THE LAST LESSON

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

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

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Think As you Read

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

Answer

Franz was expected to be prepared with participles that day as Mr. Hamel had told the class that he would be taking a test on the topic that day.

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

Answer

Usually when the school began there would be a lot of commotion. But that day everything was quiet and it appeared to be like a Sunday, but the students were at their places and Mr. Hamel was walking up and down with his terrible iron ruler under his arm.

3. 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.

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1. 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.

2. 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.

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

Answer

M. Hamel told the students and villagers that henceforth only German would be taught in the schools of Alsace and Lorraine. Those who called themselves Frenchmen would neither be able to speak nor write it. He praised French as the most beautiful, the clearest and most logical language in the world. He said that for the enslaved people, their language was the key to their prison. Then the people realised how precious their language was to them. This shows people's love for their own culture, traditions and country. Pride in one's language reflects pride in motherland.

2. Franz thinks, “Will they make them sing in German, even the pigeons ?” What could this means?

Answer

Alphonse Daudet’s ‘The Last Lesson’ very prominently raises the question of linguistic and cultural hegemony of the colonial and imperial powers and their lust for controlling the world and influencing their cultures and identities. Prussians acquired the districts of Alsace and Lorraine in Franco-Prussian War , but they were not satisfied with mere political domination ,they desired to enforce their own language on the people of the defeated nation. They released the order that from now German would be taught in schools rather than French. Franz wondered whether they would make even pigeons sing in German. It means that they had grown up using French as their language and now snatching away their language from them would be unfair and unkind. The language was as natural to them as cooing is to the pigeon. So, compulsion to speak another language is like dominating the force of nature and enslaving it. As it is next to impossible to alter the way pigeons sing, in the same way it is difficult for people to accept a language which is forcibly imposed on them. Adopting a new language causes pain and discomfort.

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.

Talking about the Text

1. “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.

2. 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.

3. 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.

Working with Words

1.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

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2. 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.

Noticing Form

1. 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.

Q & A 1(The last lesson)

THE LAST LESSON

Q. 1. Describe the background in which *'The Last Lesson'* of Alphonse Daudet has been set. *(Imp.)*

Ans. 'The Last Lesson' is set in the days of the Franco-Prussian War (1870-1871). France was defeated by Prussia (Germany). By an order from Berlin, German language was imposed on the French districts of Alsace and Lorraine. The lesson describes how a teacher in Alsace, M. Hamel, reacts to this shocking news. His students and even the villagers share his views.

Q. 2. What was Franz expected to be prepared with for school that day? Why was he in great dread of scolding?

Ans. Franz had not prepared his lesson. His teacher, M. Hamel, had said that he would question the students on participles. But Franz didn't know even the first word about them. He feared a scolding from M. Hamel. Moreover, he started for school very late. For a moment he thought of running away and spending the day out of doors.

Q. 3. Why did Franz think of running away and spending the day out of doors?

(Imp.)

Ans. Franz started for school very late. His teacher, M. Hamel had said that he would question them on 'participles'. Franz knew nothing about them. He feared a scolding from M. Hamel. He thought of running away from the school and spending the day out of doors. But he resisted the temptation and hurried off to school.

Q. 4. What was the temptation and how did Franz resist it ?

Ans. M. Hamel was to question the students on participles. Franz knew nothing about them and feared a scolding. For a moment he was tempted to run away and spend the day out of doors. The weather was warm. The day was bright. Woods, open fields and chirping of birds tempted him. But he overcame his temptation and hurried off to school.

Q. 5. What did Franz see when he passed in front of the town hall on the way to school ? *(Imp.)*

Ans. Franz passed the town hall on his way to school. There was a great crowd in front of the bulletin-board. For the past two years all their bad news had come from there. The people thronged there to hear the news of last battles or the orders of the commanding officer. They verified everything from there.

Q. 6. Why was there a crowd in front of the bulletin-board at the town hall ?

(A.I. CBSE 2008)

Ans. Usually there used to be a crowd in front of the bulletin-board at the town hall. All the bad news had come from there for the last two years. But today another bad news shocked the residents of the town. An order has come from Berlin. German language was to be imposed on the people of Alsace and Lorraine. Now only the German teachers will teach German to the French speaking population.

Q. 7. Describe at least two changes that could be seen in M. Hamel after he came to know of that order from Berlin.

Ans. M. Hamel was a hard task-master. But the order from Berlin completely changed him. He didn't rebuke Franz when he entered the classroom quite late. Nor did he scold him when he got mixed up and confused when it was his turn to recite. His last act of writing "Vive La France!" on the blackboard revealed his love for France and French.

Q. 8. How was the scene in the school in the morning of the last lesson different from that on other days ? *(CBSE 2008)*

Ans. The scene in the school is different from that on other days. It was the last lesson in French. German was going to be imposed on them from the next day. Hence, all students and even the village elders had gathered there. The love for their native language French dominated all other things.

Q. 9. *'I had counted on the commotion to get to my desk without being seen; ...', said Franz.* **How did he enter and what was the reaction of the teacher ?**

Ans. Franz was late for school. Usually there was always a great hustle and bustle in the morning. He had hoped to take advantage of that noise and commotion. He wanted to get to his desk without being noticed. But that day he had to go in before everybody. But nothing happened. M. Hamel only asked him very politely to take up his seat.

Q. 10. What did Franz see through the window when he reached his school ?

Ans. Through the window Franz saw his classmates. They were already in their places. M. Hamel was tense walking up and down. He had that "terrible" ruler under his arm. It was all very quiet—as quiet as Sunday morning. The usual commotion and activities were absent.

Q. 11. What was the thing that surprised the narrator most? Why was everybody sad?

Ans. The whole school seemed so strange and silent. But the thing that surprised Franz most was to see the village people on the back benches. Generally they were always empty. Everybody sat quietly and looked sad. Everybody was sad to know that German would be taught in all schools of Alsace.

Q. 12. Why didn't M. Hamel get angry with Franz for being late?

Ans. M. Hamel was much disturbed by the news that came from Berlin. He was delivering his 'last lesson' in French. So he didn't get angry with Franz for being late. Rather he said very kindly, "Go to your place, little Franz". He ignored Franz's being late and went on with his lesson.

Q. 13. How did M. Hamel give the shocking news to the students and the villagers and with what effect ? ***(V. Imp.)***

Ans. The villagers sat along with the students on the back desks. M. Hamel mounted on his chair. He spoke in a grave and gentle tone. He made it clear that it was his last French lesson. An order had come from Berlin. All the schools of Alsace and Lorraine would teach only German. A new teacher would replace him the next day. The news left everyone shocked and grieved.

