

QUESTION BANK

REFERENCE TO THE CONTEXT (My mother at sixty six) (4marks)

Q1. 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 realised with pain

That she was as old as she looked

a). Where was the poet coming from? Where was she going?

b). Where was the poet's mother?

c). what does the poet notice?

d). How does the poet describe her mother?

Q2. But soon

Put that thought away, and looked out at young

Trees sprinting, the merry children spilling

Out of their homes

a). What thought did the poet try to drive away?

b). Why did the poet start 'looking out'? What does her gesture suggest?

c). what did the poet see from the window of the car?

d). what do the images of 'young trees' and 'merry children' symbolise?

Q3. 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). Where was the poet standing?

b). who does 'her' refer to here? How did she look like?

c). Why does the narrator 'look at her again'?

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

Q4. 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?

b). what could have been the poet's 'childhood fears'?

c). Did the poet share her thoughts with her mother?

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

POEM: An Elementary classroom in a slum

Q1. Far far from gusty waves these children's faces

Like rootless weeds, the hair torn round their pallor

The tall girl with weighed-down head. The paper-

Seeming boy, with rat's eyes

a). Which children are referred to here? What is peculiar about their faces?

b). what does the expression 'far far from gusty waves' signify?

c). Explain: 'Like rootless weeds'

d). How is the tall girl affected by her poverty?

Q2. The stunted, unlucky heir

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

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

One unnoted, sweet and young. His eyes live in a dream.

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

a). Who is being referred to here in these lines? Why is he stunted?

b). Why is 'he' referred to as 'unlucky heir'?

c). Explain: 'Reciting a father's gnarled disease'

d). Who sits at the back of the class, unnoticed? How is he different?

Q3. 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 is foggy slum

So blot their maps with slums as big as doom.

a). What does 'slag heap' refer to?

b). what is the comparison drawn with 'bottle bits on stones'?

c). what comprises the world for these children?

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

Q4. Unless, governor, inspectors, visitors

This map becomes their window and these windows

That shut upon their lives like catacombs

a). What is the ambience of an elementary school in a slum?

b). what does the reference to the 'governor, inspector and visitor' imply?

c). How does the 'map' become their 'window'?

d). Explain: 'shut upon their lives like catacombs'

Q5. Break O break open till they break the town

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

Run azure on gold sands, and let their tongues

Run naked into books white and green leaves open

History theirs whose language in the sun

a). What hope does the poet see in these lines?

b). what kind of a world does the poet visualize for these children?

c). what does 'green fields' and 'gold sands' symbolise?

d). Explain: 'let their tongue run naked into books'

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

1. “ Far far from gusty waves these children faces
Like rootless weeds, the hair torn round their pallor”
(a) Which children have been mentioned here?
(b) What do their faces reveal?
(c) Why have they been compared to rootless weeds?
(d) What has happened to their hair?
2. “The tall girl with her weighed-down head. The paper
Seeming boy, with rat’s eyes. The stunted unlucky heir
Of trusted bones, reciting a father’s gnarled disease.
His lesson, from his desk.”
(a) Why does the tall girl have a weighed down head?
(b) Explain ‘Paper seeming boy’
(c) Why does he have rat’s eye?
(d) Why is the student referred to as an unlucky heir?
3. “At back of the dim class.
One unnoted sweet and young. His eyes live in a dream
Of squirrel’s game ,in a tree room’ other than this.”
(a) Who is sitting at the back of the dim class
(b) Explain “His eyes live in a dream of squirrel’s game?”
(c) Why do you think his attention is in a tree room, rather than the class?
4. “On sour cream walls, donation, shakespeare’s head,
Cloudless at dawn, civilized dome riding all cities,
Belled flowery, Tyrolese valley. Open-handed map,
Awarding the world its world.”
(a) What are the sour cream walls?
(b) What all has been donated , and by whom?
(c) Explain awarding its world its world?
5. “And yet, for these
Children, these windows, not this map, their world,
Where all their future’s painted with a fog,
A narrow street sealed in with a lead sky,
Far far from rivers, capes and stars of world.”

- (a) Why are these windows, and not this map their world?
- (b) Why is their future painted with a fog?
- (c) Explain 'narrow street sealed with a lead sky'.
- (d) Why is their world far, far from rivers, capes and stars of world?

6. "surely, Shakespeare is wicked, the map a bad example,
 With ships and sun and love tempting them to steal-
 For lives that slyly turn in their cramped holes
 From fog to endless night"?

- (a) Why is Shakespeare called wicked?
- (b) What else encourages the slum children to lead a life of crime?
- (c) Why does the poet say 'lives that slyly turn in their cramped holes'?
- (d) What does fog and endless night mean?

7. "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 bolt their maps with slums as big as doom."

