

Unit - 6

The Last Lesson

10th English Guide The Last Lesson InText Questions and Answers

Question 1.

What kind of news was usually put up on the bulletin board?

Answer:

The last battles, the draft, and the orders of the commanding officer.

Question 2.

What was the usual scene when school began every day?

Answer:

When school began every day, there was a great bustle of opening and closing of the desks, lessons were repeated in unison loudly and the teacher's ruler rapped on the table.

Question 3.

Other than the students who else were present in the class?

Answer:

The old Hauser, the former mayor, the former postmaster, the village people, and several others were present in the class.

Question 4.

Why did M. Hamel say it was the last French lesson?

Answer:

The order had come from Berlin to teach only German in the schools of Alsace and Lorraine. So Mr. Hamel said that was the last French lesson.

Question 5.

What was Franz asked to tell? Was he able to answer?

Answer:

Franz was asked to recite the rules of participles. No, he was not able to answer.

Question 6.

Why did M. Hamel blame himself?

Answer:

Mr. Hamel blamed himself because he had often sent Franz to water his flowers instead of learning his lessons and when he went fishing he gave him a holiday.

Question 7.

What did M. Hamel say about the French language?

Answer:

M. Hamel told that French was a beautiful language. It was the clearest and the most logical language.

Question 8.

How many years had M. Hamel been in the village?

Answer:

M. Hamel had been in the village for forty years.

Textbook Questions and Answers

A. Answer the following Questions in two or three sentences.

Question 1.

Why did Franz dread to go to school that day?

Answer:

Franz dreaded to go to school that day because M. Hamel had said he would question them on participles and he did not know the first word about them.

Question 2.

What were the various things that tempted Franz to spend his day outdoors?

Answer:

The weather was warm and bright and the birds were chirping.

Question 3.

Why was the narrator not able to get to his desk without being seen?

Answer:

The narrator was not able to get to his desk without being seen because that day everything was quiet about the school. He had to open the door and go in before everybody, who were in their places already.

Question 4.

What was Franz sorry for?

Answer:

Franz was sorry for having not learned French properly.

Question 5.

Why were the old villagers sitting in the last desk?

Answer:

The old villagers sat in the last desks feeling sad that that was the last French lesson that would be taught at school. They were sorry that they hadn't gone to school, it was their way of thanking the master for his forty years of faithful service.

Question 6.

What were the thoughts of the narrator's parents?

Answer:

The narrator's parents preferred to send him to work on a farm or at the mills so as to have a little more money.

Question 7.

Why does M. Hamel say that we must guard our language?

Answer:

M. Hamel said that we must guard our language among us and never forget it because 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.

Question 8.

M. Hamel was gazing at many things. What were they?

Answer:

M. Hamel was gazing at the garden outside, walnut trees and the hop – vine twinner planted by him.

Question 9.

When and how did M. Hamel bid farewell to the class?

Answer:

When the trumpets of the Prussians sounded under their windows, M. Hamel stood up, very pale, with words choking his throat, he turned to the blackboard and wrote "LONG LIVE FRANCE!" in French with a great deal of effort and a heavy heart.

Additional Questions and Answers

Question 1.

Who called after the narrator as he hurried to school?

Answer:

Watcher, the blacksmith, and his apprentice who were reading the bulletin called after the narrator.

Question 2.

What did they tell the narrator?

Answer:

They told the narrator not to go so fast and he would go to school in plenty of time.

Question 3.

What strange situation did Franz find at school?

Answer:

Normally there would be a lot of commotion when the school began. But that day it was all so still and it was as quiet as Sunday morning. This was the strange situation Franz found at school.

Question 4.

What surprised Franz when he entered his classroom?

Answer:

The backbenches that were always empty were occupied by old Hauser, the former Mayor, the former Post master, and several others. This strange scene surprised Franz.

Question 5.

How was M. Hamel, the narrator's teacher dressed up that day?

Answer:

The narrator's teacher M. Hamel had dressed upon his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered.

Question 6.

What was special about M. Hamel's dress that he had worn on that day?

Answer:

M. Hamel never wore this dress except on inspection and prize days. This was special about his dress.

Question 7.

What did Franz think to himself when the pigeons on the roof cooed very low?

Answer:

When the pigeons on the roof cooed very low Franz thought if the Prussians would make even the pigeons sing in German.

B. Answer the following Questions in about 100-150 words.

Question 1.

We appreciate the value of something only when we are about to lose it. Explain this with reference to the French, language, and M. Hamel.

Answer:

The Last Lesson', written by Alphonse Daudet describes the year 1870 when the Prussian forces under Bismarck attacked and captured France. Alsace and Lorraine, districts of France went into Prussian hands. The new Prussian rulers issued an order that only German should be taught in all schools. The French teachers were asked to leave with immediate effect. The story describes the last day of one such French class under M. Hamel. M. Hamel had taught French for forty years. Most of them never knew the value of the teacher's devotion and dedicated service.

We do not always get an opportunity to learn, and this is never understood till the end. Luck doesn't favour always. Likewise, opportunity knocks ones. Time should be valued. Procrastination is a sin. Most of us end up delaying things. Unless we are constant and regular in our efforts, we cannot achieve our goals.

When things come easy, we do not realize their value. Time and tide wait for no man. The entire village knew the value of Mr. Hamel and his teaching only when he was asked to

leave. There was no use in their regrets. It was all too late. Therefore, let's remember that we should make hay when the sun shines and not weep in vain.
'Understand, your worth; Value your life; Appreciate your blessings'

(OR)

Title: The Last Lesson

Author: Alphonse Daudet

Theme: The secret of happiness is freedom

Alsace and Lorraine fell into the hands of Prussians. They wanted German to be taught in school. M. Hamel taught French for forty years. M. Hamel said that it was the last French lesson. The old villagers were present in the school, besides children. M. Hamel told that French was the beautiful language.