Q. 14. Why had M. Hamel put on his fine Sunday clothes ? Why were the old men of the village sitting there in the back of the classroom ?

Ans. M. Hamel had put on his fine Sunday clothes to highlight the occasion. The old men of the village had come there to show their sympathy and respect to the teacher. It was their way to thank M. Hamel for his forty years of faithful service. They had also come to show their respect to France and their most beautiful language French.

Q. 15. How did Franz perform when his turn came to recite? How did M. Hamel react?

Ans. It was Franz's turn to recite. In spite of his best effort, he got mixed up. His heart was beating and he did not dare to look up. M. Hamel assured in a polite tone that he would not scold him. He was not the only one who neglected learning French. Many others in Alsace shared his fate.

Q. 16. ***"We've all a great deal to reproach ourselves with."*** **Why did M. Hamel blame the parents and himself too for not showing due attention and care to the**

learning of French?

Ans. M. Hamel didn't scold Franz for neglecting the learning of French. Most of the people of Alsace could neither speak nor write their own language. Their parents preferred to put them to work on a farm or at the mills. Mr. Hamel didn't even spare himself. He had often sent his students to water his flowers instead of learning their lessons.

Q. 17. What did M. Hamel tell the people in the class about French language ? What did he ask them to do and why ? *(A.I. CBSE 2008)*

Or

How does M. Hamel pay a tribute to the French language ? *(A.I. CBSE 2008)*

Ans. M. Hamel went on to talk of French language. He told that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to the' language' they have the key to freedom.

Q. 18. Why did M. Hamel ask his students and the villagers to guard French among them ?

Ans. M. Hamel was delivering his last in French to his students. From the next day the French districts of Alsace would teach German in all schools. M. Hamel was grieved but quite helpless. He praised French as the most beautiful and logical language in the world. He urged upon them to guard their beautiful language.

Q. 19. How did the narrator take the last lesson in grammar and with what effect?

(Imp.)

Ans. In the end, M. Hamel opened a grammar book. He read them their last lesson. All he said 'seemed so easy, so easy !' Franz understood it so well. He had never listened to his teacher so carefully. It seemed as if M. Hamel wanted to give them all he knew before going away. He wanted to put it all into their heads at one stroke.

Q. 20. Describe M. Hamel's service to the school in Alsace.

Ans. For forty years M. Hamel had been serving in the same school in Alsace. He valued French language as the most beautiful language in the world. His students and even the village elders paid respect to him on the last day. He felt sorry that the people of Alsace neglected their learning.

Q. 21. What was the parting message of M. Hamel to his students and the village elders who had gathered in the classroom?

Ans. M. Hamel stood up, very pale, in his chair. He was speaking for the last time. He tried to speak but couldn't. Something choked him. Then he turned to the blackboard and wrote as large as he could :

"Vive La France !" (" Long Live France !"). Without a word he made a gesture. All of them could go. The school was "dismissed".

Q. 22. *"The people in the story realise suddenly how precious their language is to them."* **How do they realise it and who makes them realise it ?** *(V. **Imp.**)*

Ans. An order comes from Berlin. The people suddenly realise how precious their language is to them. German is imposed on the French districts of Alsace and Lorraine. The man who makes them aware of the greatness of their language is M. Hamel. He arouses their hidden love for their beautiful language.

Q. 23. What happened when the church-clock struck twelve ?

Or

How did M. Hamel say farewell to his students and the village elders?

Ans. The church-clock struck twelve. It was time for the Angelus prayer. At the same moment the trumpets of the Prussians sounded. Suddenly M. Hamel grew

overemotional. Patriotic feelings overpowered him. He took a piece of chalk and wrote as large as he could: "Long Live France".

Q. 24. What is Linguistic Chauvinism? How do you classify M. Hamel's love and the villagers' concern for French?

Ans. 'Linguistic Chauvinism' means carrying pride in one's language too far. But the love of Hamel and the village elders for French doesn't amount to this. Rather they are victims of it. German is being imposed on the French speaking people of Alsace. M. Hamel feels genuinely proud of French language. He urges others never to forget such a beautiful language.

Q. 25. Justify the title of *'The Last Lesson.' (Imp.)*

Ans. The title is self-revealing. It was certainly the last lesson that M. Hamel was delivering to his students. From the next day German was to be imposed on the French speaking people of Alsace. M. Hamel was leaving the school for good with a heavy heart. Even the elders had come to pay respect and listen to the last lesson in French.

Q. 26. What message does the writer want to convey to the readers through *'The Last Lesson'*?

Ans. Alphonse Daudet has a definite message to convey to his readers. Through M. Hamel he wants to express pride in one's language. Greatness of French language is highlighted. The lesson arouses patriotic feelings. It makes the readers aware that they must keep their language and culture alive at all costs.

LONG ANSWER TYPE QUESTIONS

Q. 1. What was the order from Berlin? How did that order affect the people of Alsace, particularly M. Hamel and his students ? ***(V. Imp.)***

Ans. A shocking order had come from Berlin. Two French speaking districts of Alsace and Lorrain were under German occupation. German language was imposed on the people of Alsace.

The order from Berlin added insult to the injury. It hurt the pride of the people. M. Hamel, a school teacher, broke this shocking news to his students. He declared that it was his last lesson in French. He would leave the place for good. A new master would replace him to teach German. The news aroused patriotic feelings in students as well as the villagers. The village elders came to the school to listen to the last lesson in French. He spoke at length about French language. He called French the most beautiful language in the world. It was the clearest and the most logical language. He expressed his dismay that the people of Alsace were quite indifferent to the learning of French. He called upon them to guard it among themselves and never forget it. Their language was the key to their unity and liberation. Everyone listened to him with rapt attention and respect.

Q. 2. Draw a character sketch of M. Hamel as it is shown in *'The Last Lesson.' (Imp.)*

Ans. In 'The Last Lesson' Alphonse Daudet has presented M. Hamel's character with all sympathy and respect. He is presented in the mould of a traditional school-master. He always kept his 'terrible' ruler under his arm. Franz reminds us 'how cranky' M. Hamel was.

Franz was in great dread of scolding as he had not prepared his lesson on participles. Mr Hamel was a hard task-master. We see the other side of M. Hamel's character after the order from Berlin came. He was a transformed person now. He became extra soft and gentle 'towards his students. He didn't scold Franz for coming late. Nor did he use his ruler when Franz got mixed up and confused. He declared that it was his last lesson in French.

