

CBSE TEST PAPER-01
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:

Overcame me now his black tongue turned
I looked round, I put down my pitcher,
I picked up a clumsy log
And threw it at the water-trough with a clatter.

- a. Who is 'I' here?
- b. What is the speaker's state of mind here?
- c. How did the poet hit the snake?
- d. What is a clumsy log?

He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown slackness soft-bellied down,
Over the edge of the stone trough
And rested his throat upon the stone bottom.

- a. How had the snake come there?
- b. Where did it rest its 'throat'?
- c. How did it reach there?
- d. Why had the snake come there?

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

- a. What actually did the poet feel in the coming of the snake to his water trough?
- b. What made the poet throw a log on the snake and when?
- c. What did voice of education say to the poet in the poem, 'Snake'?
- d. Why does the poet experience conflicting emotions on seeing the snake?

3. Answer any one of the following questions in 80-100 words:

The encounter with the snake and the dual response of the poet to his presence at the water-trough reflect a conflict between the civilized social education and natural human instincts. The poet writes a diary entry highlighting how he was torn between the two voices. Write his diary.

OR

3. As a reader of the poem 'Snake' write what lesson do you learn from the conflict of the poem?

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[Answers]

1.
 - i.
 - a. 'I' is the poet here.
 - b. He is in dual state of mind or he is in utter confusion.
 - c. He picked up a clumsy log and threw it at the water-trough with a clatter.
 - d. A clumsy log is an uneven piece of wood.
 - ii.
 1. It had come through an opening in the wall.
 2. It rested its throat upon the stone-bottom.
 3. It slowly crawled over the edge of the stone-trough.
 4. The snake had come there to drink water.
2.
 - a. The poet actually felt honoured when he noticed the snake coming to his water-trough. He decided to stand and wait till the snake had finished drinking because it came before him. He felt the snake was a guest.
 - b. The voices of education inside the poet had taught him that in Sicily black snakes were non-poisonous but yellow ones were venomous-urged him repeatedly to kill the snake. This voice made him feel that he was a coward, not a man. He was in a dilemma. The devil in him prevail and he lifted a log and threw it at the snake. It was also a desperate attempt to stop the snake from leaving when the snake was putting his head into the crack of the wall after drinking the water.
 - c. Influence of education and civilization shaped the poet's thought process. He likes the snake and treats him as a guest. But the voice of education or social conventions prompted him to kill the snake.
 - d. The poet instantly felt sorry for his unrefined and contemptible act and cursed the voices of education and civilization that had shaped his thought processes and urged him to kill the snake. However the snake retreated into the blackness of the hole like a majestic king in exile.
3. I have a reaction of fear and fascination for the snake. There is a conflict between my natural feelings and my rational thinking. I have feelings of affection as if crushed by our social education. My reasoning often misleads me. Although I hit the snake under the influence of my education, yet I feel sorry for my mean act. So, my natural instinct

prevails in the end.

By nature I am sympathetic, considerate and peace loving but education turns me into a brute and kills the natural man in me. I mean to say this education also makes me egoistic and selfish which urges me to kill the snake to satisfy my social needs.

The nature of the conflict which grips my mind at the sight of the snake draws the conflict between the use of rational powers and intuitive powers. I listen to my rational voice and attack the snake only to regret my mean and vulgar act.

My education with forces of ignorance, cruelty and barbarity makes me think that our rationality and intellect produce in fears, doubts and superstitions.

It is our instinctive nature which prompts us to do the acts of goodness.

OR

Man is a social animal. God has gifted him with intelligence, thinking power and emotions. He has become the lord of the earth due to his brain. He has displaced the animals like snake and sent them to exile by encroaching upon their habitats.

It is a sacred duty of man to respect and protect the rights of other creatures. They too, have rights to live, roam and exist peacefully on the earth. Sadly, man has posed a threat to them more than they do to him. He should believe in “live and let Live.”

As a reader of the poem ‘Snake’ I learnt a lesson from the conflict of poet. It gives me an opportunity to get a glimpse into the depth of the human nature. I also examined the conflict between education and accepted attitudes. I like to criticize modern human education which makes man self-centered, egoistic and an enemy of nature. One should convert from the ways of destruction into a reconstructive idea of education which enable man to live in harmony with nature and respect the beauty of other creations of God. I learnt the idea that there should be equal room for all the creations of nature and man should learn to accept and admire the beauty of creation and allow other creations of God to exist peacefully and calmly side by side.