

NCERT Solutions for Class 12 English

Flamingo Chapter 1

The Last Lesson Class 12

Chapter 1 The Last Lesson Exercise Answers & Summary

Exercise : Solutions of Questions on Page Number : 2

Q1 :

Notice these expressions in the text. Infer their meanings from the context.

Answer :

- **in great dread of** - fearful in anticipation of something
- **counted on** - to rely or trust on somebody/something
- **thumbed at the edges** - worn or soiled edges caused by frequent handling
- **in unison** - something happening or being done at the same time
- **a great bustle** - an excited (and often noisy) activity or a rapid, active commotion
- **reproach ourselves with** - to express disapproval, criticism, or disappointment

Think as you read : Solutions of Questions on Page Number : 7

Q1 :

What was Franz expected to be prepared with for school that day?

Answer :

That day, Franz was expected to be prepared with the lesson on participles.

Q2 :

What did Franz notice that was unusual about the school that day?

Answer :

That day, Franz noticed the absence of the routine commotion caused by the opening and closing of desks, repeating of lessons in unison and rapping of the teacher's ruler on the table. The usual hustle-bustle was replaced by a strange stillness that was the characteristic of a school on a "Sunday morning."

Q3 :

What had been put up on the bulletin-board?

Answer :

The bulletin-board notified the general public about an order from Berlin. It stated that only German was to be taught to students in the schools of Alsace and Lorraine.

Q4 :

What changes did the order from Berlin cause in school that day?

Answer :

The order from Berlin brought all the routine hustle-bustle of the school life to a stand-still. The teacher, M. Hamel, became more sympathetic to his students and taught his lessons with more patience. The students became more attentive in their classes. The villagers, who were sitting at the usually empty back benches and had come to show their respect and gratitude to M. Hamel, regretted not going to school more than they did. The order also brought about a great change in the feelings of the people towards their country and their native language. There was a general sadness about not being able to utilise the opportunities of learning French when it was easily accessible.

Q5 :

How did Franz's feelings about M. Hamel and school change?

Answer :

Franz was shocked when M. Hamel told the students about the order from Berlin and that it was their last French lesson. He forgot about his teacher's ruler and crankiness. He developed a fondness for M. Hamel at the troubling idea of being separated from him forever. He understood the pain and agony his teacher was undergoing. And, he became more sympathetic towards his teacher.

His school too, now, carried a different meaning. His books and lessons seemed old friends whom he couldn't give up. He realised with pain how much French meant to him and regretted not being attentive in his classes earlier. Suddenly, he felt that the 'difficult concepts' had never actually been difficult.

Understanding the text talking about the text work in : Solutions of Questions on Page Number : 9

Q1 :

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

Answer :

The crowd surrounding the bulletin-board, the presence of the villagers in the class, the silence in place of the routine hustle and bustle of the school, the emotions that gripped M. Hamel and Franz, representing that of the teacher and the student community respectively, were all indicators of the realisation of the importance of their language to them.

In the story, M. Hamel says that people realise the importance of somebody or something in their lives very often when it is lost to them. Similarly, it was the order from Berlin that made people realise the importance of their language for them.

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."

Can you think of examples in history where a conquered people had their language taken away from them or had a language imposed on them?

Answer :

Some examples of the native language taken away from its people and/or imposition of the language of the conqueror are:

- (a) Portuguese becoming the lingua franca of Angola.
- (b) English imposed on the various Celtic peoples.
- (c) Spanish imposed on the Basques and the Catalans.
- (d) Turkish imposed on the Kurds.

(A few examples have been provided for students' reference. It is strongly recommended that students develop the answer on their own.)

Q3 :

English is a language that contains words from many other languages. This inclusiveness is one of the reasons it is now a world language, for example:

petite - French

kindergarten - German

capital - Latin

democracy - Greek

bazaar - Hindi

Find out the origin of the following words.

Tycoon, tulip, logo, bandicoot, barbecue, veranda, robot, zero, ski, trek

Answer :

tycoon - Japanese

tulip - French

logo - Greek

bandicoot - Telugu

barbecue - Spanish

veranda - Hindi

robot - Czech

zero - Italian

ski - Norwegian

trek - Dutch

Q4 :

Franz thinks, "Will they make them sing in German, even the pigeons?" What could this mean?

(There could be more than one answer.)

Answer :

Language is inherent to culture and identity. The authority of human beings is restricted only to false boundaries that can be controlled. Nature and other things cannot be governed by some superficial laws of the wilful people. By taking the reference of making the pigeons learn German, the author is pointing to this very constraint.

(or)

This sentence could possibly mean that however hard the authorities try to embed German language in the culture of Alsace and Lorraine, the natural status of French, for them, will remain unchanged. French flows in the air and the entire place is imbued with its effect. Even though they train students in German, the basic mode of communication would remain unchanged like the cooing of the pigeons.

(Two model answers have been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q5 :

What happens to a linguistic minority in a state? How do you think they can keep their language alive? For example:

Punjabis in Bangalore

Tamilians in Mumbai

Kannadigas in Delhi

Gujaratis in Kolkata

Answer :

A linguistic minority in a state does not have as much liberty to exercise linguistic skills as the natives of the state. They initially try to learn the jargons in order to cope with the day-to-day life activities and finally begin to understand the native language with regular interaction. At the workplace and educational organisations, English or the link language helps a lot to cope up with the work and learning process. But, when it comes to understanding the basic norms of the society, in order to socialize, one does face a sort of linguistic barrier during communication.

To keep their language alive, the linguistic minorities can form small communities where they can celebrate their festivals as per their traditions. Moreover, they can continue to speak their native language at their homes in order to make their children learn the language. People must, even, try to visit their native places at regular intervals in order to stay close to their roots.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q6 :

Is it possible to carry pride in one's language too far?

Do you know what 'linguistic chauvinism' means?

Answer :

Yes, it is possible to carry pride in one's language too far if one is fond of one's own language at the cost of others. Indifference towards other languages is not healthy for any democracy like India.

When the sense of belonging to one's own language crosses the thin line between 'pride' and 'proud', it becomes linguistic chauvinism. If people feel good about their languages and traditions, they must have tolerance for other languages too. Everybody has the right to follow the religion as well as speak the language as per his/her desire. In fact, it is disparaging to distort the names of communities, for example, Bongs for Bengalis, Gujju for Gujratis, etc.

(This question is to be answered on the basis of students' own understanding and experience. However, a model answer has been provided for students' reference)

Working with wordsnoticing form : Solutions of Questions on Page Number : 10

Q1 :

Read this sentence.

M. Hamel had said that he would question us on participles.

In the sentence above, the verb form “had said” in the first part is used to indicate an “earlier past.” The whole story is narrated in the past. M. Hamel's “saying” happened earlier than the events in this story. This form of the verb is called the past perfect.

Pick out five sentences from the story with this form of verb and say why this form has been used.

Answer :

In the following sentences, two activities of past, occurring at two different points of time in the past, are indicated. The one that happens earlier takes the “had” + past form of verb (V₃), while the one that follows it takes the simple past form of verb (V₂).

Sentences in past perfect form	Reason/ Explanation
I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning.	The protagonist decided to depend on the commotion to sneak into the classroom before he encountered the quietness at the school.
Not till then, when I had got a little over my fright, did I see that our teacher had on his beautiful green coat ... prize days.	Getting over the fright happened before he noticed his teacher's green coat.
...Hauser had brought an old primer, thumbed at the edge, and he held it open on his knees with his great spectacles lying across the pages.	Of the two actions, Hauser's bringing of the old primer happened before he held it open on his knees.
It was because they were sorry, too, that they had not gone to school more.	The feeling of regret comes after they realise they did not go to school more than what they did.
My books, that had seemed such a nuisance ... were old friends now that I couldn't give up.	The books were a nuisance earlier. It is only later that the protagonist talked about them in a different light.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q2 :

Notice the underlined words in these sentences and tick the option that best explains their meanings.

(a) “What a thunderclap these words were to me!”

The words were _____

- (i) loud and clear.
- (ii) startling and unexpected.
- (iii) pleasant and welcome.

(b) “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.”

It is as if they have the key to the prison as long as they _____

- (i) do not lose their language.

(ii) are attached to their language.

(iii) quickly learn the conqueror's language.

(c) Don't go so fast, you will get to your school in plenty of time.

You will get to your school _____

(i) very late.

(ii) too early.

(iii) early enough.

(d) I never saw him look so tall.

M. Hamel _____

(a) had grown physically taller.

(b) seemed very confident.

(c) stood on the chair.

Answer :

(a) (ii) startling and unexpected.

(b) (ii) are attached to their language.

(c) (iii) early enough.

(d) (b) seemed very confident.

Things to do writing : Solutions of Questions on Page Number : 11

Q1 :

Find out about the following (You may go to the internet, interview people, consult reference books or visit a library.)

(a) Linguistic human rights

(b) Constitutional guarantees for linguistic minorities in India

Answer :

(This question is to be answered on the basis of students' own understanding and the research done by them. It is strongly recommended that students prepare the answer on their own.)

Q2 :

Write a notice for your school bulletin board. Your notice could be an announcement of a forthcoming event, or a requirement to be fulfilled, or a rule to be followed.

Answer :

FUTURE VISION PUBLIC SCHOOL, Delhi

NOTICE

July 25, 2012

SPORTS DAY

The school has decided to celebrate its Annual Sports Day on 25 July 2012. All those interested to participate in the various sports activities are requested to give their names to their respective class teachers latest by 6 July 2012 in the following format.