It must be used as a key to the prison of the enslaved. He took the lesson in grammar and then in writing. He gazed at the garden and the classroom. He stood up when he heard the trumpets of the Prussian force. He was sad. He could not speak out of grief. He wrote "Long Live France" on the blackboard. He dismissed the school with a gesture.

(OR)

1. Alsace and Lorraine fell into the hands of Prussians.
2. They wanted German to be taught in school.
3. M. Hamel was a French teacher in France.
4. He taught French for forty years.
5. The last day for French class had come.
6. The old people attended school besides children.
7. M. Hamel told that French was the beautiful language.
8. They must guard their language.
9. He wrote "Long Live France" on the board.
10. He bid farewell to the class.

Question 2.

Give an account of the last day of M. Hamel in school.

Answer:

Introduction:

M. Hamel was a French teacher in France. He taught French for forty years. German wanted German language to be taught in the schools of France. The last day of French class had come.

Narrator's life:

The narrator was not a bright student. He was told to go to work with his parents. But he goes to school simply. In these years he did not learn his lessons properly.

Last day:

The last day of french class had come. M. Hamel was dressed in his Sunday's best. In the last class the village people, the old mayor, the postmaster were present. The narrator worried that he didnot learn his lessons properly. M. Hamel told them to guard their language. He also told that French is one of the best logical and clearest languages in world.

Conclusion:

The clock struck twelve M. Hamel, thus he couldnot speak filled with emotions wrote "vive la France" on the blackboard, and with sorrows, he bid farewell to the class.

Paragraph for Slow Learners:

Hamel was the teacher in faithful service for forty years. He wore his Sunday clothes in honour of his last French class. The old villagers were present on the last day at school. Hamel told Franz that the Prussians would find fault with the French for they do not know to read and write French.

He said that French was the beautiful language. It must be held and guarded to be used as the key to the prison of the enslaved. He took a grammar lesson. Then they had a lesson in writing.

He looked at the garden and the classroom. Hearing the trumpets of the Prussians, Hamel stood up but he could not speak out of grief. He wrote on the blackboard in French, "Long Live France". Then with a gesture, he dismissed the school.

(OR)

1. Hamel had put on his fine Sunday class clothes.
2. It was in honour of his last French lesson.
3. He had worked faithfully for forty years.
4. The old villagers were present in the school, besides children.
5. Hamel told Franz that Prussians would blame the Frenchmen if they could not read and write French.
6. He told that French was the beautiful language.
7. French must be guarded to be used as a key to the prison of the enslaved.
8. Hamel was in grief and he could not speak.
9. He wrote "Long Live France" in French on the blackboard.
10. He dismissed the school with a gesture.

Vocabulary:

**C. In column A are some of the idiomatic phrases from the essay.
Match them with equivalent single words in column B.**

A	B
go far	reveal
blow up	submit
show up	explode
call on	succeed
break off	finish
knuckle under	require

Answer:

Answers	
go far	succeed
blow up	explode
show up	reveal
call on	visit
break off	finish
knuckle under	submit

D. Frame sentences of your own using the above idiomatic phrases.

1. He will in the diplomatic service.
2. I never thought that his car would
3. He might later but I doubt it.
4. The foreign guests will you next Monday afternoon.
5. It is not easy to a bad habit.
6. He refused to the pressure of their enemies.

Answers:

1. go far
2. blow up
3. show up
4. call on
5. break off
6. knuckle under

E. Given below are some idiomatic phrases. Find the meaning using the dictionary.

A	B
put on	walk away
come in	time out
try again	try again

Answer:

Idiomatic phrases	Answers
put on	wear
come in	enter
try again	repeat
walk away	avoid
time out	short break
go on	continue

Listening:

F. Listen to the article titled “Remembering Nel Jayaraman”

In pairs, present an interview. One student will be the interviewer and the other would be Nel Jayaraman himself. Two sets of conversation has been given as examples for your help.

Student A: (interviewer) – Vanakkam sir. For what cause do you organise festivals?

Student B: (NJ) – I organise these festivals with a difference. I present seeds to all the participating farmers.

Student A: (interviewer) – Oh! That’s really good, Sir. What do you expect in return?

Student B: (NJ) – In return I expect them to have double the harvest next year.

Student A: (interviewer) – Where did you organise the NEL festival?

Student B: (NJ) – (1)

Student A: (interviewer) – Can you mention how many people congregated for the meeting?

Student B: (NJ) – (2)

Student A: (interviewer) – What did you distribute to the farmers?

Student B: (NJ) – (3)

Student A: (interviewer) – How did you commute to each of these villages?

Student B: (NJ) – (4)

Student A: (interviewer) – Ayya, Do you plan your schedules?

Student B: (NJ) – (5)

Student A: (interviewer) – How could you remain so cool and calm sir?

Student B: (NJ) – I have an alternative (6)

Student A: (interviewer) – Where was your heart and soul?

Student B: (NJ) – (7)

Student A: (interviewer) – People say when your popularity grew, you spent less time in the field?

Student B: (NJ) – (8)

Student A: (interviewer) – What is your message to the world?

Student B: (NJ) – (9)

Student A: (interviewer) – Thank you, Sir. Nandri.

