

Chapter 2 Nelson Mandela: Long Walk to Freedom

Summary of Chapter 2: Nelson Mandela – Long Walk to Freedom (Eng)

This chapter is an excerpt from **Nelson Mandela's** autobiography **Long Walk to Freedom**, where he recounts his journey from a young boy in South Africa to becoming the country's first Black president.

Mandela begins by describing the historic day of May 10, 1994, when South Africa held its first democratic elections, marking the end of racial discrimination and apartheid. He reflects on the sacrifices made by countless freedom fighters who struggled for justice and equality.

He shares how, as a young boy, he believed in freedom, but his understanding of it changed over time. Initially, he thought freedom meant being able to live as he wished. However, as he grew older, he realized that his freedom was limited by racial oppression, and he could not stand by while others suffered. This realization led him to dedicate his life to the fight for justice.

Mandela acknowledges that oppression affects both the oppressor and the oppressed. While the oppressed are deprived of their rights, the oppressors lose their humanity by denying freedom to others. He believes that true freedom means ensuring that everyone, regardless of race, is treated equally.

The chapter highlights Mandela's values of courage, sacrifice, and perseverance. He emphasizes that no one is born hating another person and that love and understanding can overcome division. His journey from prisoner to president symbolizes hope, resilience, and the power of unity in building a fair and just society.

Summary of Chapter 2: Nelson Mandela – Long Walk to Freedom (In Hindi)

यह अध्याय **नेल्सन मंडेला** की आत्मकथा "**लॉन्ग वॉक टू फ्रीडम**" से लिया गया है, जिसमें उन्होंने अपनी यात्रा के बारे में बताया है – एक आम लड़के से लेकर दक्षिण अफ्रीका के पहले अश्वेत राष्ट्रपति बनने तक।

मंडेला 10 मई 1994 के ऐतिहासिक दिन का वर्णन करते हैं, जब दक्षिण अफ्रीका में पहली बार लोकतांत्रिक चुनाव हुए और रंगभेद (Apartheid) का अंत हुआ। वे उन सभी स्वतंत्रता सेनानियों को याद करते हैं जिन्होंने न्याय और समानता के लिए अपने प्राणों की आहुति दी।

वे बताते हैं कि बचपन में वे स्वतंत्रता को केवल व्यक्तिगत आज़ादी मानते थे, लेकिन समय के साथ उन्हें एहसास हुआ कि उनकी स्वतंत्रता केवल उनकी नहीं थी, बल्कि उनके पूरे समाज की थी। रंगभेद नीति के कारण अश्वेत लोग अपने अधिकारों से वंचित थे, और इसे देखकर उन्होंने न्याय के लिए संघर्ष करने का निश्चय किया।

मंडेला यह भी कहते हैं कि उत्पीड़न (oppression) केवल पीड़ित को ही नहीं बल्कि अत्याचारी (oppressor) को भी प्रभावित करता है। जहां पीड़ित को स्वतंत्रता नहीं मिलती, वहीं अत्याचारी अपनी मानवता खो देता है। उनके

अनुसार, सच्ची स्वतंत्रता तब होती है जब हर व्यक्ति को समान अधिकार मिले, चाहे वह किसी भी जाति या रंग का हो।

इस अध्याय में मंडेला के साहस, त्याग और संघर्ष की भावना को दर्शाया गया है। वे यह संदेश देते हैं कि कोई भी व्यक्ति जन्म से नफरत करना नहीं सीखता, बल्कि प्रेम और समझदारी से समाज में एकता लाई जा सकती है। उनका जीवन यातनाओं और संघर्षों से भरा रहा, लेकिन अंत में उन्होंने दक्षिण अफ्रीका को एक समानता और भाईचारे पर आधारित राष्ट्र बनाने में सफलता प्राप्त की।

Activity

Question: In Column A are some expressions you will find in the text. Make a guess and match each expression with an appropriate meaning from Column B.

