idea do you form of Geoff?
8. According to Sophies father, what dangers does Danny Casey face in his career as a football players?
9. What does the description of Sophies home reveal about their socio-economic status?
10. Why did Sophie think that Geoff had given her away?
11. Why did Sophie like to walk by the canal?
12. What thoughts came to Sophie's mind as she sat by the canal?

OR

Bring out the range of emotions that Sophie underwent as she waited for Danny Casy.

### LONG ANSWER TYPE QUESTIONS

Answer the following questions in about 120-125 words each.

13. 'Going Places' is a story that borders on fantasy and reality. Discuss.
14. Bring out the various aspects of the brother sister relationship with illustrations from the text.
15. 'The meeting of Sophie with Danny Casey is a figment of her imagination'. Elucidate.
16. Which member of the family was Sophie closest to?

## Chapter: Enemy

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. Give two reasons why Sadao was not sent abroad with the troops?
2. Sadao's father was traditional and conventional. Pick two instances from story.

3. In what condition was American soldier found by Dr. Sadao?
4. How did the servants react to Dr. Sadao's decision?
5. What forced Sadao to be irritated and important with the patient?
6. Why did the servants leave?
7. Why did Hana start choking?
8. What two events happened on the seventh day of the injured man's arrival?
9. Why did Sadao decide to treat the injured man?
10. Why did Hana wash wounded soldier herself?
11. Hana told Yumi to wash soldier. How did Yumi react?
12. What did Sadao and Hana do on seeing the wounded American soldier?
13. Why didn't the old general trust the other surgeons?
14. How did Sadao's visit to prof. Harley's home prove significant?
15. What did Sadao tell the American soldier before he left?
16. In American, Sadao had faced as well as practiced prejudice. Support with instances from text.
17. Character sketch of Sadao and old general.
18. What did Sadao do to stop the bleeding of the wounded soldier?

## Chapter: Memories of Childhood

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. "I felt like sinking to the floor". Who felt so and why?
2. Why was Zitkala-Sa terrified when Judewin told her that her hair would be cut short?
3. Why did Zitkala-Sa watch the "three young heroes"?
4. Why did Bama take unusually long to reach home from school?
5. Why did Bama feel like shrieking with laughter with the sight of elder?
6. Why was Anna not amused when Bama told him the story of elderly men?
7. Why did the landlord's man ask Anna where he lives?
8. What advice did Anna give regarding honour and dignity to Bama?
9. Bring out similarities between Bama and Zitkala-Sa?
10. The cutting of my hair shows insensitivity of main stream culture towards marginalized community? Comment.
11. How did Bama react differently after learning about real reason for the elder to carry the packet with the help of a string?

## Topic: Deep Water — William Douglas

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. What made the Y.M.C.A. pool safe for learners? How was the Y.M.C.A. pool safer in comparison to the Yakima river?
2. What did William Douglas's mother warn him about and why?
3. How did Douglas develop an aversion to water?
4. How did Douglas try to feel at ease in the Y.M.C.A. pool?
5. Who had thrown Douglas into the pool and why?
6. What did Douglas plan while he was drowning?
7. What did Douglas experience as he went down to the bottom of the pool for the first time?
8. What sort of terror seized Douglas as he went down the water with a yellow glow? How could he feel that he was still alive?
9. Why couldn't Douglas implement his strategy of escaping drowning?
10. What was the immediate effect on Douglas of the drowning incident?
11. Mention any two long term consequences of the drowning experience.
12. How did the drowning incident deprive Douglas of the pleasures of water sports?
13. Who helped Douglas overcome his fear of water? How did he do so?
14. Why did Douglas go to Lake Wentworth? What did he do there?
15. What were the two sensations Douglas had experienced?
16. Which two incidents made Douglas fear water?
17. Mention two qualities of Douglas that helped him conquer his fear.
18. "The instructor was finished. But I was not finished"? Why did 'I' not feel 'finished'?
19. How did Roosevelt prove to be an inspiration for Douglas?