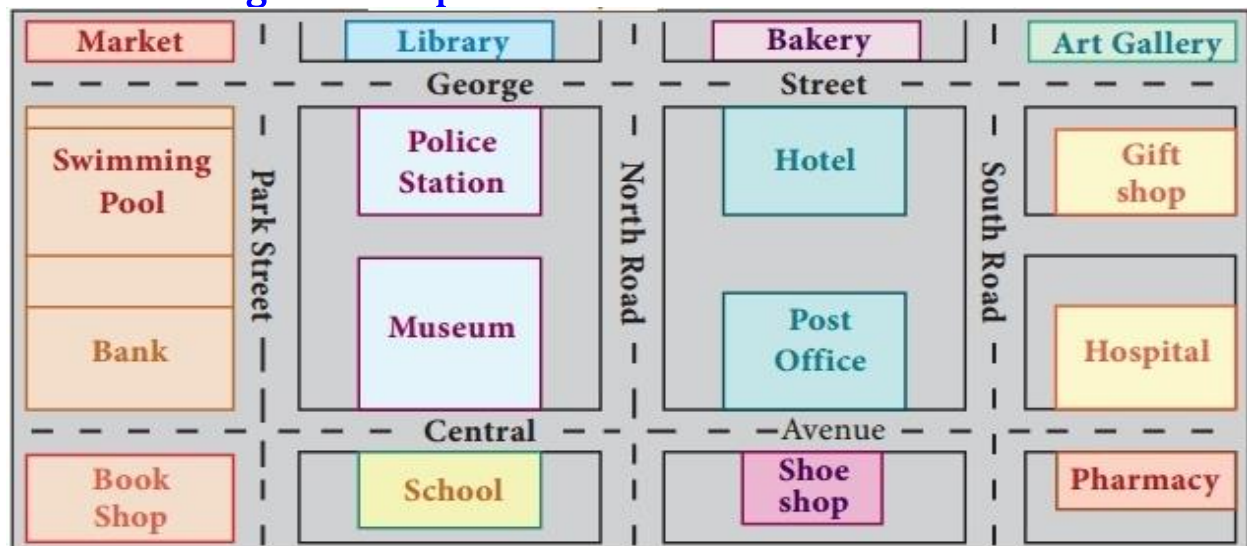
Student B: (NJ) – Nandri.

Answer:

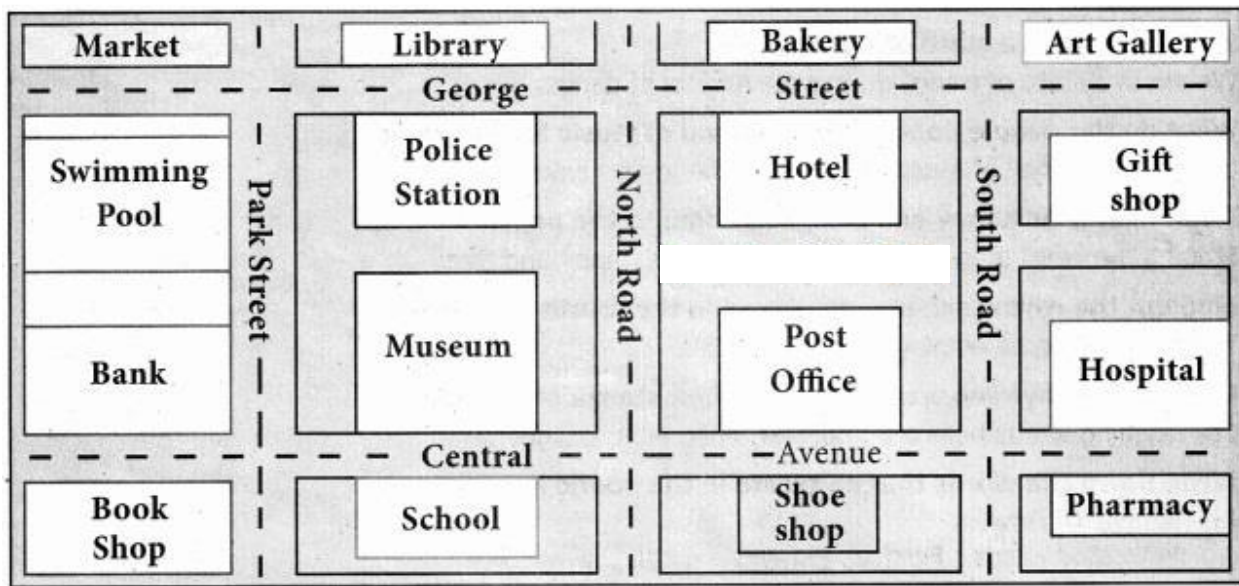
1. I organized the Nel festival at Thiruvavur.
2. Around 500 people congregated for the meeting.
3. I distributed traditional paddy seeds to the farmers.
4. I used to cycle across to these villages.
5. Yes, I do plan my seed festival schedules.
6. to everything – no plates meant that we could buy banana leaves; no food meant that we could cook and serve rice which was available in plenty; no mike meant that we have to just raise our voices and speak!
7. My heart and soul was in the field.
8. That's the world we live in!
9. If you work selflessly for the society, it will give back.

Speaking Activity:

G. A road map is given below. Answer the Questions that follow with the help of the road map. Work in pairs and discuss to give directions to get to one place from another.



Answer:



Question 1.

You are at the market and you need directions to go to the pharmacy?

Answer:

Go straight along George street. Turn right and walk past police station and museum on park street. Turn left and go straight along central avenue. You will find the pharmacy on your right opposite to the Hospital.

Question 2.

You are in the book shop. Ask your partner to direct you to the Art Gallery?

Answer:

Go straight along Central Avenue. Walk past the school and shoe shop. Turn left and walk past along south road. You will find Art Gallery opposite to the Gift shop.

Question 3.

Give your partner the direction to go from the Bank to the hotel?

Answer:

Go straight along Park Street. Walk past Museum and Police Station. Turn right and walk along George Street. You will find the hotel opposite to the bakery.

Question 4.

Direct your partner from the post office to the market?

Answer:

Go straight along Central Avenue. Walk past shoe shop and the school. Turn right and go straight along Park Street. Turn left and go ahead. You will find the market opposite to the swimming pool.

Question 5.