Name:

Class & Section:

Activity 1:

Activity 2:

Activity 3:

A copy of the list of sports activities has been sent to your class teacher. Please note that no student is allowed to participate in more than three sports activities.

Rahul Sinha

Head Boy

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q3 :

Given below is a survey form. Talk to at least five of your classmates and fill in the information you get in the form.

S.No.	Languages you know	Home language	Neighbourhood language	City/Town language	School language

Answer :

(This question is to be answered on the basis of students' own understanding and experience. It is strongly recommended that students prepare the answer on their own.)

Q4 :

Write a paragraph of about 100 words arguing for or against having to study three languages at school.

Answer :

For

Knowledge of additional language gives an edge - makes a person more competitive in today's fast paced world - better employment opportunities with fluency in a foreign language - multi-national companies send professionals for on-site projects to other countries - delegates from other countries coming to interact with people of our country - can work as translators, interpreters or tourist guides, etc. - preservation of culture and tradition through native language.

Against

Students are already burdened with two languages - no need for a third language - no natural inclination for foreign language - foreign language not of much use in daily life and gradually gets forgotten - should not be forced on people who do not need it - can be taught only to those who demand for it - time and effort should not be wasted on something of no clear use.

(Pointers have been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q5 :

Have you ever changed your opinion about someone or something that you had earlier liked or disliked? Narrate what led you to change your mind.

Answer :

Directions: Think about something that you hated earlier but hate no more. It may be anything - eating a particular vegetable, studying a subject, going to a particular place. Or, you may think about a person whom you did not like earlier but your opinion about that person has changed now. It might be because of some misunderstanding or so. After you make your choice, recollect the reason for your dislike. Recollect what happened that made you change your opinion about the thing or person. Think about how it helped you look at things or events or people in different perspective. Write about it in a paragraph form. You may end it by talking about the learning experience or how it enriched your perspective or broadened your scope of thinking.

(Directions have been provided for students' benefit. It is strongly recommended that students prepare the answer on their own.)

NCERT Solutions for Class 12 English

Flamingo Chapter 2

Lost Spring Class 12

Chapter 2 Lost Spring Exercise Answers & Summary

Exercise : Solutions of Questions on Page Number : 13

Q1 :

Notice these expressions in the text. Infer their meaning from the context.

Answer :

- **looking for** -try to locate or discover
- **slog their daylight hours** -struggle persistently during the daytime
- **roof over his head** -a place to live
- **perpetual state of poverty** -endless impoverishment
- **dark hutments** -encampment of huts devoid of any light
- **imposed the baggage on the child** - force the profession on the child

Think as you read : Solutions of Questions on Page Number : 17

Q1 :

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

Answer :

Saheb is looking for coins, rupee notes and any other useful objects in the garbage dumps.

Saheb and his family have migrated to Seemapuri, a slum area on the outskirts of Delhi, looking for a source of living after they were uprooted from their native village in Dhaka, Bangladesh.

Q2 :

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

Answer :

The author comes across many shoeless rag-picker children in her neighbourhood. According to her, one explanation of this habit of remaining barefoot is that it is a tradition among the poor children of this country. However, the author quickly mentions that calling it a tradition could be just a means of justification of the utter destitution.

Q3 :

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

Answer :

Saheb is not really happy working at the tea-stall because working for a master meant sacrificing his freedom and his "carefree look". Even though the job at the tea-stall pays him 800 rupees and all his meals, he seems less contented than before. The weight of his master's steel canister seems heavier than his rag-picking plastic bag.

Understanding the text talking about the text **think** : Solutions of Questions on Page Number : 20

Q1 :

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

Answer :

Mukesh was different from the others of his community. By daring to dream, he has already taken the first step towards a big change. He wants to become a motor mechanic and drive a car. He can realise this dream with determination and hard work. There might be many obstacles on his way but a strong willpower will help him move towards the way to success. The fact that he is willing to walk a long distance in order to learn the vocation, underlines his firm resolve. The only thing left for him to do is to make that first journey to that garage and request the owner to take him in and guide and direct him on his journey as a mechanic.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

Q2 :

What makes the city of Firozabad famous?

Answer :

Firozabad is famous for its glass bangles. The place is the centre of India's glass-blowing industry.

Q3 :

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

Answer :

There are many factors that cause migration of people from villages to cities. Some villagers voluntarily move to the cities in search for jobs and better civic and health facilities, etc. Others are forced to migrate when natural disasters like flood, storm, drought, famine, etc. destroy their houses and properties. History has records of large scale migrations caused by wars. Also, many villagers who are better off than others manage to send their children to study in the cities.

In the lesson 'Lost Spring', Saheb and his family migrates to Seemapuri from Dhaka after their houses were destroyed in the storms.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

Q4 :

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?

Answer :

Yes, the promises made to poor children are seldom kept. Often, they are not taken seriously or have been made on the pretext of retaining a child's fancy for something. This keeps the child hoping for a better possibility till he/she realises the truth. It is difficult for people to shatter the children's dreams; while it is also painful to see these children thrive of false hopes given to them.

Once, while interacting with Saheb, the narrator ends up encouraging him to study and jokingly talks about opening a school herself. At that time she fails to realise that unknowingly she has sown a seed of hope in Saheb's heart. She becomes conscious of her mistake when, after a few days, Saheb approaches her, enquiring about her school. Her hollow promise leaves her embarrassed.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

Q5 :

Mention the hazards of working in the glass bangles industry.

Answer :

The impoverished workers in the glass bangles industry toil in potentially hazardous working conditions while welding. The furnaces they work in have extremely high temperature and lack proper ventilation. Persistently working in low light conditions, without any protective eye gear, leaves them blind. Even burns and cuts are quite common. The workers are quite prone to ailments such as lung cancer.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

Q6 :

Mention the hazards of working in the glass bangles industry.

Answer :

The impoverished workers in the glass bangles industry toil in potentially hazardous working conditions while welding. The furnaces they work in have extremely high temperature and lack proper ventilation. Persistently working in low light conditions, without any protective eye gear, leaves them blind. Even burns and cuts are quite common. The workers are quite prone to ailments such as lung cancer.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

Q7 :

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

Answer :

The unfavourable social and legal systems, the deceptive middlemen, and their own sad destinies keep the workers in the bangle industry of Firozabad in perpetual poverty.

Q8 :**Why should child labour be eliminated and how?****Answer :**

Child labour should be eliminated because it takes away from the child his childhood and the prospect of elementary education. Moreover, since the child labourers are cheap, and consequently engaged in hazardous and dangerous employment, they are often vulnerable to mental and physical illness. In order to curb this problem, it is important to make education easily accessible. Apart from that, the parents must be made aware of the consequences of working in harmful environments. It is also important to make the public aware of the fact that child labour is a criminal offence and is punishable under law. The government must ensure stricter child labour laws and that the offenders are punished.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

Q9 :**How is Mukesh's attitude to his situation different from that of his family?****Answer :**

Mukesh belongs to a family of glass bangle makers in Firozabad. Even though the children of such families usually carry on their family profession, Mukesh wants to be a motor mechanic and drive a car. Unlike his family members, and others of his community, he has dared to dream. His grandmother's words about the unbreakable lineage represent the attitude they have towards their situation in life. They believe that it is their destiny to toil as bangle makers. But Mukesh dreams of a better and safer career. The resolute boy is willing to walk a long distance from his home to learn to be a mechanic, exemplifying the saying, 'where there is a will, there is a way'.

Thinking about language : Solutions of Questions on Page Number : 21

Q1 :

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

- **Hyperbole** is a way of speaking or writing that makes something sound better or more exciting than it really is. For example: Garbage to them is gold.

• A *Metaphor*, as you may know, compares two things or ideas that are not very similar. A metaphor describes a thing in terms of a single quality or feature of some other thing; we can say that a metaphor "transfers" a quality of one thing to another. For example: The road was a ribbon of light.

• *Simile* is a word or phrase that compares one thing with another using the words "like" or "as". For example: As white as snow.

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

1. Saheb-e-Alam which means the lord of the universe is directly in contrast to what Saheb is in reality.
2. Drowned in an air of desolation.
3. Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically.
4. For the children it is wrapped in wonder; for the elders it is a means of survival.
5. As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make.
6. She still has bangles on her wrist, but not light in her eyes.
7. Few airplanes fly over Firozabad.
8. Web of poverty.
9. Scrounging for gold.
10. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art.
11. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder

Answer :

1. Irony
2. Metaphor
3. Antithesis
4. Antithesis
5. Simile
6. Pun
7. Pun
8. Metaphor

9. Metaphor
10. Hyperbole
11. Paradox

Things to do : Solutions of Questions on Page Number : 22

Q1 :

The beauty of the glass bangles of Firozabad contrasts with the misery of people who produce them.

This paradox is also found in some other situations, for example, those who work in gold and diamond mines, or carpet weaving factories, and the products of their labour, the lives of construction workers, and the buildings they build.

- Look around and find examples of such paradoxes.
- Write a paragraph of about 200 to 250 words on any one of them. You can start by making notes.

Here is an example of how one such paragraph may begin:

You never see the poor in this town. By day they toil, working cranes and earthmovers, squirreling deep into the hot sand to lay the foundations of chrome. By night they are banished to bleak labour camps at the outskirts of the city...

