

English Worksheet Unit 1 and 2

THE LAST LESSON

CLASS -12TH

- Q.1. What were the political conditions that formed the background of the story „The Last Lesson“?
- Q.2. What did Franz think for a moment while going to school?
- Q.3. What surprised Franz the most about the classroom?
- Q.4. What change was noticed by little Franz in his French teacher while giving his last lesson?
- Q.5. There was a large crowd in front of the bulletin board. Why?
- Q.6. The school looked totally different on the day Franz went late to school. How and why was it different?
- Q.7. What made Franz not learn his lessons?
- Q.8. How did the teacher give the bad news to the listeners in the class? What was it? how did listeners react to it?
- Q.9. „We“ve all a great deal to reproach ourselves with“. Why did M.Hamel make this statement?

Long answer Questions

- Q.1. What do you understand by linguistic chauvinism? do you think that M.Hamel“s love and concern for French is an example of it? If not, why?
- Q.2. What impressions do you form of M.Hamel?

LOST SPRING

- Q. 1. Who is Mukesh? What is his dream?
- Q. 2. Is Saheb happy working at the tea stall? Why/ why not?
- Q. 3. Why could the bangle-makers not organize themselves into a co-operative?
- Q. 4. Mention any two hazards of working in the glass bangle industry.
- Q. 5. What does the writer mean when she says `Saheb is no longer his own master'?
- Q. 6. Why did Saheb become a ragpicker? What did he look for in the garbage dumps?
- Q. 7. What are the problems faced by the bangle maker?
- Q. 8. What was Mukesh's dream? In your opinion did he achieve his dream?
- Q. 9. Seemapuri is on the periphery of Delhi and yet miles away from it. Why does the author say so?
- Q. 10. Do you think Saheb was happy to work at the tea stall? Give reasons.
- Q. 11. Is it possible for Mukesh to realize his dream? Justify your answer.
- Q. 12. What does the title, 'Lost Spring' convey?
- Q. 13. What story did a man from Udipi once tell the author, Anees Jung?
- Q. 14. Where did Saheb come from? What made him and his family leave their native place?
- Q. 15. Garbage to them is gold, why does the author say so about the rag pickers?

My Mother at Sixty-Six

- Q.1. What is the kind of pain that the poet feels?
- Q.2. Why are young trees described as „sprinting“?
- Q.3. Why has the poet brought in the image of the merry „children spilling out of their homes“?
- Q.4. Why has the mother been compared to the „late winter“s moon“?
- Q.5. What do the parting words of the poet and her smile signify?

Read the extracts and answer the questions that follow:

1.....but after the airport“s
Security check, standing a few yards
Away, I looked again at her, wan, Pale
As a late winter“s moon and felt that old
Familiar ache, my childhood“s fear,
But all I said was, see you soon,
Amma

All I did was smile and smile and smile.....

- (a) Who did the poet look at and why?
- (b) What does the poet mean by, I looked again“?
- (c) Explain „wan, pale“. What is it referred to?
- (d) What does the poet mean by „ and felt that old“?
- (e) What is the „old familiar ache“?

An Elementary School Classroom in a Slum

- Q.1. The slum children live in pathetic condition. Comment.
Q.2. What is the colour of „sour cream“? Why does the poet use this expression to describe the classroom walls?
Q.3. what does the poet want for the children of the slums? How can their lives be made to change?
Q.4. What is the significance of the references to the „ Shakespeare“s head“ and „open-handed map“?

*Far far from gusty waves these children’s faces.,Like rootless weeds, the hair torn round their pallor:
The tall girl with her weighed down head. The paper-Seeming boy, with rat’s eyes.*

- (a) How do the children studying in a slum look like?
(b) What do you mean by „weighed down head“? What does it tell you about the tall girl?
(c) Describe the boy referred to in the passage.
(d) What kind of effect is produced by the poet’s images here?

*On their slag heap, these children, Wear skin peeped through by bones and spectacles of steel
With mended glass, like bottle bits on stones.All of their time and space are foggy slum.
So blot their maps with slum as big as doom.*

- (a) Who wonder on slag heaps?
(b) How does the poet describe the slum children?
(c) In what sense are foggy slums blots on their „maps“?
(d) Explain the figure of speech in the third line?

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

- (a) What does the poet suggest to do?
(b) What kind of world does he dream of for the slum children?
(c) What, according to the poet, should be done to make the children wise?
(d) Who create history?