A	B
(i) A rainbow gathering of different colours and nations	– A great ability (almost unimaginable) to remain unchanged by suffering (not losing hope, goodness or courage)
(ii) The seat of white supremacy	– A half-secret life, like a life lived in the fading light between sunset and darkness
(iii) Be overwhelmed with a sense of history	– A sign of human feeling (goodness, kindness, pity, justice, etc.)
(iv) Resilience that defies the imagination	– A beautiful coming together of various peoples, like the colours in a rainbow
(v) A glimmer of humanity	– The center of racial superiority
(vi) A twilight existence	– Feel deeply emotional, remembering and understanding all the past events that have led up to the moment

Answer:

A	B
(i) A rainbow gathering of different colours and nations	– A beautiful coming together of various peoples, like the colours in a rainbow
(ii) The seat of white supremacy	– The center of racial superiority
(iii) Be overwhelmed with a sense of history	– Feel deeply emotional, remembering and understanding all the past events that have led up to the moment

(iv) Resilience that defies the imagination	– A great ability (almost unimaginable) to remain unchanged by suffering (not losing hope, goodness or courage)
(v) A glimmer of humanity	– A sign of human feeling (goodness, kindness, pity, justice, etc.)
(vi) A twilight existence	– A half-secret life, like a life lived in the fading light between sunset and darkness

ORAL COMPREHENSION CHECK

Q 1: Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

Ans 1: The ceremonies took place in the beautiful sandstone amphitheater of the Union Buildings in Pretoria, attended by dignitaries and world leaders from various countries. In India, notable public buildings made of red sandstone include the Rashtrapati Bhavan and the Red Fort.

Q 2: Can you say how 10 May is an ‘autumn day’ in South Africa?

Ans 2: South Africa is in the Southern Hemisphere, which means its seasons are opposite to those in the Northern Hemisphere. While countries in Europe and Asia experience spring in May, South Africa is in the middle of autumn. In this region, autumn typically lasts from March to May, followed by winter from June to September. That’s why May 10 is considered a pleasant autumn day in South Africa.

Q 3: At the beginning of his speech, Mandela mentions “an extraordinary human disaster”. What does he mean by this? What is the “glorious ... human achievement” he speaks of at the end?

Ans 3: In his speech, Nelson Mandela refers to “an extraordinary human disaster” to highlight the deep injustice of Apartheid in South Africa. Apartheid was a system of racial segregation where Black people faced severe discrimination and were denied fundamental rights, including freedom and equality. Mandela himself was imprisoned for 18 years on Robben Island, where he endured harsh treatment.

By the end of his speech, when he speaks of “a glorious human achievement,” he is celebrating the progress made in overcoming Apartheid. His election as South Africa’s first Black President symbolized a historic victory for justice, equality, and human dignity, marking the end of a long struggle against oppression.

Q 4: What does Mandela thank the international leaders for?

Ans 4: Nelson Mandela expressed deep gratitude to the dignitaries and international leaders who attended his swearing-in ceremony. He felt honored by their presence, as South Africans had once been treated as outcasts. By attending the event, these leaders acknowledged and celebrated South Africa’s transition into a free and democratic nation. Mandela saw this as a powerful symbol of global recognition and a shared victory for justice, peace, and human dignity.

Q 5: What ideals does he set out for the future of South Africa?

Ans 5: Nelson Mandela envisioned a future where the people of South Africa were free from poverty, suffering, and discrimination, including gender inequality. He aimed to create a society where everyone had equal rights and opportunities, free from any form of oppression or prejudice.

Oral Comprehension Check

Q 1: What do the military generals do? How has their attitude changed and why?

Ans 1: The top military generals of South Africa's defense forces and police showed their respect and loyalty to Nelson Mandela by saluting him. This was a remarkable moment because, during the Apartheid era, these same officials would have arrested him. Their perspective toward Black South Africans changed due to the persistent struggles and sacrifices of countless freedom fighters. The fight against Apartheid was not only about gaining political freedom but also about transforming people's mindsets. Mandela firmly believed that love can be taught and that humans have a natural tendency to embrace love over hatred.

Q 2: Why were two national anthems sung?

Ans 2: During the inauguration ceremony, two national anthems were sung as a symbol of unity and equality. The White community sang "*Die Stem*," the old anthem of the Republic, while the Black community sang "*Nkosi Sikelel' iAfrika*." This gesture represented the coming together of both groups and their equal rights in the new democratic South Africa.

Q 3: How does Mandela describe the systems of government in his country –

(i) in the first decade, and (ii) in the final decade, of the twentieth century?