Answer :

You never see the poor in this town. By day they toil, working cranes and earthmovers, squirreling deep into the hot sand to lay the foundations of chrome. By night they are banished to bleak labour camps at the outskirts of the city. Such is the life of the poor construction workers in this city, Delhi. It is the capital of India, with beautifully constructed buildings everywhere around the city. How often do we reflect on the poor labourers who toil so hard working day in and day out constructing these structures?

These labourers who construct these buildings, ironically, often lead a nomadic life living in temporary settlements in slums or construction areas. They are denied the very fruit of their hard work. It is absurd that bricklayers are forced to live in tents of plastic and rubber sheets. They live in penury; the job is underpaid to such an extent that they fail to manage a proper house of their own.

The paradox is even more deplorable when one finds such labourers working in construction sites for schools and hospitals. These people are illiterate and often do not send their children to schools for the lack of resources. Again, these people often work and live in hazardous and unhealthy conditions without any health benefits. Why are such things overlooked by the society and the government? It is high time the

government and the rich work together for providing these construction site workers with the basic necessities along with education for their children.

NCERT Solutions for Class 12 English

Flamingo Chapter 3

Deep Water Class 12

Chapter 3 Deep Water Exercise Answers & Summary

Exercise : Solutions of Questions on Page Number : 23

Q1 :

Notice these words and expressions in the text. Infer their meaning from the context.

Answer :

- **treacherous** - unpredictable danger; not dependable or trustworthy
- **subdued my pride** - to lower or restrain the intensity of self-respect and confidence
- **flailed at the surface** - to strike or lash out vigorously at the surface of the water in trying to come out
- **fishing for landlocked salmon** - to go fishing for a specific variety of salmon available in certain lakes
- **misadventure** - an incident that turns out to be a disaster
- **bob to the surface like a cork** - to float or show the characteristics of buoyancy as a cork in water
- **curtain of life fell** - to indicate that life has ended or a near-death experience
- **back and forth across the pool** - to swim across the swimming pool from one side to the other

Think as you read : Solutions of Questions on Page Number : 27

Q1 :

What is the "misadventure" that William Douglas speaks about?

Answer :

Douglas refers to the incident at the Y.M.C.A. swimming pool where he almost drowned as a "misadventure." The author was about ten or eleven years old at the time and had barely begun to learn swimming, primarily by aping others. As he was thrown suddenly into the water by someone and he couldn't swim, he started drowning. The struggle to come to surface and to avoid getting drowned left him with a deep fear of water which deprived him from enjoying water-related activities for many years.

Q2 :**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?****Answer :**

The sudden realization of being thrown into the pool did not make him lose his wits immediately. Although frightened, he thought of a trick to come up to the surface but couldn't execute it successfully. He panicked and felt suffocated by the water. His sense-perceptions gave way, his heart pounded loudly, his limbs became paralyzed with fear, his mind became dizzy and his lungs ached as he gulped water while making desperate attempts to come out of the water. Finally, he lost all his strength and willingness to keep struggling and blacked out.

Douglas planned to allow himself to go down till his feet hit the bottom so that could make a big jump to come back to the surface like a cork. Then, he would lie flat on the surface of water and paddle to the edge of the pool.

Q3 :**How did this experience affect him?****Answer :**

The near death experience of drowning had a very strong impact on his psychology. He was deeply perturbed and shaken by the whole experience. A haunting fear of water took control of his physical strength and emotional balance for many years. As he couldn't bear being surrounded by water, he was deprived of enjoying any water-related activity.

Understanding the text think as you read : Solutions of Questions on Page Number : 29**Q1 :****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.****Answer :**

Douglas takes us through his near death experience at the Y.M.C.A. pool by detailing every little aspect associated to it. He details minutes of his emotional, mental and

physical struggle with the paralyzing fear of being drowned in the water. The first person narration of the incident also helps us to associate with his experience more deeply.

Though he did not lose his wits initially, he panicked when his strategy didn't work. His feeling of suffocation, fear and losing hold on sense perceptions make the readers experience what he does. His eyes couldn't see beyond the dirty yellow water. His voice did not assist him. His nose and mouth could only manage to take water to the lungs. His limbs became paralyzed with fear and his mind dizzy. His desperation to save himself kept him struggling until he went down the third time and blacked out. All these details make the description vivid.

Q2 :

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

Answer :

Douglas regretted being deprived of enjoying water activities like canoeing, boating, swimming, fishing, etc. The wish to enjoy them and the craving to regain his lost confidence, while being in water, made him try every possible way to get rid of his fear. He was finally able to overcome this mental handicap by getting himself a swimming instructor and further ensuring that no residual fear was left.

Q3 :

How did Douglas overcome his fear of water?

Answer :

At first, he tried to overcome his fear of water on his own. But when this failed, he got an instructor for himself who worked on Douglas' fear very methodically. With his help, Douglas began by learning to be at ease in water. After this, he practiced exhaling-inhaling in water to eliminate the fear of putting his head inside the water. Then, he moved on to master individual steps of swimming which were, finally, integrated into a complete experience of swimming, by his instructor. After about six months, Douglas could not only swim well but was, also, free of his fear to a great extent.

At this stage, Douglas' journey of truly overcoming his fear to its tiniest vestiges began. He swam alone in the pool. He went to Lake Wentworth to dive. He tried every possible stroke he learnt. Finally, in his diving expedition, in the Warm Lake, he conquered his fear completely.

Q4 :

How did the instructor "build a swimmer" out of Douglas?

Answer :

The instructor worked gradually on Douglas' psychology, moved on to his physical movements and then integrated each part to build a swimmer out of him.

Initially, he made Douglas swim back and forth across the swimming pool so that he could get used to it. He used an elaborate mechanism with a rope, belt, pulley and an overhead cable to help them stay connected while Douglas was in the pool. Then, one-by-one, he made Douglas master the individual techniques of swimming, like putting his head in the water, exhaling and inhaling while in water, movements of his hands, body, legs, etc. Finally, he integrated these perfected steps into a whole experience of swimming for Douglas.

Q5 :

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

Answer :

Douglas recounts his childhood experience at the Y.M.C.A. pool to enable the readers to understand the exact nature and intensity of the terror. The fear of being surrounded by the water, the fear of putting his head in the water, the fear of choking and the fear of his limbs going numb couldn't have been explained to a reader unacquainted with Douglas' childhood experience. In that case, the elaborate strategy adopted by the author (and his instructor) and the time-taken by him to learn or master even simple things, though put in the perspective of his fear of water, couldn't have been understood properly.

By quoting Roosevelt, "All we have to fear is fear itself," Douglas indicates the larger meaning that he draws from his experience. For him, the importance of life became evident when he encountered death or rather its proximity threatening his life.

Q6 :

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

Answer :

Even after the swimming training was over, Douglas wasn't confident about his swimming or that he had overcome the fear. He was determined to completely get rid of it forever. He swam alone in the pool. He went to Lake Wentworth to dive. There, he tried every possible stroke he had learnt. He fought back the tiny vestiges of terror that

gripped him in middle of the lake. Finally, in his diving expedition in the Warm Lake, he realised that he had truly conquered his old terror.

Thinking about language talking about the text thing : Solutions of Questions on Page Number : 30

Q1 :

If someone else had narrated Douglas' experience, how would it have differed from this account? Write out a sample paragraph or paragraphs from this text from the point of view of a third person or observer to find out which style of narration would you consider to be more effective? Why?

Answer :

If a third person had narrated Douglas' experience, the impact of the story would have lost the reader's deep connection with the main protagonist and his fear of water. The narrator then would be passively telling the story from the perspective of an observer. The incident of drowning in water could never have successfully communicated the feeling of the "stark terror" that Douglas underwent.

In third person narrative, the 8th and 9th paragraph of the story would be as follows:

"He flailed at the surface of the water, swallowed and choked. He tried to bring his legs up but they hung as dead weights, paralyzed and rigid. A great force was pulling him under. He screamed, but only the water heard him. He had started on the long journey back to the bottom of the pool."

"He struck at the water as he went down; expending his strength as one in a nightmare, fights an irresistible force. He had lost all his breath. His lungs ached. His head throbbed. He was getting dizzy. But he remembered the strategy - he would spring from the bottom of the pool and come like a cork to the surface. He would lie flat on the water, strike out with his arms, and thrash with his legs. Then he would get to the edge of the pool and be safe."

So, it is only the first person narrative that keeps the reader gripped to the story. It makes the experience more relevant and tangible for the reader. It engages him by making him go through the experience along with the protagonist. The desperation and helplessness of being in water, which has almost become fatal, the mental and physical agony of trying to survive the crisis, the long struggle of overcoming the fear bit-by-bit and the jubilation of conquering it at the end; all make the reader feel part of the experience. The first person narrative makes the story a fast-paced and urgent reading for the readers. All this would have been lost had it been a third person narrative or from the point of view of an observer.

Q2 :

"All we have to fear is fear itself". Have you ever had a fear that you have now overcome? Share your experience with your partner.

Answer :

Directions: Everyone has some or other fear that has been overcome. Think about one such experience from your life. It may be anything associated to activities that you now engage in with ease but were scared earlier. Driving, skating, public-speaking, participating in a competition or overcoming stage fear are some examples.

After you have found one such example from your life, recollect the reason it bothered or frightened you. Recollect the efforts you and/or other people put in to help you get rid of it. Discuss the detailed experience with your partner in the class. Also, discuss your feelings when you realised that you have overcome the fear entirely.

(Guidelines/directions have been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q3 :

Are there any water sports in India? Find out about the areas or places which are known for water sports.