- (a) Explain 'slag heap'.
- (b) Mention the metaphor in these lines.
- (c) What does Stephen Spender mean by 'bolt their maps with slums...doom'?

8. "Unless governor, inspector, visitor.
 This map becomes their window and these windows,
 That shut upon their lives like catacombs".

- (a) Why does the poet mention the governor, inspector and visitor?
- (b) Why does the map become their windows?
- (c) Why do the windows shut upon their lives like catacombs?

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

- (a) What is the poet exalting the people to do?
- (b) Explain 'run naked into books, the white and green leaves open'.
- (c) Who makes history?

Poem : Keeping Quiet

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

1. "it would be an exotic moment

Without rush, without engines,

We would all be together

In a sudden strangeness"

(a) What would be an exotic moment?

(b) Why would it be an exotic moment?

(c) Why would there be a sudden strangeness?

2. "fishermen in the cold sea

Would not harm whales

And the man gathering salt

Would look at his hurt hands".

(a) What do fishermen in the cold sea do?

(b) What do the fishermen do when they are not quiet and do not introspect?

(c) What is the man gathering salt forced to do?

3. "Those who prepare green wars,

Wars with gas, wars with fire

Victory with no survivors

Would put off clean clothes

And walk about with their

Brothers in the shade, doing nothing"

Questions

(a) Who prepare green wars with gas?

(b) What are green wars with gas and fire?

(c) Why would there be victory with no survivors?

(d) How would introspection help those who prepare green wars and wars with gas?

4. "What I want should not be confused

With total inactivity.

Life is what it is about;

I want no truck with death"

- (a) What does the poet want the people to do?
- (b) What does the poet mean by total inactivity?
- (c) What is life all about?
- (d) Explain "I want no truck with death."

5. "If we were not so single minded

About keeping our lives moving,

And for once could do nothing,

Perhaps a huge silence,

Might interrupt this sadness

Of never understanding ourselves with death."

- (a) What does the poet mean when he says that we are single-minded about keeping our lives moving?
- (b) How will a huge silence interrupt this sadness?
- (c) Explain 'this sadness of never understanding ourselves.
- (d) How do we threaten ourselves with death?

6. Now we will count to twelve

And we will all keep still.

For once on the face of the Earth

Let's not speak in any language

Let's stop for one second,

And not move our arms so much"

- (a) Why does the poet tell the people to count to twelve?
- (b) Why does the poet say that let's not speak in any language?
- (c) What happens when we move our arms so much?

7. "Perhaps the Earth can teach us

As when everything seems dead

And later proves to be alive.

Now I'll count up to twelve

And you keep quiet and I will go"

- (a) Who can teach us a lesson
- (b) What lesson can mother earth teach us?
- (c) Explain : 'Perhaps the earth can teach us'

POEM : A THING OF BEAUTY

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

1. "A thing of beauty is a joy forever
Its loveliness increases, it will never
Pass into nothingness, but will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing."
 - (a) What does the expression a thing of beauty mean?
 - (b) How does a thing of beauty prove to be a joy forever?
 - (c) Why does the loveliness of beautiful objects increase?
 - (d) How do beautiful things give us a peaceful sleep?

2. "Therefore, on every morrow, we are wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days
Of all the unhealthy and o'er darkened ways
Made for our searching."
 - (a) What do humans do every morning?
 - (b) Why is there despondence?
 - (c) What are the unhealthy and o'er darkened ways?

3. "Yes in spite of all
Some shape of beauty moves away the pall
From our dark spirits such the
Moon, trees old and young, sprouting a boon
For simple sheep; and such are daffodils
With the green world they live in".
 - (a) Why does the poet say 'yes in spite of all'.
 - (b) Which objects of nature brighten up man's gloomy spirits?
 - (c) Who are simple sheep?
 - (d) What is the green world?

4. "And clear rills
That for themselves a cooling covert make

Gainst the hot season the mid forest brake
Rich with a sprinkling of fair must blooms.”

- (a) What are the clear rills?
- (b) How do they make a cooling convert?
- (c) What is the mid forest brake?

5. “And such too is the grandeur of the dooms
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) What is the grandeur of dooms?
- (b) Who are the mighty dead?
- (c) What is the endless fountain of immortal drink?
- (d) Explain : pouring unto us from the heaven

Poem : **Aunt Jennifer’s Tigers**

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

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) Who are Aunt Jennifer’s tigers?
- (b) Explain : bright topaz..... World of green.
- (c) Whom do they not fear?
- (d) Explain : chivalric certainty.

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

- (a) Why do Aunt Jennifer’s fingers flutter through her wool?
- (b) Why does Aunt Jennifer’s find it hard to pull the ivory needle?
- (c) Why is her wedding band referred to as a heavy weight?

- 3 “When Aunt is dead, her terrified hand 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 will happen to Aunt when she dies?
 - (b) Explain terrified hands?
 - (c) Who are the tigers? What will happen to them after her death?
 - (d) Where did she make the tigers?