Ans 3:

1. At the beginning of the twentieth century, the white population of South Africa set aside their internal conflicts and established a system of racial discrimination against the indigenous dark-skinned people. This led to one of the most oppressive and unjust societies in history.
2. By the final decade of the twentieth century, this discriminatory system had been completely abolished. In its place, a new government was formed that upheld the rights and freedoms of all citizens, irrespective of their race.

Q 4: What does courage mean to Mandela?

Ans 4: According to Nelson Mandela, courage does not mean the lack of fear but the ability to overcome it. He believed that a truly brave person is not someone who never feels afraid but someone who faces and conquers their fears.

Q 5: Which does he think is natural, to love or to hate?

Ans 5: Mandela believed that love is more natural to the human heart than hate.

ORAL COMPREHENSION CHECK

Q 1: What “twin obligations” does Mandela mention?

Ans 1: Nelson Mandela talks about two key responsibilities that every person has in life:

1. **Obligation to family** – This includes responsibilities toward parents, spouse, and children.
2. **Obligation to society** – This involves duties toward the community, the nation, and the people.

Q 2: What did being free mean to Mandela as a boy, and as a student? How does he contrast these “transitory freedoms” with “the basic and honorable freedoms”?

Ans 2: As a child, Nelson Mandela viewed freedom as the ability to enjoy life, play, and have fun without restrictions. However, as he grew older, he realized that these childhood freedoms were short-lived and insignificant in the larger scheme of life. With maturity came the understanding that true freedom was not just about personal enjoyment but about having the right to live with dignity, support one’s family, and contribute to society. He recognized that real and honorable freedoms involve responsibility, self-sufficiency, and the ability to stand up for justice.

Q 3: Does Mandela think the oppressor is free? Why/Why not?

Ans 3: Mandela does not believe that the oppressor is truly free. In his view, an oppressor is also a prisoner—trapped by hatred, prejudice, and a narrow mindset. He believes that both the oppressor and the oppressed suffer, as oppression strips them of their humanity and inner peace.

Thinking about the Text

Q 1: Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

Ans 1: A large number of international leaders attended the inauguration to show their support for the end of Apartheid. Their presence was a strong gesture of solidarity from the global community. It symbolized the victory of justice over oppression and the establishment of an inclusive society free from discrimination based on race, caste, or creed.

Q 2: What does Mandela mean when he says he is “simply the sum of all those African patriots” who had gone before him?

Ans 2: When Mandela says he is “simply the sum of all those African patriots,” he acknowledges the sacrifices of those who fought for freedom before him. He expresses deep gratitude towards these brave individuals, as their efforts paved the way for unity and cooperation. Mandela believes that his leadership is built upon their struggles, and with their inspiration, he aims to bring equality and justice to his people.

Q 3: Would you agree that the “depths of oppression” create “heights of character”? How does Mandela illustrate this? Can you add your own examples to this argument?

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Ans 3: Yes, I strongly believe that adversity and oppression often shape individuals into great leaders, strengthening their character and resolve. Nelson Mandela supports this idea by highlighting the sacrifices of South African leaders such as Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo, Bram Fischer, and Robert Sobukwe. These individuals endured immense hardships but remained steadfast in their fight for freedom, inspiring generations to come.

A similar example can be found in India's struggle for independence. Leaders like Netaji Subhas Chandra Bose, Mahatma Gandhi, Sardar Vallabhbhai Patel, Lala Lajpat Rai, Chandra Shekhar Azad, and Bhagat Singh refused to surrender to British oppression. Their courage and unwavering commitment to justice helped shape the nation's future. Comparing them to many later political figures, it becomes evident that true leaders often emerge from hardship and resistance.

Q 4: How did Mandela's understanding of freedom change with age and experience?

Ans 4: As Mandela grew older and gained more experience, his understanding of freedom deepened. As a young boy, he believed he was naturally free, thinking that freedom meant doing whatever he wished as long as he respected his father and followed his tribe's customs. However, with time, he realized that true freedom extended beyond personal choices—it was essential for building a family and earning a living.

As he matured, he came to understand that his earlier perception of freedom was limited and self-centered. He recognized that not only his own freedom but the freedom of all Black South Africans was being suppressed. This awareness ignited his passion for fighting against discrimination and striving for the liberation of his people.

Q 5: How did Mandela's 'hunger for freedom' change his life?