Answer :

WATER SPORTS	PLACES
River Rafting	Zaskar river in Ladakh, Rishikesh, River Teesta
Water Skiing	Asan Barrage, Goa, Dal & Nagin Lake, Manasbal Lake, Andaman and Nicobar Islands and Lakshadweep.
Canoeing and Kayaking	Mumbai, Dal Lake, Nagin Lake, Wular Lake, Rishikesh, Teesta River, Goa
Scuba Diving	Lakshadweep Islands, Andaman Islands, Dugong Reef, Havelock Island, Goa
Snorkelling	Andaman and Nicobar Islands and Lakshadweep.
Angling and Fishing	Tirthan Valley, Beas Ghat (Uttaranchal), Ranikor- Meghalaya, Mahakali (Uttaranchal), Jia Bhoroli (Assam)

(The list is only indicative. It is strongly recommended that students prepare the answer on their own.)

Q4 :

Doing well in any activity, for example a sport, music, dance or painting, riding a motorcycle or a car, involves a great deal of struggle. Most of us are very nervous to begin with until gradually we overcome our fears and perform well.

Write an essay of about five paragraphs recounting such an experience. Try to recollect minute details of what caused the fear, your feelings, the encouragement you got from others or the criticism.

You could begin with the last sentence of the essay you have just read - "At last I felt released - free to walk the trails and climb the peaks and to brush aside fear."

Answer :

Directions: You may follow the given steps for the essay:

Paragraph 1: Begin with "At last I felt released - free to walk the trails and climb the peaks and to brush aside fear. Fear, when conquered, becomes victory. And a victory, emerging from the bitterness of failures and hardships of enduring them for a long period of time, has its own meaning and charm. When I look back, it appears to be a long and arduous journey that has now successfully culminated in its destination."

Paragraph 2: Talk about the beginning of the incident that was the root cause for your fear. Try to pen down what you saw, what you felt and what you thought. Recollect and write the details of the surrounding environment, people and things.

Paragraph 3: Here, you can continue talking about how the incident progressed in terms of the subsequent events or happenings. Detail the exact proceedings in the logical order of their happening. You may talk about what you think went wrong and how the incident could have ended differently.

Paragraph 4: In this paragraph, you may write how the fear proved a handicap or how it affected other activities of your life. And then write about when you decided that you will get rid of it. Talk about your plans, strategies and things that you may have considered to ensure that you succeed in your attempt.

Paragraph 5: In the last paragraph, you can detail all your efforts (and that of others) and end with an analysis of why you won over your fear.

(Guidelines/directions have been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q5 :

Find and narrate other stories about conquest of fear and what people have said about courage. For example, you can recall Nelson Mandela's struggle for freedom, his perseverance to achieve his mission, to liberate the oppressed and the oppressor as depicted in his autobiography. The story We're Not Afraid to Die, which you have read in Class IX, is an apt example of how courage and optimism helped a family survive under the direst stress.

Answer :

Hrithik Roshan - one of the highest paid and greatly admired actor suffered from stammering - used to bunk school during oral exams - was skinny - couldn't dance well - decided to establish well in his career and get rid of negatives - took speech therapy every day - worked as assistant director - training at the gym for hours - practiced dancing - after years of patience and perseverance, he is now one of the most admired actor and dancer.

(Pointers have been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q6 :

Write a short letter to someone you know about your having learnt to do something new.

Answer :

Examination Hall
New Delhi

July 1, 20xx

Dear Garima,

I hope this letter finds you in good health and spirits. I've something interesting to share this time. I have learnt skating, this summer. Being able to skate is a wonderful feeling and it fills me with loads of confidence. There is an odd sense of power in knowing that every technique and skill required to master has been learnt. With a little more practice, I would feel my spirits flying high.

Initially, I was very scared of even wearing my skates. But all the bruises, injuries, frustrations and pessimistic ideas that gripped me during some of the initial training sessions now seem nothing in front of what I feel. It gives me immense satisfaction to see myself almost flying in the air. Skating also helps me stay fit. Even my parents are happy to see me investing my time constructively.

Do let me know about your hobby classes. Convey my kind regards to uncle and aunt.

Yours affectionately,
Nishtha

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

NCERT Solutions for Class 12 English

Flamingo Chapter 4

The Rattrap Class 12

Chapter 4 The Rattrap Exercise Answers & Summary

Exercise : Solutions of Questions on Page Number : 32

Q1 :

Notice these expressions in the text. Infer their meanings from the context.

Answer :

- **keep body and soul together** - to manage to keep alive; to survive
- **hunger gleamed in his eyes** - feeling so hungry that the expression shows on one's face
- **plods along the road** - moving along the road slowly but deliberately, to walk with a heavy feet
- **unwonted joy** - unusual pleasure or happiness
- **impenetrable prison** - impassable confinement
- **nodded a haughty consent** - indifferent agreement
- **eased his way** - moved himself slowly and carefully
- **fallen into a line of thought** - agreement of thoughts
- **things have gone downhill** - to decline or grow worse and worse

Think as you read : Solutions of Questions on Page Number : 34

Q1 :

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

Answer :

During one of his usual plodding, the peddler thought on the subject of rattraps. It presented him with the idea of the world being a rattrap and he grew fond of thinking this way.

Q2 :

Why was he amused by this idea?

Answer :

The peddler was amused by the idea of the world being a giant rattrap because he was never treated kindly by the world. Therefore, he harboured hard feelings for it and loved 'to think ill of it' by comparing it with a giant rattrap.

Q3 :

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

Answer :

No, the peddler did not expect the kind of hospitality that he received from the crofter. This was because usually he was greeted by 'sour' and unfriendly faces whenever he knocked on doors and requested for shelter.

Q4 :

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

Answer :

The crofter was a lonely fellow who lived on his own in a little gray cottage by the roadside. He had no wife or children, and craved company and friends. So, one day when the peddler turned up at his doorstep, he was happy to find someone to talk to, to be relieved of his boredom and monotony. This is the reason he was so talkative and friendly with the peddler.

Q5 :

Why did he show the thirty kroner to the peddler?

Answer :

The crofter was a naive and trusting man who craved company more than anything else. He wanted to share his joy of earning the money with someone. He got his chance when the peddler came along. Moreover, he thought that the peddler did not believe him, so he showed the peddler the thirty kronor bills that he kept in a leather pouch.

Q6 :

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

Answer :

No, the peddler did not respect the confidence reposed in him by the crofter. In fact, he betrayed his trust by robbing the thirty kronors from him.

However, later in the story, his conscience was awakened by his stay with the Willmanssons and he decided to return the money.

Q7 :

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

Answer :

After stealing the money, the peddler tried to escape through the forest but soon got lost. Left in despair, he recollected his own thoughts on the world being a giant rattrap. A sudden realisation came to him that he had finally got himself caught in the rattrap because he allowed himself to be tempted by the bait, the thirty kronor bills. Similarly, on his way to the ironmaster's home, he felt himself caught in the trap.

He was again haunted by such thoughts when the ironmaster, on realising the truth about the peddler, threatened to get him arrested. The rattrap seller expressed himself strongly realising that the worldly bait had, once more, tempted and trapped him.

Q8 :

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

Answer :

The ironmaster of the Ramsjö Ironworks spoke kindly to the peddler because he had mistaken him for an old regimental comrade, Captain von Stahle.

The ironmaster wanted to help the peddler, not only in regaining his health but also in taking up a new vocation. Moreover, the ironmaster was a lonely fellow who lived with his oldest daughter after the death of his wife and the departure of his sons. As he longed for some company on the Christmas Eve, he invited the peddler to his home.

Q9 :

Why did the peddler decline the invitation?

Answer :

The peddler was alarmed at the idea of spending the night at the manor of the ironmaster, of the Ramsjö Ironworks, who was an ex-army man. He had not made an attempt to correct the ironmaster when he was mistaken for an old acquaintance. Moreover, he was anxious about the fact that he had the stolen thirty kronor bills with him, and accepting the invitation "would be like throwing himself voluntarily into the lion's den". Therefore, the peddler thought it better to decline the invitation.

Q10 :

What made the peddler accept Edla Willmansson's invitation?

Answer :

By his frightened look, Edla guessed that the peddler had either stolen something or has escaped prison. So she hinted an assurance that he would be free to leave whenever he wanted. Reassured, he accepted the invitation.

Q11 :

What doubts did Edla have about the peddler?

Answer :

When Edla went to the iron mill to fetch the peddler, she noticed that he was frightened. She had doubts that the peddler had stolen something or had escaped prison. His appearance and behaviour also left her in doubts whether he was actually an educated man, as claimed by her father.

Q12 :

When did the ironmaster realise his mistake?

Answer :

The ironmaster realised his mistake the next day when the peddler turned up at breakfast. The valet had bathed the peddler, cut his hair, shaved him and given him clothes. The ironmaster realised that he had been deceived in recognising the person because of the reflection of the furnace, the previous night.

Q13 :

What did the peddler say in his defence when it was clear that he was not the person the ironmaster had thought he was?

Answer :

To defend himself, the peddler argued that he had never said that he was a captain or the old comrade of the ironmaster. In fact, he had repeatedly declined the invitation to spend the Christmas at the manor.