FLAMINGO CHAPTER: 1 (THE LAST LESSON) (2marks)

- Q1. What was Franz expected to be prepared with for school that day?
- Q2. What did Franz notice that was unusual about the school?
- Q3. What had been put on the bulletin board?
- Q4. What was the narrator’s greatest fear as he moved towards school?
- Q5. What thoughts ran across Franz’s mind as he walked towards the school?
- Q6. What did the narrator observe as he passed the town hall? Why did the sight trouble him?
- Q7. What was the implication of the blacksmith’s remark? How did Franz respond to his remark?
- Q8. What surprises awaited Franz as he entered his classroom?
- Q9. What was the ‘thunderclap’ the narrator received as M. Hamel began the lesson?
- Q10. Why had the villagers occupied the back benches of the class that day?
- Q11. What did the narrator wish when he was asked to recite the rules of the participles by the teacher? How did he recite on the contrary?
- Q12. Why didn’t M. Hamel scold Franz for not learning his lesson?
- Q13. How was M. Hamel’s last class different from his previous classes?
- Q14. Why did M. Hamel insist that the people of Alsace should hold on to their language?
- Q15. How does M. Hamel arouse patriotic feelings in the people of Alsace?
- Q16. Why does the teacher feel the need to safeguard their language?
- Q17. How did the people react when they realised that they will never be able to learn their language?
- Q18. How does M. Hamel prove to be an ideal teacher?

Chapter: 2 (Lost spring)

- Q1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?
- Q2. What explanation does the author offer for the children not wearing footwears?
- Q3. Mention the hazards of working in the glass bangles industry.
- Q4. How is Mukesh's attitude to his situation different from that of his family?
- Q5. What forces conspire to keep the workers in the bangle industry of Firozabad in poverty?
- Q6. How is Saheb's name full of irony?
- Q7. Why do slums like Seemapuri mushroom around big cities?
- Q8. Why does the author describe children of slums as partners in survival?
- Q9. Describe the conditions of children in slums considering the author's perception of them as partners in survival.
- Q10. How do elders and children look at garbage differently?
- Q11. What change occurs in Saheb's life? Is it a change for better or the worse? Give reason.
- Q12. Saheb wanted to be a master of his own destiny. Comment.
- Q13. How are the tennis shoes a dream come true for Saheb?
- Q14. Describe the atmosphere in glass furnaces. How can working there affect the young children?
- Q15. What has Mukesh's father achieved in life despite years of hard back-breaking labour?
- Q16. Why do bangle makers lack initiative and an ability to dream?
- Q17. Why can't the bangle makers organise themselves into a cooperative?
- Q18. What two distinct worlds does Anees jung speak of with respect to bangle makers?

Long answer questions (2Q x5 marks =10)

Flamingo (the last lesson)

- Q1. How did the narrator react when the teacher told him that it was to be their last French lesson?

Q2." When a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison." Comment on the basis of the story 'The Last lesson'.

Q3. Franz thinks, 'will they make them sing in German, even the pigeons?' How does the expression evoke feelings of indiscriminate domination by man?

Q4. ' A teacher should be a friend, a philosopher and a guide for his pupils'. Do you think M. Hamel fits into this image of a teacher? Discuss.

Q5. What different moral values of M. Hamel' character are highlighted in his last lesson?

LONG QUESTIONS (5MARKS)(LOST SPRING)

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

Q2. Like all children of his age, Saheb also had many hopes and dreams. Do you think children like Saheb are able to fulfil their dreams?

Q3. For most women, bangles are dreams in glass but for bangle makers of Firozabad they are a vicious circle they cannot wriggle out of. Comment.

Q4. Why is Mukesh's dream of 'learning to drive a car' likened to a mirage?

Q5. Why does a young child of a bangle maker accept his destiny without question or rebellion?

Q6. Describe the author's visit to Mukesh's house.

Q7. Saheb wants to blossom or bloom but is nipped in the bud. Comment.

Q8. Garbage is the lifeline of the ragpickers of Seemapuri. Explain

Q9. "Saheb and Mukesh are brothers in penury and suffering." Discuss

Q10. Despite abject poverty, Saheb wanted to be a free bird than a bonded labourer. Why?

Q11. Mukesh stands apart from his counterparts in his potential to dream. He is willing to walk to garage to learn. Despite a life of depravity, he visualises a promising future. Express your opinion.

Q12. Why do you think Saheb is no longer his master? Is the tea shop job better for him than that of the ragpicker? Why/ Why not?

DEEP WATER (FLAMINGO)(2MARKS)

Q1. Why was Douglas determined to get over his fear of water?

Q2. How did Douglas feel after being rescued?

Q3. Why did mother warn Douglas against river Yakima?