Ans 5: Ans: As a young man, Nelson Mandela realized that it was not just his own freedom that was restricted but that of all Black South Africans. His personal longing for freedom soon evolved into a deep commitment to securing the rights of his fellow people. This journey transformed him from a timid individual into a courageous activist. To fight against racial injustice and discrimination, he sacrificed a stable family life and joined the African National Congress. Through this struggle, he grew into a fearless leader, dedicating his life to the cause of equality and justice.

Thinking about Language

I. There are nouns in the text (formation, government) which are formed from the corresponding verbs (form, govern) by suffixing -(at)ion or ment. There may be a change in the spelling of some verb – noun pairs: such as rebel, rebellion; constitute, constitution.

Q 1: Make a list of such pairs of nouns and verbs in the text.

Noun	Verb
rebellion	rebel
constitution	Constitute

Ans 1:

Noun	Verb
rebellion	rebel
constitution	constitute
formation	form
government	govern
obligation	oblige
transformation	transform
discrimination	discriminate
deprivation	deprive
demonstration	demonstrate
oppression	oppress
imagination	imagine

Q 2: Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.

Martin Luther King's _____ (contribute) to our history as an outstanding leader began when he came to the _____ (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean _____ (subjugate) and _____ (humiliate) by the police and the legal system. Beatings, _____ (imprison) and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent _____ (resist) to racial injustice.

Ans 2:

Martin Luther King's **contribution** to our history as an outstanding leader began when he came to the **assistance** of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean **subjugation** and **humiliation** by the police and the legal system. Beatings, **imprisonment** and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent **resistance** to racial injustice.

II. Using the Definite Article with Names

Q 1: Here are some more examples of ‘the’ used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for ‘the’.)

1. Mr. Singh regularly invites the Amitabh Bachchans and the Shah Rukh Khans to his parties.

Ans 1: This means that Mr. Singh regularly hosts well-known celebrities like Amitabh Bachchan and Shah Rukh Khan at his gatherings.

2. Many people think that Madhuri Dixit is the Madhubala of our times.

Ans 2: This suggests that Madhuri Dixit is often compared to the legendary actress Madhubala due to her talent and charm.

3. History is not only the story of the Alexanders, the Napoleons and the Hitlers, but of ordinary people as well.

Ans 3: This means that history isn’t only shaped by famous leaders and conquerors like Alexander, Napoleon, and Hitler, but also by common individuals who contribute to society in various ways.

III. Idiomatic Expressions

Match the italicised phrases in Column A with the phrase nearest in meaning in Column B. (Hint: First look for the sentence in the text in which the phrase in Column A occurs.)

A	B
1. I was <i>not unmindful of</i> the fact	(i) had not forgotten; was aware of the fact (ii) was not careful about the fact (iii) forgot or was not aware of the fact
2. when my comrades and I <i>were pushed to our limits</i>	(i) pushed by the guards to the wall (ii) took more than our share of beatings (iii) felt that we could not endure the suffering any longer
3. to reassure me and <i>keep me going</i>	(i) make me go on walking (ii) help me continue to live in hope in this very difficult situation (iii) make me remain without complaining
4. the basic and honorable freedoms of... <i>earning my keep,</i>	(i) earning enough money to live on (ii) keeping what I earned (iii) getting a good salary

Ans (iii):

A	B
1. I was <i>not unmindful of</i> the fact	(i) had not forgotten; was aware of the fact
2. when my comrades and I <i>were pushed to our limits</i>	(iii) felt that we could not endure the suffering any longer
3. to reassure me and <i>keep me going</i>	(ii) help me continue to live in hope in this very difficult situation
4. the basic and honorable freedoms of... <i>earning my keep,</i>	(i) earning enough money to live on

SPEAKING

Q: In groups, discuss the issues suggested in the box below. Then prepare a speech of about two minutes on the following topic. (First make notes for your speech in writing.)

True liberty is freedom from poverty, deprivation and all forms of discrimination.

- Causes of poverty and means of overcoming it
- Discrimination based on gender, religion, class, etc.
- Constitutionally guaranteed human rights

Ans: Speech Notes: True Liberty is Freedom from Poverty, Deprivation, and Discrimination

Introduction

- True liberty is not just about political freedom; it is about economic and social equality.
- A truly free society ensures that no one suffers from poverty, deprivation, or discrimination.