Q14 :

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

Answer :

Edla had a kind and sympathetic heart that was pained by the plight of the poor peddler. She requested her father to allow him to spend one day with them in peace as a respite from the struggle he had to endure round the year. Her principles did not allow her to throw this man out of her house on the Christmas Eve especially when they had already promised him a “Christmas cheer”. Moreover, she had been in high spirits that morning thinking of the ways in which she could help the tramp. Therefore, even after knowing the truth, Edla wanted to entertain the peddler.

Q15 :

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

Answer :

Edla showed great trust in him by letting him stay at their manor on the Christmas Eve. But the news about the robbery had left her dejected. So she was overjoyed when she reached home to find the package and the letter left by the peddler. This gesture of appreciation from the peddler made her happy.

Q16 :

Why did the peddler sign himself as Captain von Stahle?

Answer :

Throughout his life, the peddler had never known respect. He was always treated coldly by the world. For the first time in his life, he was honoured and respected as if he were a

captain. Even after the truth was exposed, the daughter continued to treat him in a similar way. The way he was treated encouraged him to behave in a like manner. He signed the letter as Captain von Stahle so as to underline the impact of Edla's goodness on him.

Understanding the text talking about the text work in : Solutions of Questions on Page Number : 43

Q1 :

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

Answer :

The different ways in which the peddler repaid the three people corresponds to the way he interpreted the kindness of the three people. The peddler realised that for the crofter it was his craving for company that led him to offer his hospitality. The ironmaster's hospitality apparently is limited to his acquaintances. It was only the daughter who genuinely offered warmth and goodness to the peddler. He was touched by Edla's kindness and it made him want to act differently. He repaid her good treatment with a gesture of true gratitude.

Q2 :

Discuss the following in groups of four. Each group can deal with one topic. Present the views of your group to the whole class.

The reader's sympathy is with the peddler right from the beginning of the story. Why is this so? Is the sympathy justified?

Answer :

From the beginning, the rattrap seller is shown as a victim of his situation and not a downright evil character. The peddler had to resort to beggary and stealing because his business is not profitable enough to make both ends meet. His condition of penury does not allow him to be fully righteous. Moreover, we find that he lacks friends and guide to steer him in the right path. The sympathy is justified because in the end we find out that the peddler is capable of appreciating genuine goodness and hospitality. When he is treated with respect and kindness, he reciprocates the same in the best way he can.

Q3 :

The man selling rattraps is referred to by many terms such as "peddler, stranger" etc. Pick out all such references to him. What does each of these labels indicate of the context or the attitude of the people around him?

Answer :

	Labels	Contexts
1	Peddler	As he peddles or sells the rattraps
2	Vagabond	Used to describe his nomadic lifestyle
3	Stranger	Used to refer to the peddler when he was at the crofter's place, possibly to emphasise the fact that the crofter was compassionate to an unknown man
4	Guest	He is treated with compassion, especially at the ironmaster's house where he was invited to spend the Christmas
5	Intruder	When the peddler trespasses and enters the iron mill
6	Tramp	When the peddler asks for lodgings at the iron mill; also when the ironmaster, mistaking him for his old regimental comrade plans of helping him drop his tramp ways and begin a new vocation
7	Ragamuffin	When the ironmaster first notices him wrapped in rags and in the state to utter destitution
8	Old regimental comrade	The ironmaster mistakes him for his old friend when he first meets the peddler at his iron mill
9	Poor hungry wretch	Used only once when the author mentions the fact that Edla was excited about the prospect of getting a chance to help an unfortunate fellow on Christmas
10	Rat	The peddler calls himself a rat and thanks Edla for helping him escape the rattrap with her kindness and compassion

This list may not be an exhaustive one. The students are strongly recommended to read the chapters and find other such terms and phrases on their own.

Q4 :

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?

Answer :

Edla and her father had different natures. She had more convincing power than the father and was able to persuade the peddler to accept the invitation. We also find that

the ironmaster's hospitality was limited to his old comrade. But, the daughter was pained by the plight of the peddler and continued to treat him well even after the truth about his identity was revealed. Again, after finding about the robbery of the crofter's money, while the ironmaster was more concerned with the possibility of the peddler robbing them as well, the daughter is more pained by the betrayal of her trust. We also find that while the father was impulsive and reckless in nature, the daughter's behaviour was more mature and controlled.

Q5 :

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

Answer :

The Rattrap deals with the issues of human loneliness and the need to bond with others. Not only the peddler but also other characters like the crofter, the ironmaster and Edla emphasise this fact.

The peddler's conscience had left him because he had been lonely in his predicament, for a long time. But Edla's kindness and hospitality changed him. The crofter, on the other hand, is a lonely fellow whose craving for company leads him to give shelter to a vagabond, and he ends up getting robbed. Even, the ironmaster and his daughter suffer from loneliness. They crave company on Christmas Eve and are excited when they get the opportunity to serve a guest.

Q6 :

You came across the words, *plod*, *trudge*, *stagger* in the story. These words indicate movement accompanied by weariness. Find five other such words with a similar meaning.

Answer :

Other words are lurch, stumble, slog, hike, clump, traipse and stomp.

Q7 :

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

Answer :

The first instance is that of the crofter's hospitality to the peddler. The rattrap peddler, used to being shooed away, was surprised at the friendly behaviour of the crofter. The peddler was also surprised at the sudden invitation given by the ironmaster, who was himself shocked to realise his mistake in recognising the peddler, the next day. Another unexpected reaction, for both the peddler and the ironmaster, is Edla's intervention to seek peddler's presence for Christmas. However, the most unexpected reaction is from the peddler when he leaves the package and the letter for Edla, showing gratitude to the girl's hospitality and respect for him.

Q8 :

Have you known/heard of an episode where a good deed or an act of kindness has changed a person's view of the world?

Answer :

Directions: Think of any incident or a story where your perspective changes due to some act of kindness from someone. Or, think about someone whose perspective changes because of a good deed by someone else. Discussing this with the group will help. After finalising the incident, write about the reason the person had a negative perspective towards life. Then describe the episode where someone bestowed kindness on him. Finally, explain what effect it had on the person on whom it was bestowed and how his perspective of the world changed.

(Directions have been provided for a student's benefit. It is strongly recommended that students prepare the answer on their own.)

Q9 :

What made the peddler finally change his ways?

Answer :

The experience of the peddler at the manor of the Willmanssons made the peddler change his ways. Earlier he had never known a true sympathiser or well-wisher. He had no friend to steer him on the right path. Though the crofter was hospitable to him and even the ironmaster had almost offered him help, they failed to leave any impact on him. It was Edla who, through her genuine care and understanding, was finally able to change the peddler for the better.

Q10 :

The story is both entertaining and philosophical.

Answer :

The story is told in the form of a fairy tale with a happy ending. The narrative is interesting with many surprises and attention-grabbing dialogues. The twists and the unexpected reactions of the characters often astonish the reader making the story entertaining.

However, the author has carefully managed to weave philosophical elements into the storyline. The rattrap peddler's comparison of the whole world with a giant rattrap makes this an interesting commentary on how such people end up getting trapped in the giant chasm. The story also makes an observation on the inherent goodness of people. It also showcases how goodness and kindness shown by some people can change others' perspective.

Q11 :

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

Answer :

The metaphor of the rattrap signifies that the world exists only to trap people by setting baits for them. Whenever someone is tempted by the luxuries, he ends up being caught in a dangerous trap. The author, thus, makes a much deeper comment on the woeful plight of those in pursuit of the worldly pleasures, which often lead them to unfortunate situations. The story helps in realising the importance of general goodness and kindness. The peddler is saved from the snare of the huge rattrap called world only when he appreciates the kindness to him by Edla.

Q12 :

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

Answer :

The peddler doesn't come across as a humorous person, although one can locate a subtle sense of humour in the way he thinks about the world as being a giant rattrap. He is singularly pleased by this thought of his because it provides him with the opportunity of thinking 'ill' of the world that is not kind to him. It is clearly visible that whenever he gets caught unaware, in the web of deceit spun by his scheming mind, he hides behind the thought that the world is a rattrap and he merely a prey. Thus, he lightens the mood and theme of the story and makes us endear him.

Thinking about language noticing form : Solutions of Questions on Page Number : 44

Q1 :

Notice the words in bold in the following sentence.

"The fire boy shovelled charcoal into the maw of the furnace with a great deal of clatter". This is a phrase that is used in the specific context of an iron plant.

Pick out other such phrases and words from the story that are peculiar to the terminology of ironworks.

Answer :

Other such phrases could be as follows:

1. 'a hard regular thumping'
2. 'hammer strokes'
3. 'a large plant with smelter, rolling mill and forge'
4. 'pig iron'
5. 'coal dust'
6. 'put on the anvil'

Q2 :

1. He made them himself at odd moments.

2. He raised himself.

3. He had let himself be fooled by a bait and had been caught.

4. ... a day may come when you yourself may want to get a big piece of pork.

Notice the way in which these reflexive pronouns have been used (pronoun + self)

In 1 and 4 the reflexive pronouns "himself" and "yourself" are used to convey emphasis.

In 2 and 3 the reflexive pronoun is used in place of personal pronoun to signal that it refers to the same subject in the sentence.

Pick out other examples of the use of reflexive pronouns from the story and notice how they are used.

Answer :

Examples	Usage
“...would be like throwing himself voluntarily into the lion's den”	used in place of personal pronoun to signal that it refers to the same subject in the sentence
“...except my oldest daughter and myself ”	used in place of personal pronoun to signal that it refers to the same subject in the sentence
“...he laughed to himself .”	used in place of personal pronoun to signal that it refers to the same subject in the sentence
“...better powers of persuasion than he himself ”	used to convey emphasis
“stretched himself out on the floor”	used in place of personal pronoun to signal that it refers to the same subject in the sentence
“He could not bring himself to oppose her.”	used to convey emphasis

Q3 :

Mjolis is a card game of Sweden.