- Q4. In what way was the Y.M.C.A. pool safe for those who wished to learn swimming?
- Q5. What complex did Douglas have when he had to get into the pool? What did he do about it?
- Q6. What fear did Douglas develop in his childhood?
- Q7. What impact did the incident at California beach have on little Douglas?
- Q8. Why did Douglas's father take the incident at California beach lightly when the child was buried in water?
- Q9. How did Douglas overcome his childhood aversion to water in Y.M.C.A. pool?
- Q10. Why did Douglas refrain from going into the pool all alone on the fateful day?
- Q11. Describe the big bully who plunged Douglas into the pool? Why do you think he threw Douglas into the pool?
- Q12. What idea do you form about Douglas as a young boy from the misadventure?
- Q13. How did the narrator fight his terror while struggling to come out of water?
- Q14. Describe Douglas's downward journey to the bottom of the pool for the second time?
- Q15. "I jumped with everything I had". Why did Douglas jump? Did the jump make any difference?
- Q16. What made Douglas decide that the instructor's role in teaching him swimming was over?
- Q17. Why did Douglas decide to engage an instructor? In what way did this decision help him?
- Q18. When did Douglas feel he had completely conquered his fear of water?
- Q19. How did Douglas's will to live grow in intensity?
- Q20. Describe the method adopted by the instructor to give a sense of security to the terror stricken Douglas in the pool?

LONG QUESTIONS (5marks) (DEEP WATER)

- Q1. How did the instructor 'build a swimmer' out of Douglas?
- Q2. How did Douglas make sure that he had conquered the old terror?
- Q3. How did Douglas overcome his fear of water?
- Q4. Douglas tremendous effort eventually helped him not only to get over the after effects of a childhood experience of terror but also helped him draw a larger meaning from the experience. Comment.
- Q5. Present a pen portrait of Douglas in the light of his victory over his fear. What values does his character personify? Elaborate.

Q6. What different qualities of the instructor successfully helped to get over his fear of water and become a competent swimmer?

Q7. What made the big bully toss Douglas into the deep end of the pool? What different do you think should be installed in the mind of this irresponsible and insensitive boy to stop him from repeating such 'fooling'?

Q8. How was Douglas's father responsible for instilling a deep-rooted fear in him?

THE RATTRAP (short answer questions) (2marks)

Q1. From where did the peddler get the ideas of the world being a rattrap?

Q2. Why was the peddler amused by the idea of the world being a rattrap?

Q3. Did the peddler expect the kind of hospitality that he received from the crofter?

Q4. Why was the crofter so talkative and friendly with the peddler?

Q5. Why did the crofter show the thirty kronor to the peddler?

Q6. Did the peddler respect the confidence reposed in him by the crofter?

Q7. Why did the ironmaster speak kindly to the peddler and invite him home?

Q8. Why did the peddler decline ironmaster's invitation?

Q9. What made the peddler accept Edla's invitation?

Q10. What doubts did Edla have about the peddler?

Q11. When did the ironmaster realize his mistake of confusing the peddler's identity with the captain?

Q12. How did the peddler defend himself against not having revealed his true identity?

Q13. Why did Edla still entertain the peddler even after she knew the truth about him?

Q14. Why was Edla happy to see the gift left by the peddler?

Q15. Why did the peddler sign himself as Captain von stahle?

Q16. How did the tramp make his living? What idea do you get about him from the way he earned to keep his body and soul together?

Q17. Briefly describe the vagabond of 'the Rattrap'.

Q18. How did the ironmaster interpret the peddler's refusal to accept his invitation to the manor house?

Q19. What did the ironmaster plan to do for the so-called captain?

Q20. Having vehemently declined the ironmaster's invitation why did the peddler accept Edla's invitation?

LONG QUESTIONS(5marks)(RATTRAP)

Q1. How does the peddler interpret the values of kindness and hospitality shown by the crofter, the ironmaster and his daughter?

Q2. What different values do the ironmaster and his daughter conduct their lives by? What Impact does Edla's compassion and kindness have on the peddler?

Q3. For years together, why did the vagabond stick to a life of dishonesty and a total disregard for his conscience without bothering about any human values? What brought about a sudden and total transformation in his life?

Q4. The story 'The Rattrap' focuses on human loneliness and the need to bond with others. Comment.

Q6. What different values did the peddler lack before he came to the ironmaster's house?

INDIGO(short type questions) (2marks)

Q1. Why is Rajkumar Shukla described as being 'resolute'?

Q2. Why do you think the servants thought Gandhi to be another peasant at Rajendra Prasad's house?

Q3. Why could Gandhiji not accompany Shukla to Champaran immediately? List the places that he visited between the first meeting with Shukla and his arrival at champaran?