Causes of Poverty and How to Overcome It

- Lack of education and job opportunities leads to poverty.
- Unequal distribution of wealth keeps some people in extreme hardship.
- Solutions:
 - Better education and skill development programs.
 - Government policies that ensure fair wages and employment opportunities.
 - Support for small businesses and entrepreneurship.

Discrimination and Its Impact

- Discrimination exists in various forms: gender, religion, caste, and class.
- Women, minorities, and lower-income groups often face inequality.
- Overcoming discrimination:
 - Equal rights and opportunities for all.
 - Awareness campaigns and strict laws against discrimination.
 - Encouraging diversity and inclusion in workplaces and society.

Constitutionally Guaranteed Human Rights

- Our Constitution provides fundamental rights such as equality, freedom, and dignity.
- It is our duty to ensure that these rights are upheld for everyone.

Conclusion

- A society can only be truly free when no one is deprived of basic needs and rights.
- Let's work towards a world where liberty means justice, equality, and dignity for all.

WRITING

Q I: Looking at Contrasts

Nelson Mandela's writing is marked by balance: many sentences have two parts in balance.

Use the following phrases to complete the sentences given below.

(i) they can be taught to love.	(iv) but he who conquers that fear.
(ii) I was born free.	(v) to create such heights of character.
(iii) but the triumph over it.	

1. It requires such depths of oppression _____
2. Courage was not the absence of fear _____
3. The brave man is not he who does not feel afraid _____
4. If people can learn to hate _____
5. I was not born with a hunger to be free. _____

Ans 1:

1. It requires such depths of oppression To Create Such Heights of Character.
2. Courage was not the absence of fear But the Triumph Over It.
3. The brave man is not he who does not feel afraid But He Who Conquers That Fear.
4. If people can learn to hate They Can Be Taught to Love.
5. I was not born with a hunger to be free. I was born free.

Q II: This text repeatedly contrasts the past with the present or the future. We can use coordinated clauses to contrast two views, for emphasis or effect. Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast, and complete each item. Identify the words which signal the contrast. This has been done for you in the first item.

1. *For decades* the Union Buildings had been the seat of white supremacy, *and now ...*
2. Only moments before, the highest generals of the South African defense force and police ... saluted me and pledged their loyalty. ... *not so many years before they would not have saluted*

3. Although that day neither group knew the lyrics of the anthem ..., they would soon

4. My country is rich in the minerals and gems that lie beneath its soil, _____
5. The Air Show was not only a display of pinpoint precision and military force, but _____
6. It was this desire for the freedom of my people ... that transformed _____ into a bold one, that drove _____ to become a criminal, that turned _____ into a man without a home.

Ans II:

1. *For decades* the Union Buildings had been the seat of white supremacy, and now they serve as a gathering place for people of all races and nations, celebrating South Africa's first democratic government.
2. *Only moments before*, the highest generals of the South African defense force and police ... saluted me and pledged their loyalty. ... *not so many years before they would not have saluted but* would have arrested me instead.
3. Although that day *neither group knew the lyrics* of the anthem ..., yet soon they would learn the words by heart.
4. My country is *rich in the minerals and gems* that lie beneath its soil, I have always believed that its true wealth lies in its people—stronger and more valuable than the purest diamonds.
5. The Air Show was not only *a display of pinpoint precision and military force*, but it was also a testament to the military's commitment to democracy and a government chosen freely by the people.
6. It was this desire for the freedom of my people ... that transformed a fearful young man into a *bold one*, that drove a law-abiding lawyer to become *a criminal*, that turned a devoted family man into *a man without a home*.

Q III: Expressing Your Opinion

Do you think there is colour prejudice in our own country? Discuss this with your friend and write a paragraph of about 100 to 150 words about this. You have the option of making your paragraph a humorous one. (Read the short verse given below.)

When you were born you were pink

When you grew up you became white

When you are in the sun you are red

When you are sick you are yellow

When you are angry you are purple

When you are shocked you are grey

And you have the cheek to call me 'coloured'.