## Chapter: The Rat Trap

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. How did the peddler earn his livelihood?
2. What entertaining thought crossed his mind one day?
3. "The world is a big rat trap". How?
4. How was the crofter's hospitality a pleasant surprise for the peddler?
5. How did the crofter treat the peddler?
6. What did the crofter reveal about his past?
7. How did the peddler abuse the trust that the crofter had reposed on him?
8. What precautions did the peddler take to avoid being caught after leaving the cottage?
9. What were his thoughts when the peddler realized he had lost his way in the jungle?

10. Why did the blacksmith treat the peddler's arrival as a routine affair?
11. How was the ironmaster's reaction to the peddler different from the blacksmith's?
12. Why did the peddler not reveal his real identity to the ironmaster at once?
13. Why did the ironmaster send Edla his daughter to the peddler?
14. What was the first impression that Edla got about the peddler?
15. Why did the ironmaster not call the Sheriff?
16. How did the peddler spend his time at the ironmaster house?
17. What kind of care and attention did he receive at the manor house.
18. What news did Edla get at the church?
19. Give two instances from the story 'The Rattrap' to show that the peddler realized he himself was trapped?
20. What message does the story put across?

### LONG ANSWER TYPE QUESTIONS

**Answer the following questions in about 120-125 words each.**

1. Draw a character sketch of the crofter. How did he treat the peddler?
2. Why did the ironmaster's invitation to the peddler to spend Christmas eve with him make the peddler think that he was going to fall into a trap?

**OR**

Describe the peddler's meeting with the ironmaster. Why did he decline his invitation?

3. How did the peddler betray the confidence reposed on him by the crofter?
4. What did the peddler feel after robbing the crofter? What does his reaction highlight?
5. Describe the difference between the ironmaster's behaviour towards the peddler on two different occasions. Why did he behave in different ways.

## Chapter: Should Wizard Hit Mommy

### SHORT ANSWER TYPE QUESTIONS

**Answer the following questions in about 30-40 words each.**

1. How did custom of story killing degenerate into a futile rite?
2. Why did Jack feel pleased on seeing Jo switch her legs tensely?
3. What was unique about stories that Jack told?
4. How did Wizard solve as well create problems?
5. Pick out the autobiographical elements in Roger Skunk's story?
6. What part of the story did Jack himself enjoy most and why?
7. Why did Jo think Roger Skunk was better off with the new smell?
8. Why does Jo want a different ending to story?
9. What do you think was Jo's problem?
10. How did Roger Skunk's mother react to his newly acquired smell?

11. Did Jo accept Roger Skunk's mother hitting the wizard? What did she want?
12. Justify the title?

## Chapter: Evans Tries an O-level

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. What was the real reason behind Evans not taking his hat off?
2. How did governor react to two phone calls he received in quick succession?
3. How did correction slip help prisoner and governor both?
4. Do you think that governor was gullible?
5. What lapses on the part of police and prison authority help Evan escape?
6. What nick-names Evan's got and why?
7. What preparations were made for Evans to appear for exam?
8. Why had Mc Leery brought a rubber ring with him? What was its real purpose?
9. How did Evans manage to get blood and prevent it from clotting?
10. What to changes are noticed in Mc Leery when he leaves after the exam is over?
11. Why did Evans leave the question paper in the cell?
12. What fate did the real Mc Leery meet?

## Chapter: On the Face of it

### SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each.

1. Who is Lamb? How does Derry enter his garden?
2. What does Mr. Lamb say about weeds and flowers?
3. What do you make of Derry's statement that acid has eaten him up?
4. Why does Lamb leave his gates always open?
5. What similarities do Lamb and Derry have in their lives?
6. Why does Derry's mother object his going to Mr. Lamb?
7. According to Derry what do people think and say about him?
8. How did Mr. Lamb react when he saw Derry entering the garden?
9. How does Lamb spend his time?
10. How does the reader realize that Lamb is a lonely man?