Q4. What did the peasants pay the British landlords as rent? What did the planters now want instead and why? What would be the impact of synthetic indigo on the prices of natural indigo?

Q5. Why did Gandhi agree to settlement of 25% refund to the farmers?

Q6. How did the Champaran episode change the plight of the peasants?

Q7. Why do you think Gandhiji considered the Champaran episode to be a turning-point in his life?

Q8. How was Gandhiji able to influence lawyers? Give instances

Q9. What was the attitude of the average Indian in smaller localities towards the advocates of 'Home rule'?

Q10. How do we know that ordinary people too contributed to the freedom movement?

Q11. "Freedom from fear is more important than legal justice for the poor." Comment.

Q12. What made Gandhiji urge the departure of the British?

Q13. Who was Rajkumar Shukla? What do you get to know about him from the chapter 'indigo'?

- Q14. What problems were the Champaran indigo sharecroppers facing?
- Q15. Why did Gandhiji visit Muzaffarpur on his way to Champaran? Who received him there?
- Q16. Why did Gandhiji chide the Muzaffarpur lawyers? What did he eventually decide about the course of action to be taken to help out the indigo sharecroppers?
- Q17. Why did the British landlords obtain agreement from the peasants to pay them compensation for being released from 15% arrangement?
- Q18. What made the peasants who had entered into agreement with the British landlords to pay compensation demand their money back from the British landlords?
- Q19. Why did Gandhiji meet the secretary of the British landlord's association on arriving in Champaran? What was the outcome?
- Q20. Why did Gandhiji call on the British official commissioner of the Tirhut division? What was the outcome of this meeting?
- Q21. What made Gandhiji declare 'the battle of Champaran is won'?
- Q22. Give a brief account of the reception that Gandhiji got in Motihari.
- Q23. What arguments did Gandhiji give for complying with the official orders to quit Champaran?
- Q24. How did Gandhiji keep a distant watch on the Ashram?
- Q25. Why did Gandhiji oppose the idea of requesting the English pacifist, Charles Freer Andrews to stay on in Champaran?

LONG QUESTION (INDIGO) (5marks)

- Q1. Why did Gandhiji consider freedom from fear more important than legal justice for the poor peasants of Champaran?
- Q2. What was the dispute between the landlords and the Champaran peasants? What role did Gandhiji play in resolving the dispute successfully?
- Q3. What did Gandhiji's casual visit to Champaran get extended to over a year?
- Q4. How did civil disobedience triumph?
- Q5. What did Gandhiji do with regard to the cultural and social backwardness in the Champaran villages?
- Q6. What robbed the farmers of the value of courage? How did Gandhiji instil this value in them once again?
- Q7. On the basis of your reading of the lesson 'Indigo', bring out Gandhiji's unassuming character and the values that he nurtured.
- Q8. What values made the Britishers stoop to injustice and exploitation?

Q9. How important do you think teamwork and co operation were in Gandhiji's success in Champaran?

Q10. What values made Gandhiji decline the offer of help by Charles Freer Andrews?

Vistas (The Tiger killing)(Chap-1) (2marks)

Q1. Who was the tiger king? Why did he get that name?

Q2. Why, do you think, the author goes into detailed verification of the Tiger king through a variety of titles? Does he really mean to honour him?

Q3. Why does the author introduce the supernatural element in the story and makes a child of ten days to speak?

Q4. Why does the ten-day old prince Jung Bahadur utter the words 'Let tigers beware!'?

Q5. What is the significance of child's utterance 'Let tigers beware!'? Do you find some oddity here?

Q6. Was there any justification in the killing of so many tigers by the Maharaja? What should he have done?

Q7. How was the Tiger king brought up?

Q8. Do you agree with the Maharaja's statement, "You may kill even a cow in self-defence?" Did the king kill tigers purely in self-defence?

Q9. What did the state astrologer say he would do 'if the hundredth tiger were also killed'?

Q10. What did the high ranking British officer wish to do? Was his wish fulfilled?

Q11. What proposal did the British Officer's secretary give to the Maharaja? Did the Maharaja agree to his proposal? Why/why not?

Q12. How did the maharaja manage to save his throne?

Q13. How did the 'duraiani' behave on receiving the gifts? What idea do you form about her from her behaviour?

Q14. Why did the Maharaja's tiger killing mission come to a sudden standstill?

Q15. What happened when the Tiger king had killed seventy tigers?

Q16. Why did the Maharaja suddenly decide to marry? Whom did he wish to marry?

Q17. What were the two restricting outside forces that checked the kings in those days from doing exactly what they wished?

Q18. Why did Maharaja order the dewan to double the land tax? How did the dewan respond to this order?

Q19. Why does the king think of giving up tiger hunting after his hundredth victim?

Q20. Why did the king go to a shopping centre in Pratibandapuram? What did he buy there?