M. Hamel was highly respected both by his students and the village elders. He had completed 40 years in the same school. The village elders came to pay their respect to such a grand teacher.

M. Hamel loved France and French from the core of his heart. He considered French as the most beautiful language in the world. He asked the people to guard it among themselves and never to forget it.

Q. 3. Who was Franz ? What did he think about M. Hamel ? Did he change his views about M. Hamel ? Illustrate at least two changes that came in Franz towards his teacher, his school and French.

Ans. Little Franz was a student of a school in Alsace. M. Hamel was his schoolmaster. Franz was not a brilliant student. He didn't prepare his lesson on participles. When he was asked to recite, he got mixed up and confused. He was always in dread of the great ruler that M. Hamel kept under his arm. Franz knew how 'cranky' M. Hamel was.

However, Franz had to change his opinion about M. Hamel. An order had come from Berlin. German language was imposed on the people in Alsace. When he came to know that it was the last lesson of Mr. Hamel, his views about him changed. He began to respect him. He had spent 40 years in the same school. He felt sorry that he had neglected learning French. He shared M. Hamel's views about French. It was the most beautiful language in the world. He listened to M. Hamel's last lesson with rapt attention and respect.

Q. 4. What is *'linguistic chauvinism'*? Analyse the order from Berlin in this light. How do you justify M. Hamel's views about French and the new-found love of the people towards their language?

Ans. Carrying pride in one's language too far leads to 'linguistic chauvinism'. We can analyse the order from Berlin in this light. It is nothing but a naked example of linguistic chauvinism. The imposition of German language over the French speaking population can't be justified at all. It is the worst kind of colonialism.

M. Hamel's love for French is genuine. The shocking order from Berlin arouses patriotic feelings in him. He loves French as the most beautiful language in the world. He calls it the clearest and most logical language too. He regrets that the people of Alsace have not paid much heed to the learning of this great language. He asks the people to safeguard it among themselves. It is the key to their unity and freedom.

The people of Alsace, particularly the village elders, suddenly realise how precious their language is to them. Students like Franz too are not immune to patriotic feelings. Franz feels sorry for neglecting the learning of French. He hates the idea of German language being imposed on them. He remarks sarcastically: "Will they make them sing in German, even the pigeons.

Lesson 1
The Last Lesson

Summary

Franz didn't want to go to school that day as his French teacher Mr. Hamel had announced that he would take a test on French Participles and Franz was not prepared for it. Franz was afraid of M Hamel's ruler and being scolded. Although Franz was more interested in spending day out of school but eventually he decided to go to the school. On the way he passed through the Town Hall where he noticed a huge crowd was there around the notice board. Franz didn't stop there as he was well aware that this board had always been serving bad news about the war. Blacksmith told him no need to hurry for school but Franz thought he was making fun of him.

On Reaching School he was surprised to see the sea change in daily environment. There was no noise as usual, no lesson chanting sound by students. It seemed as a Sunday morning. All students were already in their class room. M Hamel was walking with his iron ruler under his arm. Franz was frightened to enter in class as he thought that he would be scolded badly as he was very late but to his surprise, M Hamel did not say anything to him, rather welcomed him politely "Go to your place quickly little Franz, we were beginning without you". After sitting on his seat Franz noticed that teacher was wearing his beautiful green coat, frilled shirt with a little black silk cap having embroidery on it, this type of dress usually he wore on functions or prize ceremonies only. Franz also noticed that the other villager including old Hauser, former Mayor and former post master were also presented in class they were in last benches. He couldn't understand until M Hamel announced the notice which was served from Berlin that now onwards no French would be taught in schools of Alsace and Lorraine, only German would be taught in the schools of these two French cities and he emotionally requested students to be more attentive for their last French lesson. Franz now realized that what was there on notice board in Town Hall.

These words of notice fell on Franz like a thunder clap. He couldn't believe it would be his last lesson that day. He was badly repenting that why he didn't learn, never paid attention to his lessons. He hardly knew how to read and write French. He was repenting that instead of studying he would go for other pleasant activities. His book that seemed always burden to him now to same appeared to him like old friends. Even his thoughts for his teacher M. Hamel changed thinking as realized that he would never see him again as it was his last day in the school. He forgot about his cranky nature and his cruel ruler. Now he could that the

teacher had wore this dress in honor of his last lesson. He also understood why older people were presented in class as they were repenting why they never worry to go to school and they were there to show their respect to their teacher, who served them for forty years.

When Franz's name was called to recite the lesson, he made mistake and could even speak few words just opposite to his thinking teacher did not scold him rather he preached him that one should not waste his precious time just by live in impression that there is plenty of time and postponing the important things for next day. How would they feel when someone will make fun of them that they were not able to speak or write the French despite of being Frenchmen? Teacher did not put all blame on him but he also blamed the parents who never bothered to send their children to school to study instead they put their children to work on farms and in mill to earn extra money. Even he blamed himself that he often would send his pupils to water his plants instead of study at school and he would declare a holiday whenever he wanted to go to fishing.
Teacher further said about the French language that it was the most beautiful, clearest and most logical language of the world. People should stick with their language it will be proven as the key to their prison in case they are enslaved. A magic had happened that day in class the students understood everything very well, because they were more attentive and teacher was more patient and polite on that day.

Finally with very heavy heart, M Hamel stood up, he was very sad as he walked to the black board, took a chalk and wrote on it "Vive La France" which means "Long Live France" and declared the class was dismissed.

Important Question and Answers

Short Questions

Q1: Why Franz was afraid of going to school that day?
A: The teacher M. Hamel had asked students to prepare for a test on Participles and Franz even didn't even know a single word of it so he was not feeling like to go to school that day. Also Franz was afraid of M Hamel's cruel iron rule, which he usually kept under his arm and he was famous as very strict teacher.

Q2: What unusual changes did Franz notice in school that day?
A: As Franz entered in school he noticed the unusual silence as if it was a Sunday morning. No noise of lesson chanting, no noise of opening and closing of desk drawers. All students were already in class. Teacher was wearing the special fancy dress which he would usually wear only on special occasions like prize ceremonies etc.

Q3: What was the notice from Berlin and how did it affect class?
A: The notice, which was served from Berlin, was that no French language would be taught in schools of Alsace and Lorraine cities only German would be taught instead. So M. Hamel, the French teacher was asked to vacate the place for a new German teacher. The notice affected everyone badly. Everybody was repenting on wasting the time and not learnt the French.