Your partner wants to go to the library from school. Give suitable directions?

Answer:

Go straight and turn left at North road' Walk past the Post Office and the Hotel and reach George Street. Turn left and go ahead and you will find the library opposite to the Police Station.

Reading:**H. Read the poem carefully and Answer the Questions that follow.****Festivals**

Festival of harvest	Festival of decorated cars
Celebrations at its best	That twinkle like the stars
Festival of Light	Festival of Love
To our heart's delight	That spreads treasures on a tree,
Festival of Dance	To share the word from above
Leaves us in a trance	That makes us happy and free.
Festival of Music	Festival of sacrifice
Where they sing the joyous lyric	To unfurl the joy of giving,
Festival of flowers	Celebrate them well and nice
That brightens up with colours	To make life worth living.

Fill in the Blanks:

1. (a) is the festival which fills our hearts with delight.
(b) is referred to as a festival of sacrifice.

Answers:

- (a) Festival of light
(b) Joy of giving

Question 2.

What kind of joy is unfurled during the, festival of sacrifice?

Answer:

Joy of giving is unfurled during the festival of sacrifice.

Question 3.

How can we make our life worth living?

Answer:

Giving things joyfully and celebrating them well makes our life worth living.

Question 4.

What does the poet mean by 'Festival of flowers'?

Answer:

Festival of flowers brings out the brightness of colours.

Question 5.

When are we in a state of trance?

Answer:

We are in a state of trance during the festival of dance.

Question 6.

What do the people do when the festival of Music is celebrated?

Answer:

During the festival of music people sing the joyous lyric.

Question 7.

What makes us happy and free, according to the poet?

Answer:

Sharing the word of love from above makes us happy and free.

Question 8.

Find out the rhyme scheme employed in the fourth stanza?

Answer:

The rhyme scheme employed here is ab, ab.

Question 9.

Pick out the rhyming words from the first stanza of the poem?

Answer:

The rhyming words here are: harvest, best; light, delight.

Question 10.

Write down the words that alliterate in the poetic lines below?

(a) Festival of Flowers

Alliterated words: Festival, Flowers

(b) That spreads treasures on a tree.

Alliterated words are: Ireasures, Tree.

Writing:

Question 1.

What is a poster?

Answer:

Posters are placards displayed in a public place announcing or advertising something.

Posters are notices, advertisements and invitations – all in one.

Question 2.

What is the purpose of a Poster?

Answer:


It is to create social awareness about current problems and needs, or to advertise or invite and display something.

I. Create posters for the following.

Question 1.

You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words.


Answer:

<p>"Say No to plastics"</p> 	<p>Slogans:</p> <ul style="list-style-type: none">➤ Creates Air, water, soil pollution.➤ Save the environment➤ Serve the world, make it a litter free zone.➤ Safe life, breath fresh air.➤ Make the planet inhale clean, disease free air➤ Do something drastic To eradicate plastic <p>Ranjani</p>
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Question 2.

Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.

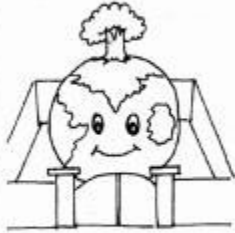
Answer:

<p>"Say No to Drugs"</p> 	<p>Slogans:</p> <ul style="list-style-type: none">➤ Drugs destroy your life.➤ Drugs destroy peace and good health.➤ Drugs shorten your life.➤ Drugs decay the divine gift of life.➤ Kick it before it kicks you.
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Question 3.

"Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.


Answer:

<p>"Save our Earth"</p> 	<p>Slogans:</p> <ul style="list-style-type: none"> ➤ Save our Earth. ➤ Earth is our home ➤ Earth is to be saved from all evils. ➤ Earth is our resource ➤ Don't cut trees, stop pollutions. ➤ Earth is wealth in abundance. ➤ Green Earth! Clean Earth! ➤ Save Earth! Sustain Life!
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Question 4.

You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.

Answer:

<p>"Save Water"</p> 	<p>Slogans:</p> <ul style="list-style-type: none"> ➤ Water is the elixir of Life ➤ Don't waste water. ➤ Water is valuable. ➤ No water! No life! ➤ Save water! Save life!
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Question 5.

Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.

Answer:

<p>"A beautiful handwriting says who you are"</p>	<p>Slogans:</p> <ul style="list-style-type: none"> ➤ Hand writing reveals your character. ➤ Handwriting improves our self-confidence. ➤ Writing unveils memories. ➤ Writing enriches your personality ➤ Writing changes your life.
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J. Draft Letters for the following.

Question 1.

You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.

Answer:

From

S. Ajeet,

19, Raj Nagar, N.G.O. Colony,

Tirunelveli.

To
The Editor,

The Hindu, Madurai.

Sub: Organising health camp – Regarding. This is to bring to your kind notice the residents of my locality are unaware of the importance of health and hygiene. They don't take healthy clean food and keep their surroundings clean. Kindly do the needful to arrange healthy camps in our place.

Thanking you

Address on the cover

To

The Editor

The Hindu, Madurai

Yours truly
Srinath

Question 2.

You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of your colony forgetting to switch off the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.

Answer:

From

Sanjay,

3rd Avenue, Shanthi Nagar,

Tirunelveli.

To

The Editor,

The Hindu, Chennai – 2.

Sub: Conservation of Solar Energy – Regarding. This is to inform you that our colony

uses solar energy to light the common areas. I find that many of my friends fail to switch off the lights after use. Kindly do the needful to create an awareness of conservation of solar energy.

Thanking you

Address on the cover
To
The Editor
The Hindu, Chennai – 2

Yours truly
Sanjay

Question 3.

You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You were shocked to notice the poor condition and maintenance of the temple. Write a letter to the Editor of the local newspaper highlighting the poor condition of the temple. Also, give some suggestions and request the HRC to take steps to improve the situation.