THE TIGER KILLING (5marks)

Q1. How would you describe the behaviour of the Maharaja's minions towards him? Do you find them truly sincere towards him or are they driven by fear when they obey him?

Q2. What idea do you form about the married life of the king?

Q3. How did the Tiger King his end? What is ironical about his death?

Q4. Do you find any moral lesson in the warning given by the chief astrologer against killing the hundredth tiger?

Q5. How did the tiger king stand in danger of losing his kingdom? How was he able to avert the danger?

Q6. The Maharaja's dewan lacks sincerity towards the king. He is driven into obedience by his fear for the Tiger king. Comment.

CHAPTER: 2 (THE ENEMY) (short questions) (2marks)

Q1. Give two reasons why Dr Sadao was not sent abroad with the Japanese troops?

Q2. Why did Sadao and Hana not marry heedlessly in America?

Q3. Who was the 'misty figure' that had been washed ashore in front of Dr Sadao's beach house? How did the doctor and his wife establish his identity?

Q4. Why did blood start flowing out of the wounded man as soon as Sadao touched the wound with his fingers?

Q5. How and why did Dr Sadao stop the bleeding of the injured man on the beach? What dilemma did Dr Sadao and his wife have to face soon after?

Q6. What makes Hana comment, 'We must think of the children and your position'.

Q7. How did the old gardener react when Sadao told him about the wounded American sailor?

Q8. How did Hana wash the wounded man? Why did she have to do it herself?

Q9. Why does Dr Sadao mutter the words 'My Friend' while treating the American prisoner of war? What is ironical about his words?

Q10. How do the servants react to the decision of Sadaos to keep the American prisoner of war in their house?

Q11. Give details of the two things that happened on the seventh day after the wounded American was brought into the house by Sadaos.

Q12. Why did a messenger come to call Sadao? What did Hana think about the visit of the messenger?

Q13. Why does the General not want to be treated by a doctor trained in Germany?

Q14. How did the General offer to help Sadao get rid of the American?

Q15. What is an absolute State? Why was it necessary for the rulers to keep assassins?

Q16. Why do the domestic servants of the Sadaos strongly react to the American's presence in the house?

Q17. After the General's assurance of getting the American prisoner slain, the doctor should have felt relieved, but he spends sleepless nights. How do you account for his behaviour?

Q18. Gazing out to the sea from where the young man had come, Sadao was reminded of some other white men he had known. Who were they and what did Sadao remember about them?

Q19. Why was Sadao not able to talk to the General about the assassins for quite some time?

Q20. Why did Sadao feel that the General was in the palm of his hand?

The Enemy (Long question) (5marks)

Q1. The values of humanity and universal brotherhood transcend even the sentiments of patriotism and national unity. Discuss with reference to the conduct of Dr. Sadao and Hana.

Q2. Dr. Sadao was compelled by his duty as a doctor to help the enemy soldier. What made Hana, his wife, open defiance from the domestic staff?

Q3. Why was Tom reluctant to leave the sheltered nook of the doctor's house, even though he knew that his stay could be injurious to the interest of the Sadao family and bring harm to the doctor?

Q4. How would you explain the reluctance of the soldier to leave the shelter of the doctor's home even when he knew he couldn't stay there without risk to the doctor and himself?

Q5. What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simply self-absorption?

Q6. Despite their bitter experience in America, Sadao and Hana exhibited extra ordinary kindness towards 'the enemy'. How do they reflect the human potential to discard the negative values of prejudice and discrimination?

Q7. Describe the mental state of Dr. Sadao during the three nights when he was waiting for the private assassins of the general? Do you approve of his restlessness during this period?

Q8. How did Dr. Sadao help the Americans to escape? What precautions did he want the man to take?

Q9. A negative value of hatred for the enemy initially interfered with Dr. Sadao's instinctive urge to rescue the helpless, wounded American. What was it that eventually made him treat the wounded soldier and rather than waiting for him to be killed by the General's assassins help him escape to safety?

Q10. Despite constant pressure from the servants and Hana's apprehensions, Sadao protects the American soldier. He shelter him not only from others but from his own patriotic self that carries grievances against Americans. Attempt a pen portraits of Sadao highlighting the nobility he represents.

Q11. Hana comes across as the perfect woman. Well educated, cultured, a devoted wife and mother, a kind mistress, patriotic and humane - she represents an ideal for the modern woman. Inspired by her personality, attempt a pen-portraits of Hana.

SHOULD WIZARD HIT MOMMY (VISTAS) (short questions) (2marks)

Q1. Why does father have to tell Jo stories in the evenings and for Saturday naps?

Q2. Father has felt empty after two years of storytelling to Jo. What idea do you form about his skill in the art of storytelling?

Q3. Why was story telling 'especially fatiguing' for Jack on Saturday?