Q4: Describe the impact of notice on Franz, M. Hamel and senior villagers?
A: The notice affected everybody deeply. Franz thought why he wasted his time on leisure activities instead of learning his own language. The books which would seem him as a burden now those books seemed to be old friends to him. H. Hamel was feeling guilty for sending his students for his personal tasks. Villagers were feeling guilty that why they did not send their children to study instead of sending them on the farm for earning money.

Q5: Why did the feelings for M. Hamel were changed in Franz's mind?
A: The impact of notice and fact that the teacher would be going away forever and he will never be able to see him again in class made Franz's feeling soften for him. Earlier Franz would feel fear from his teacher because of his cranky nature and his iron ruler but now all those feelings were totally vanished up for him.

Q6: Why older villagers were presented in the class that day?
A: The older villagers were presented in class as they were feeling sorry for not sending their children to study in school instead they sent them to the farms and mills to earn extra money. One more reason for their presence was that they wanted to pay their respect to the teacher who served them for forty years.

Q7: How did Mr. M Hamel describe the French language?
A: M. Hamel described French language as world's most beautiful, clearest and logical language. He also told that the love with one's own language can be proven as the key to the prison for the people who live in enslaved country.

Q8: Write a brief character sketch of M. Hamel?
A: M. Hamel was taken as a strict teacher. Students were afraid of his iron ruler. He was very sincere and dedicated teacher who served for forty long years in his service as a teacher to the village in Alsace City. When he got the notice to vacant his place to make the space for new German teacher. He was totally broken. He remained sad during his final class. This changed his behavior; he behaved rather very politely and patiently. When Franz was not able to say his lesson correctly instead of scolding him he just made him understand about the relevancy of learning the mother tongue. He preached

everyone presented in the class about that important things should never been postponed. Time flies very fast.

Summary of My Mother at Sixty Six by Kamala Das:

While driving from her parent's home to Cochin, Kamala Das notices that her mother who was sitting by her sleeping with her mouth open. Her mother's face was colourless like a dead body and her thoughts far away. There was a sudden fear and pain which crops up in the poet's mind and she realizes that her mother is old now and could pass away leaving her all alone. The reality is hard to accept and at the same time, the realization is alarming.

The poet puts her thoughts aside and looks out to see the trees scurrying down. The trees racing past and the speeding car are just grim reminders that time has flown by. She looks at the children playing outside which gives her a respite and probably she is reminded of her childhood and when her mother was young.

After the security check at the airport, Kamala Das looks back at her mother standing a few yards away looking pale and grey like the winter moon. The poetess senses a familiar pain and childhood fear of the thought of losing her mother. Beset with sorrow and fear, she bids her old mother goodbye and keeps smiling to hide her real feelings.

Themes:
Fear of loss: The poem composed in blank verse expresses the anguish of a daughter over her mother's advancing age and the fear of permanent separation from her. "My Mother at Sixty Six" symbolizes the fast running of life and the inevitable death of our childhood and youth. The poet is agonized by her mother's advancing age and her imminent death.
Nostalgia: The poet is carried away by the childhood premonition of losing her mother.

About the poet: Kamala Das (also known as Kamala Suraiyya after her conversion to Islam in 1999) was on born 31st March 1934 in Thrissur, Kerala. She spent most of her childhood in Calcutta in a family of artists, where she felt ignored and unloved. In her teenage she married an older relative, and the emotional and sexual problems arising from that unsatisfying relationship and her young motherhood provided material for much of her poetry. She wrote poetry, short stories, novels and autobiographies in both English and her native Malayalam. Most of her writing in Malayalam was written under the pen name 'Madhavikutty'. She inspired women struggling against domestic and sexual oppression with her honest assessments of sexual desire and marital problems in over 20 books.

Setting of the poem: "My Mother at Sixty Six" is set en route the airport from the poet's parents' house to the airport. It is during this journey that she suddenly realizes how old her mother has grown, and how she must die one day or the other.

Summary of My Mother at Sixty Six by Kamala Das

The poem consists of 20 lines in total. These lines are not divided into stanzas. Here they are divided into meaningful segments in order to make the poem easy to follow and understand.

Lines 1 – 4:

Driving from my parent's
home to Cochin last Friday
morning, I saw my mother,
beside me,

In these lines, the poet recalls a trip back to Cochin from her holiday in her parents' house the previous week. It was a Friday, and that morning, she was driving with her mother next to her on the front seat.

Lines 5 – 10:

doze, open mouthed, her face
ashen like that
of a corpse and realised with pain
that she was as old as she
looked but soon
put that thought away, and

In these lines, the poet says that she was observing her mother who had fallen asleep on the front seat with her mouth slightly open. Her mother's face was pale, and it reminded her of the nearly white faces of dead bodies. It is then that she comes to realize that her mother was not young any longer, and that her appearance had caught up with her age. This was very hard for the poet to accept, and so she was determined to focus her attention on something else.

Lines 11 – 15:

looked out at Young
Trees sprinting, the merry children spilling
out of their homes, but after the airport's
security check, standing a few yards
away, I looked again at her, wan, pale

In these lines, the poet says that she turned away from her aging mother and decided to look outside the windows of the car in which she was driving. Outside, her eyes fell on the trees that the vehicle was passing by. The car was moving so fast that by way of relative motion, it seemed to the poet that all the trees she could see were also running at full speed past her. It seemed that those trees must have been quite youthful if they had the energy to move at such

a fast pace. The poet's eyes also feel on the children who were coming out of their houses, brimming over with their excitement to get outside. The poet passed all these sights and reached the airport. Till then, her mind was distracted by the sights. However, after the security check, she was standing a short distance away from her mother and again she chanced to notice the old woman. Just as before, her mother appeared very pale and insipid.

Lines 16 – 20:

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……

In these lines, the poet compares her mother's face with the sight of the moon on a night towards the end of winter. This made her recall the thing she had been most afraid of during her childhood – the fear that her mother would die one day. This was a fear that had plagued her many times before, and it was plaguing her again now. However, she did not let that fear show itself on her face. Instead she put up a brave face and waved goodbye to her mother. She assured her mother that they would be seeing each other again soon, and all the while, even though she was in great agony, the smile never left her face.

Conclusion:

"My Mother as Sixty Six" is one of the most relatable poems ever written by Kamala Das. All of us know that death cannot be escaped. We know this theoretically, but we choose to ignore this fact on a day to day basis in order to be able to live our lives peacefully. However, this thought does suddenly occur to us from time to time. And at such times, we become filled with sadness and pain. However, we also know that others do not like to be reminded of the brevity of life either. That is why we hide our pain and try to assure others that nothing of the sort will happen. No matter how hard we try, we cannot suppress the fear entirely, but must choose again and again to smile through the pain. This is an experience that all of us have been through at some point of time or the other. So when Kamala Das writes about it, we can feel that she understands us and she is able to express everything that we have felt in the exact amount and the exact order in which we have felt it. This is what makes the poem easy to relate to.

