

CBSE TEST PAPER-03
Class - 10 English Communicative
(Snake)

General Instruction:

- Question No. 1 to 3 carry Eight marks.
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1. Read the extracts given below and answer the questions that follow:

But must I confess how I liked him,
How glad I was he had come like a guest in quiet, to drink at my water-trough
And depart peaceful, pacified, and thankless,
Into the burning bowels of this earth?

- a. Did the poet like the snakes?
- b. How did the poet feel?
- c. And how would it depart?
- d. Where would it go?

OR

And slowly turned his head
And slowly, very slowly, as if thrice a dream,
Proceeded to draw his slow length curving round
And climb again the broken bank of my wall-face.

- a. What was the movement of the snake?
- b. What did the snake do then?
- c. Why did the snake turn back to retreat?
- d. Identify the poetic devices used here.

2. Answer the following questions in 30-40 words each:

- a. The poet has a dual attitude towards the snake. Why does he experience conflicting emotions on seeing the snake?
- b. What is the difference between the snakes' movement at the beginning of the poem and

later when the poet strikes it with a log of wood? You may use relevant vocabulary from the poem to highlight the difference?

- c. You have already read Coleridge's poem, "The Rime of the Ancient Mariner" in which an albatross is killed by the mariner. Why does the poet make an allusion to the albatross?
 - d. 'I have something to expiate'-Explain.
3. Answer any one of the following questions in 80-100 words:
Discuss the themes which occur in the poem Snake.

OR

What are the different interpretations which you draw after reading the poem 'Snake'?

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[Answers]

1.
 - i.
 - a. Yes, he liked the snake very much.
 - b. The poet felt very glad because the snake had come like a guest quietly to drink at his water trough.
 - c. It would depart peacefully after quenching its thirst.
 - d. It would go back into the burning bowels of the earth, from where it had come.
 - ii.
 - a. It slowly turned its head.
 - b. The snake curved around and began to move to the broken bank of the wall.
 - c. It turned back as it had quenched its thirst.
 - d. The poetic devices used are 'repetition' and 'Alliteration'.
2.
 - a. The poet has a dual attitude towards the snake. There is something that actually wants him to like the snake but at the same time. His education preaches him to kill it as it might be dangerous to him. He also sees it as his guest and feels honoured that a guest has come to drink water. Hence, he is covered with guilt after throwing the log on the poor innocent snake.
 - b. When the snake comes to the water trough he trails his yellow-brown soft-belly 'smoothly' down silently. And when he has drunk the water he looked around like a god slowly proceeding to go into the fissure but when the poet picked up a 'clumsy log' and threw at the snake it writhed like lightning and was gone into the black hole.
 - c. The poet places the blame on the voice of education for his action to have tempted him into hitting the snake and hopes he need not pay for his negative act like the sailor that killed the 'albatross'. The poet wishes the snake to come back for him to crown it like a king but believes it would never do so and sees it 'like a king in exile'.
 - d. Although the poet hits the snake under the influence of his education he feels sorry and wishes the snake would come back so the poet could crown it like a king but he misses the chance. He thinks he has to make amends for this petty mistake.
3. The first and the most important theme which runs through the poem is a conflict between man's education and morality. Man is a very intelligent and selfish creature. The society and materialistic education pollutes his mind. As a child, he is truthful and has an

innate ability of understanding the laws of nature. He loves and protects nature. He is totally in sync with nature but as he grows his moral values are replaced by selfish motives. Man's education says that certain creatures are to be feared and that man must kill them in order to save himself. He says that man not only needs to share this earth with the other creatures but also he needs to understand that we should love all creatures created by God equally and must treat them well. That is why the poet is unable to kill the snake at the beginning but later filled with remorse for having hit it with a log.

The second idea which the poem associates itself with is that snake is the Biblical myth. It is considered that an evil serpent was the cause of the fall of man. Satan comes to Eve in the guise of a snake and tempts her to eat the formidable apple from that tree. The snake here is seen as a malicious and dishonest creature. But Lawrence here calls the snake a lord and considers it to be a beautiful creation of God.

OR

The poem 'Snake' initially looks like a narrative wherein a man, seeing a snake contemplates whether or not to kill it, though if one delves a little deeper, the poem 'Snake' can have multiple interpretations. One interpretation is the pattern of dual attitude which is present throughout the poem. In the beginning of the poem, the poet writes about the immense heat of the day and at the same time talks about water which has a cooling effect and also about the deep shade of the dark carob-tree. Then there is conflict between what his education and inner voices tell him. The education tells him to kill the snake, whereas the inner conscience forbids him to do that. There's a conflict between man's emotional fear and honour. The poet says "And truly I was afraid, I was most afraid, but even so, honoured still more." This is one of the most prominent lines in the poem because it gives a clear insight into the man's mind. Lastly, there is duality between what the man did and what the snake did. The poem starts by talking about the snake moving towards the trough, to drink water, while the man was going to fill his pitcher with water. But then he puts down the pitcher and picks up a log. The line shows that the man is in utter confusion, while the snake moves comfortably.