Ans III: Color Prejudice in Our Country

Color prejudice, though subtle, still exists in our society. Many people associate fairness with beauty and success, while darker skin tones often face bias. From advertisements promoting fairness creams to stereotypes in movies, the obsession with lighter skin is evident. Ironically, our skin changes color based on mood and health—red in the sun, yellow when sick, and purple when angry—yet we label others as "colored"! This obsession leads to discrimination in jobs, marriage, and social status.

However, times are changing. Campaigns promoting self-love and diversity are challenging outdated beauty standards. After all, true beauty is not in the color of our skin but in the kindness of our hearts. Maybe if we all turned green like the Hulk when angry, people would finally stop worrying about fairness and focus on what really matters—character and compassion!

CHAPTER 2 POEM – A TIGER IN THE ZOO

Summary of the Poem – *A Tiger in the Zoo* (Eng)

The poem *A Tiger in the Zoo* by **Leslie Norris** contrasts the life of a tiger in captivity with its natural existence in the wild. The poet vividly describes the tiger's restricted and sorrowful life in a zoo, where he moves helplessly in a small cage, unable to express his true power and freedom. His rage remains silent as he paces back and forth on soft, velvet-like paws.

The poet then imagines how the tiger should have been in his natural habitat—roaming freely in the jungle, hunting deer near waterholes, and lurking in the shadows. Instead, he is confined behind iron bars, his majestic spirit suppressed. At night, he remains awake, staring at the bright stars, longing for the freedom he has lost.

Through this poem, the poet highlights the contrast between the tiger's natural and captive life, emphasizing the cruelty of keeping wild animals in cages. The poem serves as a reminder that animals deserve to live in their natural environment, free from human-imposed restrictions.

Summary of the Poem – *A Tiger in the Zoo* (In Hindi)

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कवि *लेस्ली नॉरिस* द्वारा रचित कविता **A Tiger in the Zoo** एक बाघ के चिड़ियाघर में कैद जीवन और जंगल में स्वतंत्र जीवन के बीच के अंतर को दर्शाती है। कवि यह दिखाते हैं कि कैसे एक शक्तिशाली और सुंदर जीव को एक छोटे से पिंजरे में सीमित कर दिया गया है, जहाँ वह असहाय होकर केवल इधर-उधर चक्कर लगाता है। उसकी गहरी क्रोध भरी भावनाएँ भी चुपचाप दबी हुई रहती हैं।

इसके बाद, कवि कल्पना करते हैं कि यदि बाघ जंगल में होता, तो वह खुलकर दौड़ता, हिरण का शिकार करता और झाड़ियों में छिपकर घूमता। लेकिन पिंजरे में बंद होने के कारण उसकी प्राकृतिक स्वतंत्रता छिन गई है। रात में वह जागकर चमकते तारों को देखता है और आज़ादी की इच्छा करता है।

यह कविता जानवरों की स्वतंत्रता और उनकी स्वाभाविक जीवनशैली के महत्व को उजागर करती है। कवि यह संदेश देते हैं कि जानवरों को उनकी प्राकृतिक जगह पर ही रहने देना चाहिए, न कि उन्हें चिड़ियाघरों में कैद करके रखा जाए।

Thinking about the Poem

Q 1: Read the poem again, and work in pairs or groups to do the following tasks.

(i) Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.

(ii) Find the words that describe the two places, and arrange them in two columns.

Now try to share ideas about how the poet uses words and images to contrast the two situations.

Ans 1:

(i)

In the Cage	In the Wild
Stalks	Lurking in shadow
Few steps of his cage	Sliding through long grass
Quiet rage	Snarling around houses
Locked in concrete cell	Baring his white fangs, his claws
Stalking the length of his cage	Terrorising the village
Ignoring visitors	
Stares with his brilliant eyes at the brilliant stars	

Ans (ii)

Cage	Wild
Few steps of his cage	Shadow
Locked	Water hole
Concrete cell	Long grass
Behind bars	Plump deer
Visitors	Houses at the jungle's edge

Patrolling cars

Village

Q 2: Notice the use of a word repeated in lines such as these:

(i) On pads of velvet quiet,

In his quiet rage.

(ii) And stares with his brilliant eyes

At the brilliant stars.

What do you think is the effect of this repetition?