Solved Question and Answers:

1. "Driving from my parent's home to Cochin last Friday
Morning, I saw my mother, beside me,
doze, openmouthed, her face ashen like that
Of a corpse and realized with pain
That looked as old as she was
But soon put that thought far away."

a. Where is the poet at present?

The poet is on her way to Cochin Airport from her ancestral home. She is travelling in a car with her mother sitting beside her.

b. How does she describe her mother?

Kamala Das describes her mother as old, pale and senile. As she was asleep, the poet noticed that her mother looked very pale and colourless like a dead body. She seemed to have lost the vitality of life.

c. What thoughts had she given away?

The poet has put away the haunting thoughts of losing her mother.

2. “but after the airport’s
security check, standing a few yards
away, I looked again at her, wan,
pale as a late winter’s moon”

a. Who is ‘her’ here? Why does the poet look at her again?

‘Her’ is the poetess Kamala Das’ sixty six year old mother.

The poetess looked at her again for the last time to reassure herself that her mother is well. She drove away her thoughts of pain and fear at seeing upon her mother’s old age. It was a look of reassurance to meet her again.

b. Explain “pale as a late winter’s moon”

This is an example of a simile. The poet has compared her mother’s face to a winter’s moon. Winter symbolizes death and a waning moon symbolizes decay. Just like winter loses its magnificence and beauty when covered with fog and mist, similarly the poet’s mother has lost her youth, vitality and have become inactive and withered.

summary (the tiger king)

The Tiger King
-Kalki

- The tiger is our national animal. → But very few tigers are surviving today.
  - Once upon a time there were thousands of tigers in our forest.

- Tiger hunting was considered a royal sport→ y the Maharajas.
  - Sometimes they were do ne to please British officers→ who liked to be photographed→ carrying guns over dead animals.[Brag bout bravery]

- It only disturbed the ecological balance in our forest.
- The story is a satire.
  - It is a story about a king who kills one hundred innocent tigers. But he cannot keep death away.

- The Maharaja of Pratibandapuram→ was known as Tiger King.
- He had taken a vow to kill one hundred tigers.
- There is a story about why he took the vow and how he fulfilled it.

Astrologer's Prediction:-

- When the king was born, the royal astrologer predicted that one day he must die.
- The 10 day old baby amazed everybody: "O wise astrologer, we know that all must die."
  - Tell me how I will die.

- Astrologers said: "The holy prince was born in the hour of the Bull. The Bull and the tiger are enemies. So the tiger will kill the bull.
- Boy→prediction did not frighten→ "Let the tigers beware"

The Prince Comes of Age:-

- He drank the milk of an English cow. →Brought up by an English nanny, he was tutored by an English teacher, he watched only English films.
- Prince came of age at 20.
- He became the king of Pratibandapuram State.

Killing Tigers in self-defense:-

- He thought of the astrologer's prediction.
- He believed that the tiger was his enemy and he must kill him in self-defense.
- He went into the forest and killed his first tiger.
- He was happy. He proved the prediction wrong.
    - So he sent for the royal astrologer.

The Danger is not Over

- Astrologer stuck to his prediction. → He said that the danger was not over.
- He said that the king might kill 99th tiger but the hundredth tiger could prove dangerous.
- He must be more cautious in his dealing with the hundredth tiger.

The King's Resolve:-

- The king decided then and there to kill one hundred tigers before paying attention to the affairs of the state.
- He proclaimed that no one would kill a tiger in his kingdom →only he.
- He then killed quite a number of tigers → in a few months.

Risk Of Losing the Throne:-

- High- ranking British Officer visited Pratibandapuram.
- Wanted to go on a hunting expedition, kill a tiger and get him photographed with the dead tiger.
- King refused permission. →Not keen on killing only wanted to be photographed with a dead tiger.
    - Maharaja did not agree even this.
    - This refusal could have cost the king his throne.

Throne Saved:-

- The dewan and the king discussed how they could save the throne.
- They asked a famous British company of Jewelers in Calcutta to send fifty chosen samples of diamond rings.
- The rings were sent to the wife of the British officer.
    - It was hoped that she would choose one or two.
    - But she accepted them all as the king's gift.
    - This cost the king 3 lakh rupees.
    - But the throne was safe.

The King decides to Marry:-

- The king killed 70 tigers in the forest→ Now no tigers were left.
- So he decided to marry the daughter of a king whose forest had a large number

of tigers.

- The dewan found a state→ had a large number of tigers and a marriageable daughter.
- Every time he visited his father-in law→ he would kill a few tigers.
- At last he had killed 99 tigers in all.

Search for the hundredth tiger

- Now the king could not find an alive tiger neither in his own forest nor his father-in-law's.
- But he had to kill the hundredth tiger to be safe.
- He learnt that sheep were disappearing fast in a hillside village.
    - It was presumed that there was a tiger there.
    - The king set up a camp there and decided not to leave until the mission was accomplished.
- But no tigers appeared. The king grew impatient.

Dewan provides the hundredth tiger:-

- The king expressed his displeasure to the dewan.
    - The dewan felt that he might lose his job → if the king did not get the hundredth tiger.
- He had an old tiger hidden in his house.
    - At night the dewan and his old wife managed to get the tiger into their car.
    - With great difficulty they were able to push him out and leave him there.

The Hundredth tiger is killed :-

- Next morning the tiger was sighted. → The king shot it.
- The king was happy→because he had accomplished his mission.
- He ordered that the tiger should be carried to the town in a grand procession.
- But the hunters found that the tiger was alive.
- The king had missed his mark.
    - The bullet had gone whizzing past the tiger's ear.
    - Had fainted with the shock.
    - But the hunters wanted to keep it a secret from the Maharaja.
    - So they shot the tiger dead.

The Tiger was buried with honour:-

- It was a day of celebration.
- The tiger was buried in honour.
- And a tomb was raised over it.

The Wooden Tiger:-

- The king felt he was safe.
- After a few days it was his son's birthday.
- King wished to give him a suitable present→ He chose to give a wooden tiger toy.
- It was an ordinary toy carved by unskilled hands.
- It had slivers all over.
- The shopkeeper said that it was worth three hundred rupees→ But the king took it away as a gift.

