

# YOUR SOAR – Class 12 English Flamingo Complete Question & Answer Bank for Scoring Marks

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## PROSE

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### 1. The Last Lesson – Alphonse Daudet

#### Q1. What is the central theme of ‘The Last Lesson’?

A1. The story conveys the importance of **one’s mother tongue** and **patriotism**. It shows how people often realize the value of their language and culture only when they are about to lose it. Through Franz’s experience, Alphonse Daudet portrays a deep emotional message about the **love for native language**.

#### Q2. Why was Franz reluctant to go to school that day?

A2. Franz was reluctant because he had **not prepared his participles** and feared being scolded by M. Hamel. He also wanted to enjoy the **pleasant sunny day** outside instead of studying grammar.

#### Q3. What was M. Hamel’s announcement and how did it affect the villagers?

A3. M. Hamel announced that this would be the **last French lesson**, as an order from Berlin mandated that **German** be taught in schools of Alsace and Lorraine. The villagers felt **regret and guilt**, realizing the importance of their language only when it was too late.

#### Q4. Describe the emotional atmosphere in the classroom on the last day.

A4. The classroom was filled with **sadness and remorse**. Students were quiet and attentive. The villagers came to honor M. Hamel and show respect for their language. Everyone felt **deep regret** for neglecting their mother tongue.

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### 2. Lost Spring – Anees Jung

#### Q1. Who is Saheb and what does his life represent?

A1. Saheb is a **young ragpicker** in Seema Puri. His life represents the **lost childhood** of poor children forced into labour due to **poverty and social inequality**.

#### Q2. What is the condition of Seema Puri where Saheb lives?

A2. Seema Puri is a **slum** with mud houses, no sewage or clean water. Residents survive by **Rag picking**, and children roam barefoot, collecting garbage for livelihood.

**Q3. Why did Saheb feel less happy after working at the tea stall?**

**A3.** Though he earned ₹800 and meals, Saheb lost his **freedom and excitement**. Rag picking gave him a sense of hope; employment felt like a **bondage**.

**Q4. Explain the plight of bangle makers in Firozabad.**

**A4.** Children and families work in **unhygienic glass furnaces**, risking blindness and disease. They are **trapped in poverty and exploitation** by middlemen and corrupt authorities, unable to escape the cycle of child labour.

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### **3. Deep Water – William Douglas**

**Q1. What is the central theme of ‘Deep Water’?**

**A1.** The story highlights the theme of **overcoming fear through courage, determination, and willpower**. William Douglas narrates how he conquered his **childhood fear of water**.

**Q2. What incident left a deep fear of water in Douglas’s mind?**

**A2.** When Douglas was 11, a **big boy threw him into the deep end** of a swimming pool at the YMCA. He almost drowned, leaving him traumatized and afraid of water.

**Q3. How did Douglas overcome his fear of water?**

**A3.** He hired a **swimming instructor** who trained him gradually with a **rope, pulley, and swimming exercises**. With practice and repeated exposure, he overcame his fear completely.

**Q4. What message does the chapter convey?**

**A4.** It conveys that **fear can be defeated with courage and perseverance**. It encourages readers to **face challenges** instead of avoiding them.

### **PROSE (Continued)**

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### **4. The Rattrap – Selma Lagerlöf**

**Q1. What is the central theme of ‘The Rattrap’?**

**A1.** The story revolves around the **theme of human compassion and redemption**. It conveys that **kindness and love can transform a person**, just as the rattrap seller changes after receiving the ironmaster’s and Edla’s generosity.

**Q2. Why did the peddler compare the world to a rattrap?**

**A2.** The peddler believed that the world was like a **rattrap full of temptations**. Wealth and shelter were like **bait**, and once a man was tempted, he was trapped in misery and greed.

**Q3. How did Edla win the peddler's trust?**

**A3.** Edla treated the peddler with **kindness, respect, and trust**, even when she knew he was a thief. Her **warm hospitality** gave him the confidence to reform and return the stolen money.

**Q4. How does the story end on a note of redemption?**

**A4.** The peddler leaves behind a **gift and letter** for Edla, signing himself as **Captain von Stahle**. This symbolizes that **kindness has the power to awaken goodness** in even the most lost souls.