Name a few indoor games played in your region. 'Chopar' could be an example.

Answer :

Some indoor games are chess, ludo, table tennis, playing cards, billiards, etc.

Q4 :

A crofter is a person who rents or owns a small farm especially in Scotland. Think of other uncommon terms for 'a small farmer' including those in your language.

Answer :

Some other terms are peasant, plower, cultivator, krishak, kisan etc

NCERT Solutions for Class 12 English

Flamingo Chapter 5

Indigo Class 12

Chapter 5 Indigo Exercise Answers & Summary

S : Solutions of Questions on Page Number : 46

Q1 :

Notice these expressions in the text. Infer their meanings from the context.

Answer :

- **urge the departure** -insist on the going away of the British from India
- **conflict of duties** -clash of obligation or responsibility
- **harbor a man like me** -give shelter to an advocate of home-rule
- **seek a prop** -try to find support or assistance

Think as you read : Solutions of Questions on Page Number : 47

Q1 :

1. Strike out what is not true in the following.

a. Rajkumar Shukla was

(i) a sharecropper.

(ii) a politician.

(iii) a delegate.

(iv) a landlord.

Answer :

(i) a sharecropper.

(ii) ~~a politician.~~

(iii) ~~a delegate.~~

(iv) ~~a landlord.~~

Q2 :

1. Strike out what is not true in the following.

b. Rajkumar Shukla was

(i) poor.

(ii) physically strong.

(iii) illiterate.

Answer :

(i) poor.

(ii) ~~physically strong.~~

(iii) illiterate.

Q3 :

Why is Rajkumar Shukla described as being 'resolute'?

Answer :

Rajkumar Shukla is described as being 'resolute' because even after being told about the prior engagements of Gandhi at Cawnpore and other parts across the county, he does not quit. He continues to accompany Gandhi everywhere. Furthermore, he persistently asks Gandhi to fix a date for his visit to his native district of Champaran. His resolution and determination finally impresses Gandhi and the latter complies with his request.

Q4 :

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

Answer :

Gandhi was a simple and humble man dressed in a plain 'dhoti' (loincloth). To the servants, he must have looked like just another poor farmer in this country. Moreover, he was accompanied by Rajkumar Shukla whom they knew to be a poor indigo sharecropper. Thus, when the servants saw them both together, they mistook Gandhi to be another peasant.

Q5 :

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

Answer :

After his first meeting with Shukla, Gandhi visited Cawnpore, his ashram near Ahmedabad, Calcutta, Patna and Muzzafarpur before he reached Champaran.

Q6 :

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?

Answer :

According to the long-term contract, the peasants were forced to plant fifteen percent of their holdings with indigo and pay the entire harvest as rent.

Now, with the development of synthetic indigo in Germany, the British landlords did not want indigo from these plantations. Hence, the shrewd landlords decided to release the peasants of Champaran from the fifteen percent arrangement on the payment of a compensation.

Development of synthetic indigo would lead to an increase in the price of natural indigo.

Q7 :

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

Answer :

There are many instances in the narrative that can be linked to Gandhi's idea of non-cooperation and *satyagraha*. One such instance is Gandhi's refusal to obey the court order asking him to leave Champaran immediately. Besides that, Gandhi's protest against the delay of the court proceedings is also an instance of his belief in civil disobedience.

Furthermore, Gandhi does not falter to plead guilty in front of the court. He accepts his guilt but presents a rational case as to what made him disobey the law. For him, truth is

above everything and, thus, he decides to follow the voice of conscience and obey the "higher law of our being".

Q8 :

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

Answer :

For Gandhi, it was not the money but the principles that were of utmost importance. He believed that the very fact that the British landlords surrendered was of more significance than the percentage of refund. He wanted the poor farmers to realise that they too had rights and that they need not really live in fear of the British landlords. Therefore, although he had initially quoted a 50 percent refund, he later agreed to a settlement of 25 percent refund to the farmers. Besides, Gandhi was interested in long-term solutions rather than immediate benefits. His decision was proved right when, years later, the British landlords decided to leave their estates, putting an end to the sharecropping arrangement.

Q9 :

How did the episode change the plight of the peasants?

Answer :

The episode of Champaran brought more than one change in the plight of the peasants of that district. These peasants gained confidence which was evident in their spontaneous demonstration on the morning of Gandhi's trial. After the successful refund of the compensation, the peasants, for the first time, realised their own rights and were liberated from the fear that had plagued them.

This episode brought an end to the fifteen percent arrangement of sharecropping. However, the most radical change that the episode brought about was in their social and cultural standard. Gandhi opened schools in six villages. His wife took pains to make the peasants aware of the importance of general sanitation and personal hygiene. He even appointed a doctor.

Understanding the text : Solutions of Questions on Page Number : 54

Q1 :

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

Answer :

Gandhi considered the Champaran episode to be a turning point in his life because he realised that civil disobedience, which had triumphed for the first time, could go a long way in the freedom struggle. Moreover, he had succeeded in making the peasants aware of their rights and becoming confident. This success, thus, proved the effectiveness of Gandhi's method of non-violence and non-cooperation.

Q2 :

How was Gandhi able to influence lawyers? Give instances.

Answer :

Gandhi was able to influence the lawyers through his conviction, earnestness and pertinent questioning. Gandhi reproached the lawyers of Muzzafarpur for charging a large sum of money as fee from the peasants. Later, the lawyers from Bihar opined that they would return to their own places in the event of his imprisonment. But, Gandhi made them realise that it would be impudent for them, being lawyers from a neighbouring place, to return when a stranger was ready to get himself imprisoned for the peasants. So, they agreed to follow him to jail. Gandhi also convinced the lawyers not to seek support from an Englishman and be self-reliant.

Q3 :

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

Answer :

During those times, the average Indian in smaller localities lived in fear of the British. They were afraid of the dire consequences of helping the advocates of "home-rule". Hence, though they were supportive of people like Gandhi, they were afraid of showing it explicitly and only a few could actually dare to come out openly. In the story, we find people, like Professor Malkani, who had the courage to give shelter to Gandhi on the latter's visit to Muzzafarpur.

Q4 :

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

Answer :

In the chapter 'Indigo' Louis Fischer writes of how a small farmer Rajkumar Shukla from a small district, Champaran, helps bring about a very prominent change. Likewise, many other peasants from the villages fought courageously and contributed in their own way to the movement. Their cumulative effort eventually resulted in their winning the battle of Champaran and to finally free themselves of the sharecropping arrangement.

Thinking about language talking about the text **worki** : Solutions of Questions on Page Number : 55

Q1 :

Notice the sentences in the text which are in 'direct speech'.

Why does the author use quotations in his narration?

Answer :

Below are some sentences in the text which are in 'direct speech':

"I will tell you how it happened that I decided to urge the departure of the British. It was in 1917."
"I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district!"
"Speak to Gandhi."
"Fix a date,"
"I have to be in Calcutta on such-and-such a date. Come and meet me and take me from there."
"It was an extraordinary thing ... for a government professor to harbour a man like me".
"The commissioner ... to bully me and advised me forthwith to leave Tirhut."
"conflict of duties"
"humanitarian and national service"
"not for want of respect for lawful authority, but in obedience to the higher law of our being, the voice of conscience"
"But how much must we pay?"
"Look, there is no box or cupboard here for clothes. The sari I am wearing is the only one I have."
"What I did," he explained, "was a very ordinary thing. I declared that the British could not order me about in my own country."
"He had read our minds correctly," Rajendra Prasad comments, "and we had no reply... Gandhi in this way taught us self-reliance".

The author uses quotations to indicate the actual words of a speaker. Usually a quotation is used when a particular passage or sentence is well-written or memorable or is especially relevant in the context under discussion. In 'Indigo,' the author uses quotations when he mentions important commentary or observation, or any pertinent utterance by Gandhi, or for that matter, by any other character.

Q2 :***Discuss the following.*****1. "Freedom from fear is more important than legal justice for the poor."****Do you think that the poor of India are free from fear after Independence?****2. The qualities of a good leader.****Answer :**

1. In the story, Gandhi makes it possible for the sharecroppers of Champaran to shed their fear of the British landlords. According to Gandhi, freedom from fear is the first step towards self-reliance. However, it is unfortunate that the poor of the country are not free from fear, even decades after the independence. Their actions, work, etc. are still under pressure; they are under the mercy of the bureaucratic system. Furthermore, the poor live in a continual fear of the police, who instead of taking care, often end up maltreating them. The already poor farmers are becoming poorer, because of globalisation and the craze for the foreign products. This leaves them in the fear of further destitution.

2. A leader is someone who leads the minds of others and convinces them into following his set of ideas and beliefs. As such, there are some qualities inherent in the persona of the leader that sets him apart from the rest. One of these qualities includes dedication to one's work. His enthusiasm is evident in his work and life, and this inspires others to follow him. A good leader is courageous in the face of adversity and is never a quitter. He motivates and encourages others, bringing out the best in them. He appreciates the efforts of others and is not biased or impartial.

(The above answer is only a sample provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q3 :

- List the words used in the text that are related to legal procedures.

For example: deposition

- List other words that you know that fall into this category.