The Hundredth Tiger had it's revenge:-

- The king and his son were playing with the wooden tiger.
- A sliver pierced the king's hand.
- He removed it →but the infection developed into a terrible sore.
- Three famous surgeons from Madras operated upon the king.
- At the end → The surgeons announced, " The operation was successful. The king is dead."
    - Ironically the mighty king who had killed ninety-nine tigers was killed by a wooden tiger.
    - Thus the king was killed the way it was predicted.

NCERT Solutions for Class 12th: Ch 2 The Tiger King Vistas English

By Kalki

1. Who is the Tiger King? Why does he get that name?

Answer

Jilani Jung Jung Bahadur, the king of Pratibandapuram, is known as the Tiger King. At the time of his birth the astrologers declared that the prince would have to die one day. The ten-day-old prince asked the astrologers to reveal the manner of his death. The wise men were baffled at this miracle. The chief astrologer said that his death would come from the tiger. The young prince growled and uttered terrifying words: 'Let tigers beware!' He decided to kill one hundred tigers. He thus got the name 'Tiger King'.

Page No: 10

1. What did the royal infant grow up to be?

Answer

The royal infant grew up to be the king of Pratibandapuram who was obsessed with the idea of killing one hundred tigers. He wanted to do so to disprove the prophecy which said that his death would come from the hundredth tiger. This made him kill all tigers of Pratibandapuram. He even married for the sake of this ambition. He came to be known as the Tiger King.

Page No: 13

1. What will the Maharaja do to find the required number of tigers to kill?

Answer

To get the required number of tigers to kill, the Maharaja asked his dewan to find a suitable girl for him to marry. A suitable girl for matrimonial alliance would be one who would not only come from a royal family but also belong to a state with a large tiger population. As Pratibandapuram had no more tigers left, a province that belonged to his father-in-law would certainly provide him with an opportunity to kill more tigers and reach his aim of killing one hundred tigers.

Page No: 14

1. How will the Maharaja prepare himself for the hundredth tiger which was supposed to decide his fate?

Answer

The Maharaja wanted to be extremely careful while dealing with the hundredth tiger which was supposed to be the reason for his death. On encountering the hundredth one, he took a careful aim at the tiger and shot it. When it fell in a crumpled heap, he was overcome with joy and left the place hastily.

Page No: 15

1. What will now happen to the astrologer? Do you think the prophecy was indisputably disproved?

Answer

The astrologer dies before the king of Pratibandapuram gets an opportunity to kill one hundred tigers. Disproving his prophecy seems to be the sole reason for the king's existence. Except for killing hundred tigers, everything else takes a back-seat for the king.
The prophecy cannot to be indisputably disproved as the king was ultimately killed by a tiger, though neither by a real one nor by the hundredth one. Looking at the weak, old and almost lifeless tiger that was the hundredth one, no one would have thought that it would escape the king’s bullet by fainting at the shock of the bullet whizzing past. It was the “tiny little wooden tiger” from the toy shop that caused the death of Tiger King.

Page No: 17

Reading with Insight

1. The story is a satire on the conceit of those in power. How does the author employ the literary device of dramatic irony in the story?

Answer

The story "The Tiger King" is a supreme example of dramatic irony. The character acts in a way grossly inappropriate to the actual circumstances or expects the opposite of what fate holds in store for him'. Kalki has used a very dexterous use of dramatic irony in the story. After killing the first tiger the King flaunts its dead body before astrologer to show that he is more powerful than the tiger. However, the astrologer warns the king that he should be "careful with the hundredth tiger". The king chooses to prove the astrologer wrong once again and makes frantic efforts to kill hundred tigers. Thus, having shot at the old tiger, the Tiger king believes he has killed the hundredth tiger. But the reader as well as the king's officers and minions soon come to know that the emaciated tiger does not get killed but only faints. The king gets happy of killing the tiger but in actual ignorant of this ironical fate the prediction proves to be right and mere sliver on wooden tiger's body causes his dramatic death. Quite ironically the hundredth tiger kills the king instead and astrologer's predictions stands vindicated.

2. What is the author’s indirect comment on subjecting innocent animals to the willfulness of human

beings?

Answer

Through this satirical story the author has rightly portrayed how human beings have subjected innocent animals to untold torture and death, merely to fulfill their own whims and fancies. The maharaja's indiscriminate killing of tigers led to their extinction in some states, but the maharaja was oblivious to the grave consequences his action was leading to. In order to prove an astrologer wrong the maharaja went on a killing spree proving his dominance over the hapless animals.

3. How would you describe the behaviour of the Maharaja's minions towards him? Do you find them truly sincere towards him or are they driven by fear when they obey him? Do we find a similarity in today's political order?

Answer

Maharaja's minions were subservient and sycophantic. Most of them were scared of Maharaja and tried to keep him in good humour by obeying his orders. They did not dare to disobey him as his displeasure could mean loss of their job or even loss of their lives.
The astrologer was afraid of predicting his death , till Maharaja told him to " speak without fear". Dewan who should have advised the king not to kill the tigers did not dare to go against his wishes and aided his marriage to a princess whose father's kingdom possessed a large number of tigers. Being afraid of losing his job, he presented an old tiger to satisfy the whims of his Maharaja. Likewise , the hunters chose not to inform him of the survival of the 100th tiger and instead killed it themselves fearing that they might lose their jobs. Even the shopkeeper, who sold the king a cheap wooden toy tiger, quoted a higher price lest he should be punished under the rules of emergency.
So ,it is evident that the king's minions were driven by fear rather than any feelings of sincerity towards their ruler.
Today's political order is no different. We know too well that many of the people in power are not there because of their ability but because of their influence and power. Moreover, others pander to them for their own vested interests rather than for the good of the country.

4. Can you relate instances of game-hunting among the rich and the powerful in the present times that illustrate the callousness of human beings towards wildlife?

Answer

There have been some instances of game hunting in the present times. Even the affluent have been involved in instances that illustrate the callousness of human beings towards wildlife.
Salman Khan – Black Buck poaching case.
Nawab Mansoor Ali Khan Pataudi - Antelope case.

The Tiger King by Kalki

INTRODUCTION

Kalki takes his readers to the days of autocratic and eccentric kings. These kings lived under the thumb rule of Britishers, hence they fear them. In order to make the story mysterious Kalki has added supernatural element in the story. The haughty king disapproved the prophecy made by the astrologer about his death, but his death from the wooden tiger(100th tiger) approved it.

The story 'The Tiger King' is satire on the conceit of those in power. Most of the time the rulers are not interested in serving the people or work for the welfare of the public; instead they spend their time foolish pursuits. Even the coteries who surround these power centers are

interested in taking advantage of the proximity for their own welfare. This is a story about transience-of life, of power and reverberates the maxim: “Too many slips between a cup and a lip.”