Answer:

From
Sadasivam,
29, N.G.O. New Colony,
Tirunelveli – 7. To
The Editor,
The Hindu, Tirunelveli – 7. Sir,

Sub: Complaint of poor maintenance of temple premises – Regarding. I wish to bring to the kind notice of the concerned authorities that the Nellaiyappar Temple in my locality has not been maintained properly. It needs renovation to preserve the artistic work and heritage of the place. I request the concerned Department to look into the matter and do the needful.

Thanking you

Address on the cover
To
The Editor
The Hindu, Tirunelveli – 7.

Yours truly
Sadasivam

Question 4.

You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also, suggest ways to solve the problem.

Answer:

From
R. Sudha,
19, Raj Nagar, N.G.O. Colony,
Tirunelveli – 7.To
The Editor,
The Times, Tirunelveli -2.Sub: Pet dog menace – Regarding. Through the columns of your esteemed newspaper, I wish to draw the attention of the owners of pet animals to the noise pollution created by pet animals. My neighbours dog barks continuously and creates troubling the whole locality. Children and old people are affected a lot. The owners should take proper care of them. They should give food to the dogs at regular intervals. They should give proper medical care to them. I request you to highlight this issue in your newspaper, so that awareness can be created among the owners of the pet animals.

Thanking you

Address on the cover
To
The Editor
The Times, Tirunelveli.

Yours truly
R. Sudha

Question 5.

You are Raja. The street lights of your area do not work properly. As a responsible citizen, write a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area.

Answer:

From
S. Raja,
19, Raj Nagar, N.G.O. Colony,
Tirunelveli.
To
The Editor,
The Hindu, Tirunelveli – 2.Sir,
Sub: Complaint on street lights-not working properly – Regarding.I wish to bring to your kind

notice that the street lights in our area are not working properly. Due to this, the streets are always dark. The pit holes cause minor accidents for cyclists and scooterists. It is unsafe for children. The fused lights should be replaced by new ones. I hope the authorities would do the needful as early as possible.

Thanking you

Address on the cover
To
The Editor
The Hindu, Tirunelveli – 2.

Yours truly
s. Raja

Grammar:

A. Fill in the blanks appropriately.

1. Mahatma Gandhi the father of our nation.
2. There ten dogs in my street.
3. They to write the exercises neatly.
4. Buttermilk good for health.
5. Fruits good for health.

Answer:

1. is
2. are
3. have
4. is
5. are

B. Fill in the blanks with the appropriate verb.

1. The quality of dal not good.
2. The horse carriage at the door.
3. My friend and teacher come.
4. your father and mother at home?
5. Honour and glory his reward.
6. The ship with its crew sailing good.
7. Gullivers Travels an excellent story.
8. Neither food nor water found here.
9. Mathematics a branch of study.

10. Fifteen minutes allowed to read the question paper.

Answers:

1. is
2. is
3. have
4. Are
5. is
6. is
7. is
8. is
9. is
10. is

C. Change the singular nouns to plurals by either adding 's', 'ies', 'es', 'ves'.

	Singular	Plural
1.	leaf	leaves
2.	lorry	lorries
3.	bat	bats
4.	clock	clocks
5.	table	tables
6.	lamp	lamps
7.	doll	dolls
8.	biscuit	biscuits
9.	knife	knives
10.	loaf	loaves

Answer:

	Singular	Plural
1.	leaf	leaves
2.	lorry	lorries
3.	bat	bats
4.	clock	clocks

5.	table	tables
6.	lamp	lamps
7.	doll	dolls
8.	biscuit	biscuits
9.	knife	knives
10.	loaf	loaves

D. Identify the non-finite in the following sentences and underline them.

Eg., Children love chocolates.

1. Roshan dreams of an architect.
2. We must aim at a Dr. APJ Abdul Kalam's dream to make India the most developed country by 2020.
3. the children to the museum is Seema's responsibility.
4. finished the work, the manager decided to return home.
5. with her family, Tara enjoyed every minute of it.

Answer:

1. eating
2. becoming
3. fulfilling
4. Taking
5. Having
6. Travelling

E. Fill in the blanks with the correct alternative.

1. on the flute, Krishna returned it. {played / having played}
2. We wish she continues healthy, {being / be}
3. The doctor advised him against in the sun. {wander/wandering}
4. I like rasam. {drinking / drink}
5. the scissors I returned it to her. {using/having used}

Answers:

1. Having played
2. being
3. wandering
4. drinking
5. Having used

F. Tick the correct sentences.

1.	I had desired to eat a cake.		I had desired to have eaten cake.	
2.	My son is fond of music.		My son is fond to music.	
3.	Sreena avoids eating fruits.		Sreena avoids to eat fruits.	
4.	Bravery is not to pick a quarrel.		Bravery is not picking a quarrel.	
5.	It is easier to say than do.		It is easier said than done.	

Answer:

1.	I had desired to eat a cake.	✓	I had desired to have eaten cake.	
2.	My son is fond of music.	✓	My son is fond to music.	
3.	Sreena avoids eating fruits.	✓	Sreena avoids to eat fruits.	
4.	Bravery is not to pick a quarrel.		Bravery is not picking a quarrel.	✓
5.	It is easier to say than do.		It is easier said than done.	✓

Poem

No Men Are Foreign

A. Based on the understanding of the poem, read the following lines and Answer the Questions given below.

1. "Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie"
- (a) What is found beneath all uniforms?
 - (b) What is same for every one of us?
 - (c) Where are we all going to lie finally?
 - (d) What are the alliterated words in the 2nd line?
 - (e) What is the figure of speech in the 2nd and 3rd line?