Answer :

Deposition	Notice	Summon	Lawyer
Court	Cases	Fee	Agreement
Compensation	Order	Courthouse	Judge
Prosecutor	Statement	Guilty	Trial

Penalty	Law	Magistrate	Sentence
Bail	Judgement	Inquiry	Evidence
Documents	Imprison	Appeal	Rights
Investigation	Reconvene	Appear	Pleading

Witness	Accused	Proceedings	Adjourn
Verdict	Decree	Accusation	Defense
Impeachment	Charge	Affidavit	Indictment
Opposition	Prosecution	Offence	Crime

Q4 :

Choose an issue that has provoked a controversy like the Bhopal Gas Tragedy or the Narmada Dam Project in which the lives of the poor have been affected.

Answer :

Fukushima I nuclear accidents in Japan are regarded as one of the largest nuclear disasters in the recent years.

(The above answer is only a sample provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q5 :

Notice the use or non-use of the comma in the following sentences.

- When I first visited Gandhi in 1942 at his ashram in Sevagram, he told me what happened in Champaran.
- He had not proceeded far when the police superintendent's messenger overtook him.
- When the court reconvened, the judge said he would not deliver the judgment for several days.

Answer :

- a. In this sentence, the comma is used after a long introductory phrase.
- b. Essential clauses do not require commas. In this sentence, the clause 'when the police superintendent's messenger overtook him' is an essential clause because it provides essential information. Hence, a comma is not required in this sentence.
- c. In this sentence again we have an introductory clause which provides extra information. The second half of the sentence can stand alone and, therefore, is separated from the introductory clause with a comma.

Q6 :

Find out the facts of the case.

Answer :

On 11 March 2011, the TÃ...Ãhoku earthquake and tsunami occurred disabling the power supply and cooling of three Fukushima Daiichi reactors. The three cores largely melted in the first three days. This accident, which is rated 7 on the INES scale, led to the release of high radioactive substances, including contaminated water leaking from the three units. Although there were no immediate deaths, over 100000 residents were evacuated from their homes.

(The above answer is only a sample provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q7 :

Present your arguments.

Answer :

The contaminated sea water from such disasters is a potential threat across boundaries. The investigations into the Fukushima disaster have proved some faults in the design of the reactors. Lack of adequate safety measures and response actions in the plant have led to a higher risk.

(The above answer is only a sample provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Q8 :

Suggest a possible settlement.

Answer :

A possible way to avert such disasters is by constructing such plants away from residential areas. It is imperative to improve safety measures and take other possible steps to eliminate the release of harmful materials.

(The above answer is only a sample provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

NCERT Solutions for Class 12 English

Flamingo Chapter 6

Going Places Class 12

Chapter 6 Going Places Exercise Answers & Summary

Exercise : Solutions of Questions on Page Number : 77

Q1 :

Notice these expressions in the text. Infer their meanings from the context.

Answer :

- ***incongruity*** - quality of being unsuitable
- ***prodigy*** - a young person endowed with exceptional qualities
- ***chuffed*** - very pleased
- ***solitary elm*** - a secluded tall tree
- ***arcade*** - a passage or a walkway with shops and stalls on either side
- ***amber glow*** - orange-yellow light of the lamp
- ***wharf*** - a place beside the water bodies for loading or unloading of the ships
- ***pangs of doubt*** - a sudden realization of uncertainty about something

Think as you read : Solutions of Questions on Page Number : 79

Q1 :

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

Answer :

The two girls, Sophie and Jansie, were already destined for a job in the biscuit factory and it was likely that they would work there after school.

Q2 :

What were the options that Sophie was dreaming of? Why does Jansie discourage her to have such dreams?

Answer :

Sophie dreamt of opening a boutique or becoming an actress or a fashion designer. She thought that she would be offered the position of a manager and that she would work there till the time she saves enough money for her boutique.

Keeping in mind their lower middle class family background, Jansie discourages Sophie to have such dreams. Jansie is more realistic and practical in life, and hence, knows that big ambitions cost heavy investments, something their working-class status could not afford.

Q3 :

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

Answer :

She wriggled when Geoff told her father that she had met Danny Casey because she was well aware of her father's short-tempered nature. She knew that he would scold her for spreading wild stories. Moreover, she was aware that no one would believe her. It is also possible that she did not expect Geoff to share her secrets with others, even family members.

Q4 :

Did Geoff believe what Sophie says about her meeting with Danny Casey?

Answer :

No, Geoff does not believe what Sophie says about her meeting. He calls it "the unlikeliest thing [he] ever heard".

Q5 :

Does her father believe her story?

Answer :

Sophie's father does not believe her story and he warns her that her "wild stories" might land her into trouble.

Q6 :

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

Answer :

Sophie was jealous of the fact that her brother had access to the world outside. She fantasises about going to these places with him some day in the future wearing a yellow dress. She fantasises that the world would rise to greet them.

Q7 :

Which country did Danny Casey play for?

Answer :

Danny Casey played football for Ireland.

Understanding the text talking about the text **think** : Solutions of Questions on Page Number : 85

Q1 :

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

Answer :

Sophie and Jansie were different from each other. Sophie was a dreamer who enjoyed creating her own fantasy world using her imagination. She showed an urge to transcend her working-class status and attain sophistication by pursuing the ambition of a fashion designer or an actress. Jansie, on the other hand, was more practical and realistic than Sophie. She tried to pull Sophie back to reality, but all in vain. Jansie's sensibility and maturity are evident in her attempt to remind her friend that they were earmarked for the biscuit factory, and expensive dreams were inappropriate to their financial status.

Q2 :

Discuss in pairs

1. Sophie's dreams and disappointments are all in her mind.
2. It is natural for teenagers to have unrealistic dreams. What would you say are the benefits and disadvantages of such fantasising?

Answer :

1. Sophie was a dreamer who often made up stories for herself and for others. One possibility might be that she wanted to escape the squalor of daily life with the help of her fantasies. Her encounter with Danny Casey was a made-up story for the sake of catching her brother's attention. Eventually, she gets so much engrossed in it that she starts to live the fantasy. When Danny Casey does not arrive for the second 'date', she experiences disappointment. However painful and disappointing her fantasy might be, she was not willing to accept reality. Her dreams and disappointments are figments of her imagination.

2. Teenage is the phase of life which constitutes of major changes in the life of an individual. During this phase, a person learns many things, sets his career goals, and deals with peer pressure and the pressure of adults' expectations. Hence, it is natural for teenagers to fantasise and to have unrealistic dreams.

Advantages: Fantasising, based on realistic goals or the world around, provides a means to reach higher ambitions and dreams. Aspiring for higher career goals and working hard may ensure successful career prospects. Thus, it instills confidence and a spirit to achieve one's desire. In difficult situations of life, it helps instill positivity and optimism. It is a talent in those known as creative.

Disadvantages: Fantasising builds a gap between fantasy and reality. The realisation of the disparity between one's goals and capabilities may be painful. Non achievement may also lead to disappointment, depression or suicidal tendencies. Moreover, it is a sheer wastage of time for many.

(Sample answers have been provided for students' benefit. It is strongly recommended that students prepare the answers on their own.)

Q3 :

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

Answer :

Sophie didn't want Jansie to know about her encounter with Danny because she feared that Jansie would spread her story to the whole neighbourhood.

Q4 :

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

Answer :

Sophie's father is an archetype of the lower middle class father who has worked hard in uncompromising conditions in order to earn livelihood for his family. After his day's work, he watched the television instead of spending time with his family or sharing family responsibilities with his wife. He expects Sophie to buy them a new house instead of engaging in her expensive dream ambitions, if she gets a chance to earn money. His impoverished financial condition does not, however, stop him from watching the football match, or later, going to the pub for celebration. He is shown as a practical, but a self-centered and short-tempered person.

Q5 :
Did Sophie really meet Danny Casey?

Answer :

Sophie did not meet Danny Casey in reality. She made up the story of her encounter with Danny Casey only to seek the attention her brother, Geoff.

Q6 :
Why did Sophie like her brother Geoff more than any other person? From her perspective, what did he symbolise?

Answer :

Sophie liked her brother, Geoff, more than anybody else because he was not in the habit of talking much and remained lost in his own thoughts. She envied his silence and thought that he had access to an unknown world. She wanted to be a part of that world and she fancied herself wearing glamorous clothes and being welcomed by everyone. For Sophie, Geoff symbolised liberty from the monotonous life they had been living.

Q7 :
Which was the only occasion when she got to see Danny Casey in person?

Answer :

Sophie went to see the football match of the United team with her father and her two brothers. This was the only instance where she got a chance to see Danny Casey.

Q8 :

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

Answer :

Sophie belongs to a lower middle class socio-economic background. She lives in a small house with her parents and two brothers, Derek and Geoff. When she returns home after school, she feels choked with the steam of the stove and is disgusted with the dirty dishes piled in a corner. Her mother's back has become stooped and bent by handling all the household chores and responsibilities on her own. Her father is a hard labourer and her elder brother, Geoff, works as an apprentice mechanic in a garage situated far away from his house. Her family wants Sophie to join work immediately after her school. These are some of the indicators of Sophie's family's financial status.

Working with wordsnoticing form : Solutions of Questions on Page Number : 86

Q1 :

Notice the following expressions. The highlighted words are not used in a literal sense. Explain what they mean.

1. Words had to be prized out of him like stones out of a ground.
2. Sophie felt a tightening in her throat.
3. If he keeps his head on his shoulders.
4. On Saturday they made their weekly pilgrimage to the United.
5. She saw... him ghost past the lumbering defenders.