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**5. Indigo – Louis Fischer**

**Q1. What is the central theme of 'Indigo'?**

**A1.** The chapter highlights **Gandhiji's leadership** in the Champaran Satyagraha and the **struggle against British exploitation** of indigo farmers. It reflects **self-reliance, truth, and non-violence**.

**Q2. What was the problem faced by the peasants of Champaran?**

**A2.** British landlords forced peasants to **grow indigo on 15% of their land** and sell it at **unfair prices**, keeping them in **poverty and bondage**.

**Q3. How did Gandhiji solve the problem of Champaran peasants?**

**A3.** Gandhiji organized **peaceful protests, collected evidence**, and negotiated with the authorities. Finally, the planters **agreed to refund 25% of the compensation**, marking a major victory for peasants.

**Q4. What lesson does this incident teach us?**

**A4.** The Champaran movement teaches the importance of **courage, truth, and non-violence** in fighting injustice and empowering the oppressed.

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**6. Poets and Pancakes – Asokamitran**

**Q1. What is the central theme of 'Poets and Pancakes'?**

**A1.** The chapter humorously presents the **film industry** and life at the **Gemini Studios**. It highlights the **irony, trivialities, and creative struggles** behind cinema production.

**Q2. What role did 'Pancake' play in Gemini Studios?**

**A2.** 'Pancake' was a popular **make-up brand** used excessively in Gemini Studios to prepare actors and actresses for the camera, symbolizing the **artificiality of the film world**.

**Q3. How does the author describe the atmosphere at Gemini Studios?**

**A3.** The studio was **chaotic and lively**, filled with actors, poets, and technicians. There was **political gossip, humor, and creativity**, reflecting the vibrant yet superficial life of cinema.

**Q4. What is the significance of the visit by the English poet?**

**A4.** The visit of the poet **highlights the disconnect** between creative personalities and the audience, reflecting how **artistic intentions are often misunderstood** in popular culture.

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**7. The Interview – Christopher Silvester**

**Q1. What is the central theme of ‘The Interview’?**

**A1.** The chapter explores the **power, ethics, and influence of interviews** in modern life. It presents **different perspectives** of famous personalities on whether interviews **invade privacy or reveal truth**.

**Q2. What are the advantages of interviews according to the author?**

**A2.** Interviews allow readers to **understand the thoughts, experiences, and personalities** of famous people. They **humanize public figures** and preserve history.

**Q3. Why did some celebrities dislike interviews?**

**A3.** Personalities like **V. S. Naipaul and Lewis Carroll** considered interviews **intrusive and offensive**, as they exposed their **private thoughts and personal lives** to public judgment.

**Q4. How did Umberto Eco view interviews?**

**A4.** Umberto Eco saw interviews as an **opportunity to communicate ideas**, explaining his writing style and creative philosophy to a wider audience.

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**8. Going Places – A. R. Barton**

**Q1. What is the central theme of ‘Going Places’?**

**A1.** The story explores **adolescence, unrealistic dreams, and escapism**. It portrays how young people like Sophie **create fantasies** to escape the dullness of reality.

**Q2. Who is Sophie and what are her dreams?**

**A2.** Sophie is a **schoolgirl from a lower-middle-class family** who dreams of **becoming a fashion designer or meeting her football hero**, Danny Casey.

**Q3. How does Sophie’s imagination lead to disappointment?**

**A3.** Sophie **imagines meeting Danny Casey** and creates stories about it. When reality does not match her fantasies, she feels **lonely and disheartened**.

**Q4. What is the message of the story?**

**A4.** The story warns against **living in illusions** and emphasizes the importance of **accepting reality and hard work** to achieve success.

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**POETRY**

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### 1. My Mother at Sixty-Six – Kamala Das

#### Q1. What is the central theme of the poem?

A1. The poem explores **aging, mortality, and filial love**. Kamala Das expresses the pain of realizing that her mother is growing old and that **separation is inevitable**, blending **love with fear of loss**.