Answers:

- (a) Human body is found beneath all uniforms.
- (b) The earth we walk up on is the same for every one of us.
- (c) We are all going to lie beneath the earth.
- (d) beneath; body; breathes
- (e) Simile

2. "They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
- (a) What is common for all of us? (or) What are they aware of?
 - (b) How are we fed?
 - (c) Mention the season referred here.

Answer:

- (a) The sun, air and water are common for all of us.
- (b) We are fed by peaceful harvest.
- (c) The winter season

3. Their hands are ours, and in their lines we read A labour not different from our own.
- (a) Who does "their" refer to?
 - (b) What does the poet mean by lines we read?
 - (c) What does not differ?

Answers:

- (a) 'Their' refers to the other people of the world whom we consider as strange and foreign.'
- (b) The poet by the words, 'Lines we read' means that their destiny is similar to ours. The lines of their hands also show their capacity of doing hard work or labour.
- (c) Labour does not differ.

4. "Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn "
- (a) Who tells us to hate our brothers?
 - (b) What happens when we hate our brothers?
 - (c) What do we do to ourselves?

Answers:

- (a) The evil rulers tell us to hate our brothers.
- (b) When we hate our brothers, we hate ourselves.
- (c) We dispose, betray and blame ourselves.

5. "Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries Strange "
- (a) What outrages the innocence?
 - (b) Who are not foreign?
 - (c) What is not strange?
 - (d) Who defiles the earth?

Answers:

- (a) War, which is futile spoiling the very earth with hells of fire and dust outrages the innocence.
- (b) Any human being who breathes the same air is not foreign.
- (c) The world which becomes a more difficult place to live in and any country in this world is not strange.
- (d) The men who fight with each other defile our earth.

Additional Questions and Answers

1. Remember they have eyes like ours that wake Or sleep, and strength that can be won By love
- (a) What do they have like ours?
 - (b) What do the eyes do?
 - (c) How can strength be won?

Answers:

- (a) They have eyes like ours.
- (b) The eyes wake up or sleep.
- (c) Strength can be won by love.

2. In every land is common life
That all can recognize and understand
- (a) What is common in every land?
 - (b) What can all recognise and understand?

Answers:

- (a) Life is common in every land.
- (b) All can recognise and understand that life is common in everyland.

3. Remember we who take arms against each other
It is the human earth that we defile

- (a) Who defiles the earth?
- (b) Whose earth is this?

Answers:

- (a) We who take arms against each other defile the earth.
- (b) This is our earth. It is the human earth.

4. Or sleep, and strength that can be won.
Pick out the words that are in alliteration in this line.

Answer:

The alliterated words are: Sleep, Strength

5. Remember, we who take arms against each other.
Write down the words that are in assonance here.

Answer:

The words in assonance are : arm, against.

6. Beneath all uniforms, a single body breathes like ours;

- (a) Who does all refer to?
- (b) What does the poet denote?

Answer:

- (a) All refers to the people from the countries.
- (b) The poet denotes universal brotherhood and equality.

7. Are fed by peaceful harvests, by war's long winter starv'd
What is the poetic device employed here?

Answer:

The poetic device employed here is transferred epithet'. It is used in the phrase – "winter starv'd".

8. Our hells of fire and dust outrage the innocence.

- (a) What is the figure of speech used here?

Answer:

Metaphor is used here. 'Hells of fire' is a metaphor.

9. Remember, no men are strange, no countries foreign
Remember, they have eyes like ours that wake
Remember, we who take arms against each other
Remember, no men are foreign, and no countries strange
What is the figure of speech used in these lines?

Answer:

The figure of speech used here is 'repetition'.

B. Based on your understanding of the poem complete the following by choosing the appropriate words/phrases given in brackets:

This poem is about the (1) of all men. The subject of the poem is the (2) race, despite of the difference in colour, caste, creed, religion, country, etc. All human beings are the same. We walk on the (3) and w/-e will be buried under it. Each and every one of us is related to the other. We all are born the same and die in the same way. We may wear different uniforms like (4) during wars the opposing side will also have the same (5) like ours. We as human do the same labour with (6) and look at the world with the (7) Waging war against others as they belong to a different country is like attacking our own selves. It is the (8) we impair. We all share the same (9) We are similar to each other. So the poet concludes that we shouldn't have wars as it is (10) to fight against us.
(unity of human, dreams and aspirations, same land, our hands, unnatural, breathing body, same eyes, brotherhood, language, human-earth)

Answers:

1. brotherhood
2. unity of human
3. same land
4. language
5. breathing body
6. our hands
7. same eyes
8. dreams and aspirations
9. human earth
10. unnatural

C. Based on your understanding of the poem Answer the following Questions in a paragraph of about 100-150 words.

Question 1.

What is the central theme of the poem "No Men are Foreign".

Answer:

James Kirkup gives a positive message of hope to mankind. In spite of obvious divisions and variances, all are united together by the common bond of civilization and mankind. For their entrusted interests, some selfish people divide lands and people. They collaborate to create hatred and divisions among people. The poet validates the statement that people living in different countries are essentially the same by proclaiming that 'no men are strange and no men are foreign'.

That is the part of the title of the poem and it is the central theme too. Every single body breathes and functions in the same way as ours. Each one of us equally needs the sun, air and water. Human hands too are used for the similar purpose of labouring for livelihood. Even eyes perform similar purpose of sleeping and waking up. Love wins us all and we all identify its power.

In peace times, we all flourish and wars starve us. Hatred leads us astray and when we take up arms against each other, the entire earth is defiled and destroyed. Therefore, we all like peace which showers abundance and prosperity on us. Therefore, fundamentally we all are the same.

We should understand and try to recognise that the same soul runs through all the people. Let us work for the unity and affluence of all lands and all people. Let us not pollute and taint the earth which is ours. Hatred and narrow ideas pollute the minds of the people.