Justification of Title

“The Tiger King” is a very appropriate title for the story for several reasons. First of all, the king is crazy about tiger hunting so much that he marries a princess whose father’s kingdom has a sizeable tiger population. He kills one hundred tigers just to fulfill his vow. Secondly, the king with all his frenzy, anger and ruthlessness is as ferocious as a tiger. Thirdly, he dies of a silver prick received from a wooden toy tiger. Finally, the prediction that a tiger would cause the king’s death also comes true. Since the story revolves round the king and the hundred tigers that he kills, it could not be better titled than “The Tiger King”.

Irony and Satire in ‘The Tiger King’

‘The Tiger King’ is replete with irony that reveals the follies of autocratic and willful rulers who flout all laws and bend them to suit their selfish interests. The dramatic irony in the story is sharp when the Tiger King alone is unaware that his bullet had not killed the hundredth tiger. The other characters and the readers anticipate his doom as he celebrates his triumph over his destiny. We realize how misplaced the King’s pride at killing the first tiger was. The astrologers had prophesied, “You may kill ninety nine tigers like this, but your death will be brought on by the hundredth tiger.” The King wanted to prove the astrologer wrong and to save his life. Ironically, to avert death he actually invites it. The lofty titles used to introduce the Tiger King, suggesting an invincible ferocity are indeed ironic for he is finally killed by a cheap, crudely made wooden toy tiger which became the tool of Nature’s revenge. He had killed a hundred tigers in vain and must be punished for it. Irony is indeed sharp when the surgeons announce the operation successful and declare the king dead.

Instances of Satire

Satire employs irony, sarcasm, ridicule, etc. in exposing and criticizing follies and vices in men. The story uses humour to criticize self-seeking Kings who willfully exploit both nature and their subjects for sefish interests.

- When the Maharaja of Pratibandhpuram was told that he would be killed by a tiger, he could never imagine the twist in fate where a toy tiger could be fatal. Because of his conceit, he was unprepared for such surprises flung by life at him.
- The grandeur associated with a king’s life proves a mockery. The news of the king’s ailment invited not one, but three surgeons. They got so tied up in technicalities that they declared the operation successful even though the king died.

- The story also satirizes the corrupting influence of power. Just because the Tiger King had power, he felt he could browbeat his subjects and even defeat fate. He neglected his responsibility as a ruler. He neglected the welfare of his subjects, his family, increased and reduced taxes at will and sacked his officers. They feared him or else he would have learnt the truth.
- When we see the king gloating over his bravery after killing the hundredth old, weak tiger, we notice that Kalki is satirizing the notions of cowardice and bravery. There is no heroism in fighting an unequal battle. The King's cowardice was obvious when he justifies that one may kill even a cow in self defense.
- Kalki is also criticizing the King's men and subjects who pander to his whims out of fear or like the shopkeeper manipulate and fool him.

Light humour in the Tiger King

- The instance of the Stuka bomber
- The king's offer of mouse hunt etc
- The incoherent blabbering by the Dewan and the Chief Astrologer
- The Dewan procuring an old tiger from people's park and its stubborn refusal to get off the car and the description of its waiting in humble supplication to be shot.
- The shopkeeper quoting three hundred rupees for a cheap two annas and a quarter toy tiger

What is the author's indirect comment on subjecting innocent animals to the wilfulness of human beings?

Ans. Through this satirical story the author has rightly portrayed how human beings have subjected innocent animals to untold torture and death, merely to fulfill their own whims and fancies. The maharaja's indiscriminate killing of tigers led to their extinction in some states, but the maharaja was oblivious to the grave consequences his action was leading to. In order to prove an astrologer wrong the maharaja went on a killing spree proving his dominance over the hapless animals.

How would you describe the behaviour of the Maharaja's minions towards him? Do you find them truly sincere towards him or are they driven by fear when they obey him? Do we find a similarity in today's political order?

Ans. Maharaja's minions were subservient and sycophantic. Most of them were scared of Maharaja and tried to keep him in good humour by obeying his orders. They did not dare to disobey him as his displeasure could mean loss of their job or even loss of their lives.
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100th tiger and instead killed it themselves fearing that they might lose their jobs. Even the shopkeeper, who sold the king a cheap wooden toy tiger, quoted a higher price lest he should be punished under the rules of emergency.

So ,it is evident that the king's minions were driven by fear rather than any feelings of sincerity towards their ruler.

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ADDITIONAL QUESTIONS SHORT ANSWER QUESTIONS

Q1 Why do you think, the author goes into detailed identification of the Tiger King through a variety of titles ? Does he really mean to humour him ?

Answer : Kalki, the author of the story , has no intention of praising the king. In fact, immediately after addressing him with a variety of titles, he brings an anticlimax by telling his readers that his name is shortened to " Tiger King " .

Q2 How did the tiger king acquire his name? (2009)

Ans. The Tiger King was Maharaja of Pratibandapuram. He came to be known as tiger king as at his birth it was predicted by the royal astrologer that he would be killed by a tiger .And to disprove this prediction he started killing the tigers indiscriminately and killed 99 tigers.. Moreover , he was ferocious like a tiger.

Q3.What do you understand by "threat of a Stuka bomber"?

Ans. Stuka Bomber was a German ground attack aircraft which was known for its high accuracy in hitting its target and terrorizing sound it emitted.

Through the reference of Stuka Bomber , the author wants to convey that he intends to tell why Maharaja of Pratibandapuram came to be known as Tiger King and nothing ,not even horrifying Stuka Bomber could compel him to digress from the topic.

Q4 What was the miracle that took place in the royal palace?

Ans. When the Maharaja was a 10 day old infant, he spoke and asked intelligent questions about his death. After knowing that he would be killed by a tiger he uttered saying "Let tigers beware."

Q5 What predictions did the astrologers make at the birth of the tiger king?

Ans: The astrologers predicted that the newly born prince will grow up to become the hero of heroes, brave of the bravest and a great warrior. He also predicted that the baby was born in the hour of the bull. The bull and tiger were enemies. Therefore, he would die because of the tiger.

Q6 What led Maharaja to set on tiger hunt?

Q7 What justification did the tiger king give before he started out on tiger hunt?