Ans 2: The poet uses repetition to enhance the poetic impact and emphasize the tiger's suppressed anger and helplessness within the confines of his cage. The phrase "*velvet quiet*" refers to the soft pads of the tiger's paws, which remain silent because he is unable to move freely. He can only pace around the small space of his cage. On the other hand, "*quiet rage*" highlights his internal fury—he longs to roam the jungle and hunt, but his captivity forces him into silent frustration. The repetition of "*quiet*" adds a rhythmic and lyrical quality to the poem.

Similarly, the word "*brilliant*" is used to describe both the tiger's eyes and the stars. This comparison suggests a connection between the tiger and the vast, open world he yearns for. His *brilliant* eyes reflect his majestic nature, just as the *brilliant* stars symbolize the freedom he dreams of. Through this repetition, the poet creates a strong rhythmic effect and enhances the poem's depth and beauty.

Q 3: Read the following two poems — one about a tiger and the other about a panther. Then discuss: Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?

"The Tiger"

The tiger behind the bars of his cage growls,

The tiger behind the bars of his cage snarls,

The tiger behind the bars of his cage roars.

Then he thinks.

It would be nice not to be behind bars all The time

Because they spoil my view

I wish I were wild, not on show.

But if I were wild, hunters might shoot me,

But if I were wild, food might poison me,

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But if I were wild, water might drown me.

Then he stops thinking And...

The tiger behind the bars of his cage growls,

The tiger behind the bars of his cage snarls,

The tiger behind the bars of his cage roars.

-- Peter Niblett --

"The Panther"

His vision, from the constantly passing bars,

has grown so weary that it cannot hold

anything else. It seems to him there are

a thousand bars; and behind the bars, no world.

As he paces in cramped circles, over and over,

the movement of his powerful soft strides

is like a ritual dance around a center

in which a mighty will stands paralyzed.

Only at times, the curtain of the pupils

lifts, quietly. An image enters in,

rushes down through the tensed, arrested muscles,

plunges into the heart and is gone.

-- Rainer Maria Rilke --

Ans 3: Zoos have long been debated for their role in animal conservation and public education. While they serve as a safe haven for some endangered species, they also raise ethical concerns about animal captivity and well-being.

From the poems "*The Tiger*" by Peter Niblett and "*The Panther*" by Rainer Maria Rilke, we see that captivity strips animals of their natural instincts and freedom. The tiger, though aware of the dangers of the wild, still longs for an unrestricted life. Similarly, the panther's repetitive pacing and fading vision symbolize the deep psychological toll of confinement. These portrayals suggest that zoos may not be the best environment for animals, as they can lead to distress and unnatural behavior.

However, zoos do contribute to conservation efforts by protecting endangered species from poaching, habitat destruction, and climate change. Many zoos also conduct breeding programs for species at risk of extinction. Additionally, they provide educational opportunities for the public, helping people understand wildlife and the importance of conservation.

That said, alternatives to traditional zoos are emerging. Wildlife sanctuaries and national parks offer animals a more natural habitat while still ensuring their safety. Virtual safaris, documentaries, and interactive wildlife experiences also serve as educational tools without keeping animals in captivity.

In conclusion, while zoos can aid conservation and education, it is essential to explore better alternatives that prioritize animal welfare and allow them to live in a more natural and humane environment.

Q 4: Take a point of view for or against zoos, or even consider both points of view and write a couple of paragraphs or speak about this topic for a couple of minutes in class.

Ans 4: Are Zoos Good or Bad?

Zoos have long been a topic of debate. On one hand, they provide shelter and protection to endangered animals, ensuring they are safe from poachers and habitat destruction. Zoos also educate people about wildlife, helping them develop a sense of responsibility toward nature. Many zoos contribute to conservation efforts by breeding endangered species and reintroducing them into the wild. Without zoos, some species might already be extinct.

However, keeping animals in captivity also has its downsides. Many zoos fail to provide a natural environment, leading to stress and suffering for animals. Some animals develop abnormal behaviors due to limited space and lack of social interaction. No cage, no matter how large, can truly replace the freedom of the wild. Instead of traditional zoos, wildlife sanctuaries and national parks offer a better alternative, where animals can live in their natural habitat while still being protected.

In conclusion, zoos have both benefits and drawbacks. While they help conserve species, we must ensure they are ethical and focus on animal welfare rather than mere entertainment. Perhaps the future lies in creating spaces where humans and animals can coexist without cages.