Conflicts and wars bring destruction and violence. We should remember that raising our arms against anyone means fighting against ourselves. The poet reminds us to remember, recognise and strengthen the common bond that unites mankind and humanity which is the main theme of this poem.

‘Sometimes one feels better speaking to a stranger than someone known.’

(OR)

Poem: No men are foreign

Poet: James Falconer Kirkup

Theme: Universal brotherhood

Human beings are same. We walk on the same land. We will be buried under it. We are related to each other. We all utilise the sunlight, air and water. We live by the food crops of the earth. All have their dreams and aspiration like us. We do the same labour with our hands. We look at the world with the same eyes. We hate ourselves, when we hate our brothers. We are similar to each other. We shouldn't have war and fight against them.

(OR)

1. Human beings are same.
2. In the world, all are brothers.
3. We live and die in the same earth.
4. The sun, air, water are common to all.
5. We live by the earth food crops.
6. Land is common to all.
7. Love strengthens us.
8. During war, we hate our brothers.
9. So, learn to live in peace with all.

Question 2.

The poem "No Men are Foreign" has a greater relevance in today's world – Elucidate.

Answer:

Introduction:

The poem "No men are foreign" has a greater relevance in today's world. Let us see what are the relevance in today's world.

Theme of the poem:

The poem tells us about unity of human race, despite the differences in colour, caste, creed, etc. The poet tells that there are a lot of conflicts and disasters in and out of every country.

Today's world:

This has totally affected the world peace and harmony. We defile our earth by means of war. Enmity and hatred must be given to peace and harmony. The earth is full of fire and dust created by means of war. We should not hate our brothers.

Conclusion:

In such situation of considering the earth as the single living place for all, we shall live together, strengthened by love. Thus the earth will be a better place and there will be no more of fire and dust.

(OR)

The poem 'No Men are Foreign' has a greater relevance in today's world. There are a lot of fights and disasters in and out of every countries. The wars are always there between countries for one matter or the other. This has totally affected the world peace and harmony. No one wants to be defeated by the other.

No one bothers about the damage caused to the countries and the loss of lives of lot of people. People pay more attention to the differences and shoot troubles always. As there is no love and spirit of brotherhood, they wage war every now and then. Enmity and hatred must be given to maintain peace and harmony.

Let us consider the earth as the single living place for all who live on it. In such a situation we shall live together, strengthened by love, admiring one another with better understanding. Thus the earth will be a paradise and there will be no more hell of fire and dust.

(OR)

1. This poem has greater relevance to the present world.
2. There is endless war everywhere.
3. There is no spirit of brotherhood.
4. We look at others as different creations.
5. But we are the same and live on the same earth.
6. We have fights and confusions because of our nationalism and racism.

7. We can overcome this if we think about the oneness of mankind.
8. Our inventions destroy us.
9. Only understanding each other can save us.
10. Love alone can bind us and bring out of our blind thoughts.
11. The earth will be our paradise if we give up the differences.
12. Let “No Men are Foreign” be our motto to promote us to peaceful life.

No Men Are Foreign Summary of the poem



The poem ‘No men are foreign’ tells about that no people unity of the human race. The people of one country shouldn’t think of the people of other countries as strangers. The poet tells that they are all humans the same as we should not hate it, brothers. At last, the poet asks us to remember that no men are strange and no countries foreign.

Glossary:

Condemn – express complete disapproval

Labour – hard work

Betray – disloyal

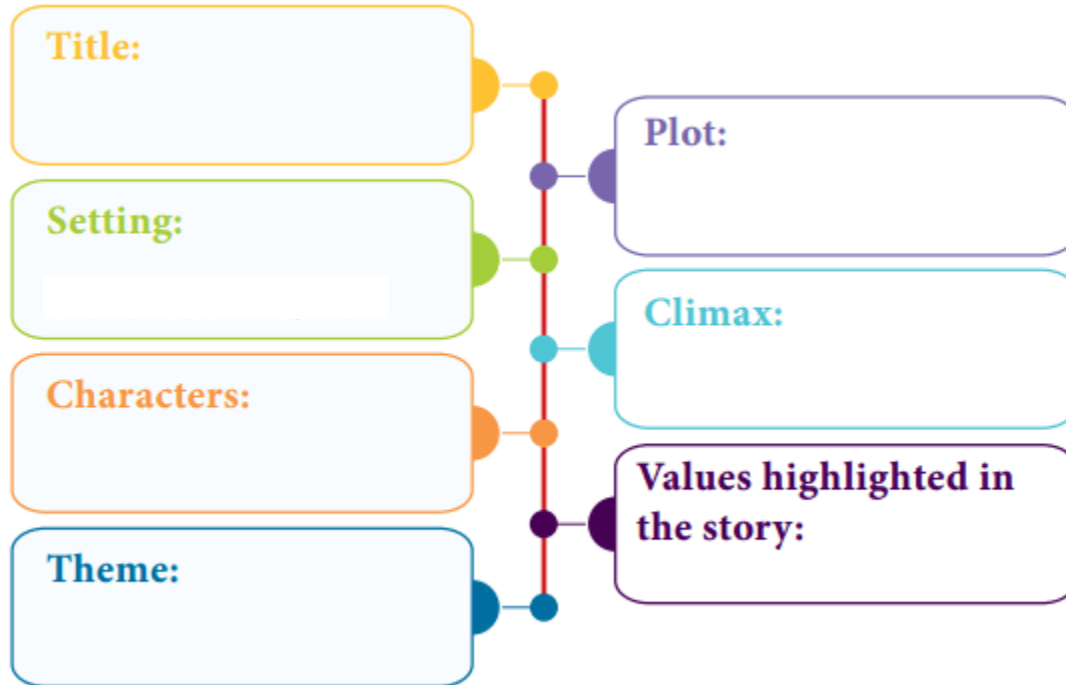
Defile – damage the purity or appearance

Outrage – the extremely strong reaction of anger shock

Supplementary

The Little Hero of Holland

A. Based on the understanding of the story, complete the Graphic Organiser suitably.



Answer:

Title: The Little Hero of Holland

Setting: A dike above the sea water

Characters: Peter, Peter's mother and father, Peter's blind friend, people of Holland.