Q4. Jo was allowed to use the big master bed for Saturday naps, or when she was ill. What idea do you form about the relationship between the parents and small children in America from this context?

Q5. Do you think the father in the story is, more or less, an alter ego of the author, as far as the childhood is concerned?

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

Q7. Why did the woodland creatures avoid Roger skunk? How did their behaviour affect Roger?

Q8. How was Jo affected by Jack's telling story?

Q9. 'This was a new phase, just this last month.' What new phase is referred to here in the story?

Q10. How did Jack enact the part of the wizard?

Q11. Why does the author give details about the inside of the wizard's house? What makes him make a special mention of the absence of 'any cleaning lady'?

Q12. What impression do you form about the little girl Jo when she protests against her father's mistake of using the name Rogger fish for Roger skunk?

Q13. Why does the wizard instruct the skunk to 'hurry up'?

Q14. What made Roger skunk very happy?

Q15. After the Skunk started smelling of roses Jo 'thought the story was all over.' Why did she think so?

Q16. How did Skunk's mother react to his new smell?

Q17. The Skunk accepts Mom's order like a tame lamb and follows her to the wizard without demur, but Jo chooses to differ from her father with regard to changing the rose smell. How would you account for this difference in attitude between the two?

Q18. Why did Jo not approve of Skunk's mother scolding him for his new smell?

Q19. What is the underlying idea behind the wizard's taking the beating and tamely changing the rose smell?

Q20. Why does mother Skunk hug and pat her son as he prepares to sleep?

Q21. How do the woodland creatures ultimately accept skunk?

Q22. Why does Jo call Skunk's mother a stupid Mommy? What did she want the mother to be punished for?

Q23. Why does Jo call Skunk's mother a stupid Mommy? What did she want the mother to be punished for?

Q24. Why was Jack worried about his wife Clare?

Q25. 'That was a long story'. What does Clare want to convey through this assertion?

LONG QUESTIONS (5marks) (Should Wizard Hit Mommy)

Q1. What moral question does the story "Should Wizard Hit Mommy?" raise?

Q2. How does Jo want the story to end and why?

Q3. Why does Jack insist that it was the wizard that was hit and not the mother?

Q4. What makes Jack feel caught in an ugly middle position?

Q5. Though Jo is too small to understand and have different ethical values, her world view is different from that of her father. Why does she have this different approach?

Q6. A minute study of story "Should Wizard Hit Mommy?" reveals that it can be convincingly ended at, at least three different levels. Justify?

Q7. Why did the little woodland and creatures initially shoo away Roger Skunk? Were they justified in doing so? Discuss.

Q8. Roger Skunk, rather than brooding over the problem of being isolated, worked on it to look for an appropriate solution. Discuss

Q9. According to you, was Skunk's mommy justified in getting him back the awful smell. Give reasons for your answer.

Q10. Jo represents not only childish fantasies but also man's desire to escape the harsh realities and secure an unchallenging comfort zone. Do you approve of the escapist attitude? What values can help us combat such an attitude?

(Vistas) ON THE FACE OF IT (short questions) (2 marks)

Q1. Why is Derek startled as soon as he enters the garden?

Q2. Why does Derek enter Mr. Lamb's garden?

Q3. Why does Derek want to go back home as soon as he comes face to face with Mr. Lamb?

Q4. Why, according to Mr. Lamb does Derek want to go back? How does he put the boy at ease?

Q5. What terrible complex does Derek suffer from?

Q6. Why does Derek feel that Mr Lamb has changed the subject? Do you agree with Derek? Give reason in support of your answer.

Q7. Why does Derek not like being with people?

Q8. What does Derek feel Mr Lamb must think of him? How does Mr Lamb surprise him in this context?

Q9. How would you explain Mr Lamb's expression, "I'm old, and you're young? You've got a burned face. I've got a tin leg. Not important."?

Q10. Why do kids call Mr Lamb 'Lamey-Lamb'? How does he feel about it?

Q11. Do you think Derek's attitude towards life would have been different had he been lame instead of having a burnt face?

Q12. Why one green, growing plant is called a 'weed' and another 'flower'? What does Mr Lamb mean by this statement?

Q13. "It's all relative. Beauty and the best." What does Mr Lamb mean by this statement?