#### Q2. How does the poet describe her mother?

A2. She compares her mother's face to a **late winter's moon**, pale and lifeless, symbolizing **old age and fragility**.

#### Q3. What contrast does the poet observe outside the car window?

A3. The poet sees **young trees sprinting** and **children playing**, which symbolize **youth, vitality, and life**, in contrast to her mother's **aged, lifeless face**.

#### Q4. What is the significance of the poet's smile in the end?

A4. The poet smiles to **hide her pain and fear** of losing her mother, expressing **acceptance of life's reality** despite her emotional turmoil.

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### 2. An Elementary School Classroom in a Slum – Stephen Spender

#### Q1. What is the central theme of the poem?

A1. The poem highlights **social injustice, poverty, and the lack of education** for slum children. It criticizes a system that **denies them opportunities** for growth and dignity.

#### Q2. How does the poet describe the children in the slum classroom?

A2. They are **thin, hungry, pale, and malnourished**, resembling **rootless weeds**. Some are weak, others have **stunted growth**, symbolizing neglect and poverty.

#### Q3. What does the classroom environment symbolize?

A3. The **dark and dull classroom** reflects the **hopelessness of their lives** and the **monotony of poverty**. The walls with maps and pictures contrast their **bleak reality**.

#### Q4. What solution does the poet suggest?

A4. He urges that **doors should be opened** for these children to **experience nature and real education**, breaking the **shackles of inequality**.

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### 3. Keeping Quiet – Pablo Neruda

#### Q1. What is the central theme of the poem?

A1. The poem emphasizes **peace, introspection, and harmony**. Pablo Neruda urges people to **pause, keep quiet, and reflect** to bring about **inner peace and global unity**.

**Q2. What does the poet mean by “keeping quiet”?**

**A2.** It means **silence and self-reflection**, not absolute inactivity. It is about **pausing from chaos** to understand ourselves and others.

**Q3. How can “keeping quiet” help humanity?**

**A3.** It will encourage **introspection, break destructive habits, and promote love and peace**, making the world more compassionate and united.

**Q4. Why does the poet not want total inactivity?**

**A4.** Total inactivity would mean **death**. The poet advocates **temporary silence to reflect and rejuvenate life**, not to abandon responsibilities.

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#### **4. A Thing of Beauty – John Keats**

**Q1. What is the central theme of the poem?**

**A1.** The poem celebrates **nature’s beauty and its eternal joy**. John Keats believes that **beautiful things provide comfort, inspiration, and hope**, removing the gloom of life.

**Q2. How does a thing of beauty help humans in life?**

**A2.** Beautiful things **uplift the soul, reduce sadness, and give hope**. They are like a **shelter against despair**, bringing **spiritual happiness**.

**Q3. Give examples of things of beauty from the poem.**

**A3.** The **sun, moon, trees, rivers, flowers, daffodils, and stories of noble people** are all described as sources of joy and inspiration.

**Q4. Explain the line: “A thing of beauty is a joy forever.”**

**A4.** A truly beautiful thing leaves a **permanent positive impact** on our minds. Its **charm never fades**, and it continues to give **happiness forever**.

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#### **5. Aunt Jennifer’s Tigers – Adrienne Rich**

**Q1. What is the central theme of the poem?**

**A1.** The poem portrays **women’s oppression in marriage** and the **desire for freedom**. Aunt Jennifer expresses her **suppressed emotions** through her **vibrant embroidery of tigers**.

**Q2. How are Aunt Jennifer’s tigers described?**

**A2.** The tigers are **proud, fearless, and elegant**, moving confidently in a green forest, symbolizing **freedom and courage**.

**Q3. What do the “fingers fluttering through her wool” signify?**

**A3.** They symbolize **fear and weakness**, showing Aunt Jennifer’s **physical and emotional suffering** under the oppression of her marriage.

**Q4. What is the message of the poem?**

**A4.** The poem conveys that **women's voices and desires are often suppressed**, but **art and creativity** can express their **inner freedom and strength**.

This Detailed Question Bank is prepared by YOUR SOAR to help students achieve excellent scores in Class 12 English Flamingo.

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