Theme: Sacrifice to save the country

Plots: Father works in the dike as a gate keeper.

Mother sends Peter with cakes to visit his blind friend.

Peter notices a leak in the dike while returning.

He plucks the hole with his finger the whole night to save his people of Holland.

Brave little hero Peter saves Holland from drowning.

Climax: Peter stays at the dike with his finger in the whole night in cold weather with his finger stuffed and numbed. Next morning passers by saved him and mended the hole. Peter saved Holland.

Values

Highlighted: Love and concern for the nation. Determination to save the people. Dedication towards the mother land.

B. Based on your understanding of the story Answer the following Questions in one or two sentences:

Question 1.

What are the little children of Holland, aware of?

Answer:

The little children of Holland are aware the dikes must be watched every moment and that even a small hole can be very dangerous. It would bring the sea to Holland.

Question 2.

What is the work assigned to Peter's father?

Answer:

Tending the gates of the dike was the work assigned to Peter's father. He opened and closed the gates when ships entered the sea from Holland.

Question 3.

Why did Peter's mother call him?

Answer:

Peter's mother called him to go and give cakes to his friend who was blind.

Question 4.

How did Peter spend his time with his blind friend?

Answer:

Peter's stayed with his poor blind man a little while to tell him about his walk along the dike and the sun and the flowers and the ships far out at sea.

Question 5.

Why did the father always say angry waters'?

Answer:

The father always said angry waters because the seawater lashed on the dikes always.

Question 6.

What did Peter see when he stopped near the dikes?

Answer:

When Peter stopped near the dikes he saw a small hole in the dike through which a tiny stream was flowing.

Question 7.

What were the thoughts of the mother when Peter did not return home?

Answer:

Peter's mother thought that she was spending that night with his friend and that she would scold him next morning for staying away from home without permission.

Question 8.

How did Peter spend his night at the dikes?

Answer:

Peter put his finger in the hole. He crouched on a stone bending his head. He did not sleep, though his eyes were closed. He rubbed his hand thinking that he could stay throughout the night.

Question 9.

Who found Peter in the dikes and what did he do?

Answer:

A man who went for his work heard Peter moaning and found him clinging to the side of the great wall.

Question 10.

How did the villagers mend the hole?

Answer:

The villagers brought shovels and mended the hole after hearing the alarm.

C. Based on your understanding of the story Answer the following Question in about 100-150 words.

Question 1.

Narrate in your own words the circumstances that led Peter to be a brief little hero.

Answer:

Introduction:

This story is about a little boy who saved his country from flooding.

Across the dikes:

Peter was a little boy who lived in Holland. Peter's mother wanted him to go across the dikes to meet his blind friend. Peter went there and stayed till evening. When returning he heard some sound of trickling water. He found a small hole in the dikes. He put his finger into the hole and stopped the water.

Little hero:

He stayed there putting his finger in that hole. His finger became numb. He slept there the whole night. In the morning, a villager saw Peter sitting there. He called the villagers. The villagers arrived with shovels and mended the hole.

Conclusion:

Thus, Peter saved his country, from flooding and was called as the "Hero of Holland".

(OR)

Peter was a little boy in Holland. One day his mother sent him to give a cake to his blind friend. He walked along the dike. He spent sometime and wanted to return home early. On his way he saw water streaming through a small hole in the dike. He wanted to save Holland.

He climbed down and put his finger into the hole and stopped the leakage. He stayed outside in cold without sleeping. He shouted for help but in vain. Next day a passer by heard his groan and came to rescue him. He spread the alarm. The villagers came running with shovels and mended the dike. Thus Peter became a great hero who saved Holland.

(OR)

1. Peter was a little boy in Holland
2. His mother asked him to visit his blind friend
3. He stayed with him for a while and returned home
4. On his way he saw a small hole in the dike and water was gushing out.
5. He wanted to save Holland
6. He climbed down the dike and closed the hole with his little finger
7. The water leakage was stopped
8. He stayed outside at night in cold weather without sleeping
9. Next morning a passer by heard his groan and went nearer him
10. He alarmed and the villagers came running and mended the dike
11. Peter became a great little hero of Holland

D. Identify the character / speaker:

Question 1.

'I want you to go across the dike and take these cakes to your friend, the blind man'

Answer:

Peter's Mother

Question 2.

I am glad they are so strong?

Answer:

Peter

Question 3.

'Holland shall not be drowned while I am here'.

Answer:

Peter

Question 4.

'What's the matter?' he called. "Are you hurt?"

Answer:

Passer by

Question 5.

'Tell them to come quickly!'

Answer:

Peter

E. Read the following passage and Answer the Questions that follow.

1. One afternoon the early fall when Peter was eight years old his mother called him from his play, "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark." The little boy was glad to go on such an errand, and started off with a light heart.

He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.

Question 1.

What did Peter's mother want him to do?

Answer:

Peter's mother wanted him to go across the dike and take those cakes to his blind friend.

Question 2.

What did Peter's mother advise him to do?

Answer:

Peter's mother advised him not to indulge in playing and to return home before dark.

Question 3.

Why was the little boy glad?

Answer:

The little boy was glad to go on such an errand to meet the blind man.

Question 4.

What did the little boy tell his friend?

Answer:

The little boy told his friend about his walk along the dike and about the sun and the flowers and the ships far out at sea.

Question 5.

What did the little boy remember?

Answer:

The little boy remembered his mother's wish that he should return before dark.