Answer :

1. These words are spoken by Sophie to Geoff. In this line, Sophie compares the words uttered by Geoff to the precious stones that have to be dug out from the earth, both being laborious activities.
2. After returning from her school, Sophie notices her father sitting on the dining table. In this line, she is expressing her fear of her father's wrath.
3. In this line, Sophie's father compliments Danny's skills at playing football, but, he feels that he could only achieve long term success if he keeps himself well grounded.
4. In the given line, the author points at the habitual visit of Sophie's family to watch the football match every week. The word 'pilgrimage' emphasises the theme of hero worship in the story.
5. In this line, the author describes Sophie's recollection of Danny Casey who leaves behind all other players and speeds towards the goal.

Q2 :

Notice the highlighted words in the following sentences.

1. "When I leave,' Sophie said, coming home from school, "I'm going to have a boutique."
2. Jansie, linking arms with her along the street, looked doubtful.
3. "I'll find it," Sophie said, staring far down the street.
4. Jansie, knowing they were both earmarked for the biscuit factory, became melancholy.
5. And she turned in through the open street door leaving Jansie standing in the rain.

- When we add "ing" to a verb we get the present participle form. The present participle form is generally used along with forms of "be", (is, was, are, were, am) to indicate the continuous tense as in "Sophie *was coming* home from school."

- We can use the present participle by itself without the helping verb, when we wish to indicate that an action is happening at the same time as another.

- In example 1, Sophie "said" something. "Said", here, is the main action.

- What Sophie was doing while she was "saying" is indicated by "coming home from school". So we get the information of two actions happening at the same time. We convey the information in one sentence instead of two.

I. Analyse the other examples in the same way.

II. Pick out five other sentences from the story in which present participles are used in this sense.

Answer :

I. The explanations are as follows:

2. Here, the main verb is 'looked'. Therefore, 'linking' is the present participle form of the verb 'link' and is not used in continuous tense. The two actions indicated are 'linking arms' and 'looked doubtful.'

3. The main verb is 'said'. Therefore, 'staring' is the present participle form of the verb 'stare' and is not used in continuous tense. The two actions indicated are 'said' and 'staring'.

4. The main verb is 'became'. Therefore, 'knowing' is the present participle form of the verb 'know' and is not used in continuous tense. The two actions indicated are 'knowing' and 'became melancholy.'

5. In this sentence, the main verb is 'turned'. Therefore, 'leaving' and 'standing' are the present participle form of the verb 'leave' and 'stand' respectively, that are not used in continuous tense.

II. Examples of similar sentences are as follows:

1. He was kneeling on the floor in the next room **tinkering** with a part of his motorcycle over some newspaper spread on the carpet.
2. She watched along the canal, **seeing** him come out of the shadows, **imagining** her own consequent excitement.
3. Jansie frowned, **sensing** she was covering.
4. I feel the pangs of doubt **stirring** inside me.
5. But all the same, it makes me despondent, this **knowing** I'll never be able to show them they're wrong to doubt me.

<< Previous Chapter 5 : IndigoNext Chapter 7 : My Mother at Sixty-six >>

Thinking about language things to do writing : Solutions of Questions on Page Number : 87

Q1 :

Notice these words in the story.

- "chuffed", meaning *delighted or very pleased*
- "nosey", meaning *inquisitive*
- "gawky", meaning *awkward, ungainly*

These are words that are used in an informal way in colloquial speech.

Make a list of ten other words of this kind.

Answer :

List of the words used by the characters in their colloquial speech is given below:

1. "Airhead", meaning *a stupid person*
2. "Boo boo", meaning *to make mistakes*
3. "Glitzy", meaning *fashionable*
4. "Airy-fairy", meaning *to be overly idealistic*
5. "Tight-arse", meaning *a person who doesn't like to spend money on others*
6. "Thick", meaning *to be not very intelligent*
7. "Nerd", meaning *a person with lesser social skills*
8. "Gnarly", meaning *extreme*
9. "Bonkers", meaning *crazy*
10. "Eggy", meaning *stressed*

Q2 :

Look for stories or movies where this theme of hero worship and fantasising about film or sports icons finds a place.

Answer :

The movie *Chain Kulli Ki Main Kulli* revolves around the life of a thirteen year-old orphan boy, Karan. He has been brought up in an impoverished orphanage, hearing from his caretaker stories about India's victory in the 1983 Cricket World Cup under the captainship of Kapil Dev.

One day, he finds an old bat with the year '1983' engraved on it. Karan fantasises that the bat found by him is the same bat which Kapil Dev had used during the 1983 Cricket World Cup matches. He believes it to be his lucky bat. On one fortunate occasion, the coach of the Indian cricket team spots Karan playing. He is highly impressed with Karan's batting skills and selects him as a member of the Indian cricket team.

Karan's bond and belief with his lucky bat grows stronger and it becomes his magic bat for him. Everyone congratulates Karan for his good performance in the cricket match except his orphanage mate, Raghu. He feels jealous of Karan's newly achieved success. To hinder his success, he breaks Karan's lucky bat during the India-Pakistan innings. Consequently, the incident becomes a huge setback for Karan and he refuses to play without his magic bat. This is the time when he is made to realise that the magic was not in his bat, but inside him. Thereafter, Karan plays well and his team wins the match. At last, Karan develops confidence in his own capabilities rather than depending on his magic bat.

(A sample answer has been provided for students' benefit. It is strongly recommended that students prepare the answer on their own.)

Q3 :

- **Think of a person who you would like to have as a role model.**
- **Write down the points to be discussed or questions to be asked, if you were asked to interview that person on a television show.**

Answer :

Directions: Think of a person whom you admire and consider as your role model. He or she may be one of your teachers, or any famous personality who inspire you. Think of the questions you would like to ask that person, if given an opportunity to interview him or her. The questions should be prepared keeping in mind the profession of the person concerned.

Some of the questions that could be put to him or her during the interview are:

- Why and when did you decide to choose your present field as your prospective career?
- What is your idea of stress relief?
- What do you like doing apart from your work?
- What is your favorite holiday destination?
- What does success mean to you?
- Where do you wish to see yourself five years down the line?
- What are your future plans?
- If you wish to change one thing on the planet, what would it be?

(Directions and pointers have been provided for students' benefit. It is strongly recommended that students prepare the answer on their own.)

NCERT Solutions for Class 12 English

Flamingo Chapter 7

My Mother at Sixty-six Class 12

Chapter 7 My Mother at Sixty-six Exercise Answers & Summary

Before you read : Solutions of Questions on Page Number : **90**

Q1 :

Ageing is a natural process; have you ever thought what our elderly parents expect from us?

Answer :

Aged people usually undergo pangs of loneliness and need companionship. The pessimistic approach they develop towards life can be shunned only if we provide them with abundant love, care, importance and empathy. They expect their children to sit calmly and talk to them about the happenings of their lives and to take their suggestions for making significant decisions. Their lost vitality can thus be easily rejuvenated. This happiness will encourage them to live life enthusiastically.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)

Think it out : Solutions of Questions on Page Number : **91**

Q1 :

What is the kind of pain and ache that the poet feels?

Answer :

The poet, while leaving her parent's home, observes her mother's pallid face. For the poet, the 'ashen' face of her mother, lost of all vitality and colour, bears resemblance to a corpse. She realises, with pain, that her mother has grown old and is nearing her death. Such thoughts make her recollect her childhood fear and anxiety of losing her mother. The idea of getting separated from her mother distresses her. Even her smiles are an expression of her helplessness at the face of what is inevitable.

Q2 :

Why are the young trees described as 'sprinting'?

Answer :

While driving to the airport, in an effort to distract herself from the thoughts of her ageing mother, the poet looks at the young trees 'sprinting'. The trees seem to be running past the moving car. The sprinting of the trees symbolises the rapidly passing years of human's life from childhood to old age. This image, which shows activity and strength, is contrasted with that of her old and weak mother who seems dormant, sleeping in the car. The 'young' trees represent life in contrast to her mother's approaching death.

Q3 :

Why has the poet brought in the image of the merry children 'spilling out of their homes'?

Answer :

In the poem, the poet has shown contrasting images of life and death. She has incorporated the image of the merry children, running out of their houses to play, in order to signify liveliness, vigor, health, beauty and happiness. This image is a sharp contrast to that of her mother who is nearing her death and has become old, inactive, weak and withered. The poet has juxtaposed the two images to indicate the contrasts between them. Childhood marks the beginning of life whereas old age marks its end.

Q4 :

Why has the mother been compared to the 'late winter's moon'?

Answer :

With the growing age, the poet's mother has started losing all her vitality and radiance. The poet uses the simile of 'late winter's moon' for her mother to indicate her approaching death.

Winter, being the last season of the year, is synonymous with lifelessness and dormancy. And, a winter's moon is also pale-white in colour bearing close resemblance with her mother who, having lost all her strength and beauty, looks 'wan' and 'pale' to the poet. Her mother, too, is in the last phase of her life.

Q5 :

What do the parting words of the poet and her smile signify?

Answer :

The poet's parting words, "see you soon, Amma," signify both her farewell to her mother and an effort to leave her with optimism and cheer. They also enable the poet to empathise with the sense of isolation faced by her mother in the old age.

Her smiles signify her helplessness at the face of her mother's inevitable death. They express her love and concern for her mother along with the underlying pain and struggle that she undergoes in coming to terms with this bitter realisation.