- Q14. Why does Derek say he doesn't care if no one kisses him?
- Q15. 'So you will. But the world won't. The world's got a whole face, and the world's there to be looked at.' Explain.
- Q16. What concept of the world does Mr Lamb propound when Derek asks him if his old garden is a world?
- Q17. How have people been sermonising to Derek about his burnt face? How does Derek feel about this sermonising?
- Q18. What conversation did the two women at the bus-stop have? How did Derek feel about it? How does Mr Lamb interpret the conversation?
- Q19. Do you think that through the incident of buzzing/humming of bees the author wants to tell us that life treats us the way we treat it. Do you agree? If so, Why?
- Q20. Why does Mr Lamb narrate the story of a man who locked himself in a room because he was afraid?
- Q21. What is Mr Lamb's daily routine?
- Q22. Why doesn't Mr Lamb have any curtains at the windows?
- Q23. Why does Mr Lamb feel Derek is not lost altogether?
- Q24. What does Mr Lamb tell Derek he can do?
- Q25. Why does Derek ask Mr Lamb if has any friends? What answer does Mr Lamb say in response?
- Q26. Why does Derek say that he is not a friend of Mr Lamb? What does Mr Lamb say in response?
- Q27. What condition does Derek put on his friendship with Mr Lamb? What doubt does he have about his friendship? How does Mr Lamb dispel this doubt?
- Q28. "There are some people I hate". How does Mr Lamb react to this statement of Derek?
- Q29. Why does Derek feel Mr Lamb might lose all his friends because of him?
- Q30. What is Mr Lamb's fear about Derek's going back home? What light does this throw on Mr Lamb's life and character?
- Q31. Why does Derek suspect that Mr Lamb has no friends?
- Q32. Why does Derek, at one point of the story, think that Mr Lamb is crazy?
- Q33. How does Mr Lamb's conversation transform Derek?
- Q34. Why does Derek return to Mr Lamb's garden?
- Q35. What significance would you attach to Mr Lam's silence at the end of the play?

(ON THE FACE OF IT) LONG QUESTIONS (5 marks)

Q1. In which section of the play does Mr Lamb display signs of loneliness and disappointment? What are the ways in which Mr Lamb tries to overcome these feelings?

Q2. Most of the agony in the world can be alleviated with the values of kindness and sensitivity. Unfortunately we fail to practice them causing physical as well as mental pain. Discuss with reference to Mr Lamb and Derry.

Q3. Will Derry get back to his old seclusion or will Mr Lamb's brief association effect a change in the kind of life he will lead in the future?

Q4. Imagine you are Derek. In the very first meeting with Mr Lamb you were drawn towards him due to certain values and qualities that he nurtures. Write a Diary entry recording your experience with him.

Q5. Mr Lamb is a man of numerous positive qualities. Mention the qualities which make him overlook the deformity of Derek? Why do you think he changes the topic when Derek talks about his ugliness?

Q6. What are your personal views on the statement, "Blind people only ought to be with other blind people"?

Q7. Rather than imposing his views on Derek, Mr Lamb talked to him with such a great spontaneity that he got transformed in no time. How according to you did Mr Lamb manage it?

EVANS TRIES AN O-LEVEL (short question) (2 marks)

Q1. What kind of a person was Evans?

Q2. The story tells us that the examination was to be held on June 8. Why do you think the governor talks to the Secretary of the examination Board in early March itself?

Q3. How do you account for the fact that Evans selected German only for his O-level examination?

Q4. Why was Evans known as "Evans the Break" by the prison officers?

Q5. Why did Evans drape a blanket round his shoulders? What did Stephens think about it?

Q6. Who do you think made a call regarding a correction in the question paper? What did it really want to convey?

Q7. Is the Governor justified in considering Jackson as a stupid person?

Q8. How did the governor manage to reach Evans in the hotel?

Q9. Who do you think is the driver of the van eventually takes Evans to freedom?

MEMORIES OF CHILDHOOD (short questions) (2marks)

- Q1. Why did the author begin to cry in the dining hall?
- Q2. How far do you agree that on the author's first day at school the cold weather in the town corresponded with the cold and hostile atmosphere in the school?
- Q3. Why does the author feel "spirit tore itself in struggling for its lost freedom, all was useless"? Discuss.
- Q4. What are the views of the author about the dress code in the school?
- Q5. How did the author behave oddly in the dining hall?
- Q6. The author and her friend Judewin have contrasting views about hair shingling. Do you think their reactions spell out the difference between the ordinary and the extraordinary?
- Q7. How do you account for Bama's statement "I hadn't yet heard people speak openly of untouchability"?
- Q8. What made the little girl want to double up with laughter at the sight of the strange man?
- Q9. Who was Annan? How did he justify the strange behaviour of the elder?
- Q10. What episode of discrimination did Annan narrate to Bama? Why?
- Q11. What advice did Annan give to Bama? How did his words of advice affect her life?

(MEMORIES OF CHILDHOOD) LONG QUESTIONS (5 marks)

- Q1. The world around us is unfortunately devoid of the values of justice and equality and torn under the evil force of discrimination on the basis of colour, caste, creed, gender, language, province etc. The guise may differ but suffering persists. Discuss with reference to "memories of childhood".
- Q2. Bring out a contrast between Judewin's and the author's attitude towards the forced cutting of their long hair.
- Q3. As an elder brother, what positive values did Thambi try to ingrain in Bama's impressionable mind?