(Believes in the saying 'You may kill a cow in self defence'

Had no objection in killing tigers in self defence)

Q8 What did the State astrologer say he would do 'if the hundredth tiger were also killed'?
Ans. The State astrologer was so sure of his prediction that he announced that he would cut off his ceremonial tuft, crop his hair short and become an insurance agent in case the king was able to kill the 100th tiger, too. He was sure that the Maharaja's death would be caused by the 100th tiger.
Q9. What did the high-ranking British officer wish to do? Was his wish fulfilled?
Ans. The high-ranking British officer wanted to kill a tiger. When he was denied the permission for hunting, he sent a word to the king that he would be happy if he was allowed to get photographed with the dead body of a tiger killed by the king. However, his wish remained unfulfilled.
Q10 What did the British officer's secretary tell the Maharaja? Why did the Maharaja refuse permission?
Q11 How did the Maharaja manage to save his throne?
Ans. The Maharaja had annoyed the visiting senior British officer over the issue of tiger-hunting and 'stood in danger of losing his kingdom itself'. So, the Maharaja and the Dewan decided to placate and pacify the officer through bribe by sending gifts of expensive diamond rings to the 'duraisani", the wife of the British officer. Thus he managed to save his throne.
Q12 How did the 'duraisani' behave on receiving the gifts?
Ans. Some fifty samples of expensive diamond rings were sent to the duraisani and it was expected that she would select one or two and return the rest. But the lady proved to be greedy as she retained all of them and merely sent a letter of thanks.
Q13. What unforeseen hurdle brought the tiger hunt to a standstill?
Ans. Within ten years Maharaja's tiger hunting had resulted in the killing of seventy tigers. However his tiger killing mission came to a sudden standstill because the tiger population became extinct in the forest of Pratibandapuram.
Q14 Why did the Maharaja suddenly decide to marry? Whom did he wish to marry?
Ans. The Maharaja suddenly decided to marry because firstly, he was of marriageable age and secondly, he wanted to kill thirty more tigers in his father-in-law's state in order to complete the tally of hundred tigers .For this reason he wished to marry a girl in the royal family of a state with a large tiger population.
Q15 Why did Maharaja order the dewan to double the tax?
Ans. The Maharaja called the dewan and ordered him to immediately double the tax of the villagers who had informed him of a tiger in the forest because despite his best efforts he was unable to locate the beast. This infuriated the Maharaja.
Q16.Why did the Dewan decide to give up his own tiger to be killed by the Maharaja?
Answer : The dewan had hidden in his house an old tiger which had been brought from the People's Park in Madras . He feared that if the Maharaja did not get a tiger to hunt, the result would be catastrophic and he would lose his job.

Q17 What was Dewan's tiger like? How did he take it into the forest?

- weak, senile
- Dewan arranged the tiger from The People's Park
- at midnight dragged the tiger and shoved him into the car, went to the forest, hauled the beast out of the car, and pushed him to the ground near Maharaja's camp

Q18 How the 100th tiger was finally found & killed?

Ans. The Dewan took the 100th tiger which he had brought from people's park in Madras. The tiger wondered into Maharaja's presence. The king shot it but it was not killed; the hunters killed to escape from king's anger.

Q19 Why was the Maharaja overcome with elation when he thought he had killed the hundredth tiger?

Answer : The Maharaja was overcome with elation on having killed the hundredth tiger because his vow had been fulfilled. By killing the hundredth tiger, he thought the prophecy about his death had been disproved. On his command , the dead body of the hundredth tiger was taken in grand a procession through the town and buried . A tomb was erected over it.

Q20 What did the Maharaja buy as a birthday gift for his son?

Ans. The Maharaja wished to give his son a very special gift on his birthday and he bought a wooden toy tiger as a perfect birthday gift for his son.

Q21.Why does the author say the hundredth tiger took its final revenge?

LONG ANSWER QUESTIONS

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

The wooden toy tiger the king had got as a birthday present for his son had been carved by an unskilled carpenter. It had a rough surface with tiny slivers of wood standing up like quills all over it. One of those slivers pierced the Maharaja's right hand and although the king pulled it, his arm got infected. In four days, it developed into a suppurating sore and spread all over the arm. The king died while being operated upon.

The king's death is ironical but not surprising for the reader who is, in fact, looking forward to it. Having 'killed' the 100th tiger, the king is jubilant for he has fulfilled his vow and disproved the prediction of the royal astrologer. He is now at ease for he thinks he cannot die of a tiger's attack. No wonder, he orders the 'dead' tiger to be taken in a procession through the town and gets a tomb erected over it. All this while he does not know that the 100th victim was not killed by him but by other hunters. That is indeed quite ironical. Death is lurking around him and the king is unaware of it. Again, it is ironical that a king who has killed 99 tigers and is bold and fearless dies of a mere 'sliver' on the body of a wooden tiger. Thus, ironically death does come to him from a tiger.

Q2 "The operation is successful. The maharaja is dead." comment on the irony of the situation.

- The three famous surgeons were called from Madras to treat the Maharaja.

- The whole incident is a satire on the life of rich and people in power.
- Everything in their life should be grand be it a disease, purchases or treatment.
- So when the Maharaja got hurt by a wooden splinter, specialist from Madras were called
- The surgeons discussed and debated for some time and decided to operate
- At the end of the operation they said the operation was successful but theMaharaja was dead.
- As if the procedure was important to them but life had no meaning for them.
- The job of doctors is to save people and not highlight the technicalities of the treatment.
- But here it was just that, poor Maharaja was relegated to a nonentity whose life was not of much consequences to them.

Q3 . Discuss the title of the story 'The Tiger King'.

Ans. The Tiger King is an appropriate title for the story for several reasons. First of all, the king

is very involved with tiger hunting so much so that he marries a princess whose father's kingdom has a sizable population. He kills hundred tigers just to fulfill his vows. Secondly, the king with all his frenzy, anger and ruthlessness is as ferocious as a tiger. Thirdly, he dies of a silver prick received from a wooden tiger toy. Finally the prediction that a tiger would cause the king's death also comes true. Since the story revolves round the king and the hundred tigers he kills, the title could not be more apt

Q Bring out satire in the chapter.

1. Satire on young princes and maharajas of native Indian states having long names and descriptive titles
2. satirizes the upbringing and education of crown princes of Indian States. Ridicules the attitude of Indian princes who emulate Britishers
3. Criticizes Indian who considered Britishers as Gods and Goddesses (durai ,duraisani)
4. Satirises the conceit and whims of those in power

Q6*. "The king was capricious, arbitrary and whimsical" Do you agree? Give a reasoned answer

Q7.The story` Tiger King` reflects `the whims and fancies of people in power' Elucidate

Q8.Describe the efforts made by the Tiger King to achieve his target of killing a hundred tigers? (2)

Q.9. What prediction was made by the astrologers about the Tiger King? How did it come true?