

20 Main Points of Flamingo's Prose All Chapters Quick Revision.

Welcome, literature enthusiasts, to our quick revision of Flamingo's prose chapters! Join us on this literary escapade as we highlight 20 main points from the chapters, offering a condensed yet insightful glimpse into the world of Flamingo. Whether you're a student revisiting these texts or a literature lover exploring new realms, this quick revision promises to be an engaging exploration of prose at its finest. Let's dive into the nuanced narratives and unravel the layers that make Flamingo an enriching literary experience!

20 main points that cover the key aspects of "The Last Lesson" by Alphonse Daudet: [NCERT](#)

- 1. Setting:**
 - The story takes place during the Franco-Prussian War (1870–1871) in Alsace and Lorraine's school.
- 2. Author Background:**
 - Alphonse Daudet is a renowned French writer who lived from 1840 to 1897.
- 3. Narrator:**
 - The narrator, Little Franz, is the author himself.
- 4. Education Background:**
 - Daudet did not have a traditional education but wrote his first book at the age of fourteen.
- 5. War and Defeat:**
 - The Prussians, led by Bismarck, defeated France in the war.
- 6. M. Hamel:**
 - M. Hamel has been teaching French at the school for over forty years.
- 7. Last Lesson Theme:**
 - The title "The Last Lesson" refers to the final French lesson in Alsace and Lorraine schools.
- 8. Change in Language Instruction:**
 - Due to the war's outcome, German will be taught instead of French in schools.
- 9. Franz's Perspective:**
 - Little Franz, the author, expresses regret for not being interested in learning French earlier.
- 10. Villagers' Presence:**
 - The villagers gather at the school for the last French lesson.
- 11. M. Hamel's Attire:**
 - M. Hamel wears a beautiful green coat on the last day.
- 12. Unusual Silence:**
 - The school is unusually quiet on that day.
- 13. Fear of Punishment:**

- Franz fears punishment for not completing his homework.
- 14. **Emotional Impact:**
 - M. Hamel gets emotional because he couldn't express his feelings on the last day.
- 15. **Berlin's Orders:**
 - Berlin orders the cessation of French teaching in Alsace and Lorraine schools.
- 16. **Cruel Rulers:**
 - The rulers attempt to eradicate the French language through a simple order.
- 17. **"Long Live France":**
 - M. Hamel writes "Long live France!" on the blackboard in French.
- 18. **Effects of War:**
 - The story highlights the impact of war on a country's education system.
- 19. **Teaching German:**
 - Berlin's order mandates the teaching of German in French schools.
- 20. **Central Theme:**
 - The title of the chapter, "The Last Lesson," determines the entire theme and plot of the story, emphasizing the effects of war on education.

20 main points covering the key aspects of "Deep Water" by William Douglas:

1. **Introduction:**
 - William Douglas, the author, faced a lifelong fear of water due to a childhood incident.
2. **Initiating Swimming Lessons:**
 - Douglas began learning to swim at the Y.M.C.A for safety reasons rather than the treacherous Yakima River.
3. **Early Fear of Water:**
 - His fear of water started at the age of three when waves knocked him down, nearly drowning him.
4. **Confident Start:**
 - Despite initial fear, Douglas started his swimming lessons with confidence at the Y.M.C.A.
5. **Unexpected Incident:**
 - A strong boy unexpectedly threw him into the deep end, causing panic and fear.
6. **Failed Attempt:**
 - Douglas tried to plan a jump to reach the bottom but failed, swallowing water and experiencing fear and paralysis.
7. **Desperation:**
 - Despite efforts, Douglas couldn't overcome the fear, leading to exhaustion and unconsciousness.
8. **Avoidance of Water:**
 - After the traumatic incident, Douglas avoided water for many years.

9. Hiring an Instructor:

- Determined to overcome his fear, Douglas hired an instructor and practiced five days a week for an hour each day.

10. Belt and Rope Technique:

- The instructor used a belt and rope technique to control Douglas in the water and gradually built his confidence.

11. Overcoming Panic:

- Continuous practice for three months helped Douglas overcome the panic associated with water.

12. Tongue Dipping Exercise:

- The instructor had Douglas dip his tongue in the water a hundred times to build confidence.

13. Building a Swimmer:

- The instructor developed Douglas's swimming skills "piece by piece" until he could swim confidently.

14. Fear Not Fully Conquered:

- Although a swimmer, Douglas still harbored some fear of water.

15. Testing Confidence:

- Douglas tested his confidence by swimming alone in a pool without the instructor's assistance.

16. Swimming in Wentworth Lake:

- Douglas ventured to Wentworth Lake in New Hampshire to test various swimming strokes without significant fear.

17. Fearful Moment:

- Despite improvement, Douglas experienced fear only once while swimming in the lake.

18. Laughing at Fear:

- Douglas laughed at his fear, declaring his freedom from the terror of swimming.

19. Overcoming Childhood Fear:

- The author reflects on the deeper meaning of overcoming childhood fears and the peace found in facing death.

20. Conclusion:

- The lesson concludes with Douglas quoting Roosevelt: "All we have to fear is fear itself," emphasizing the psychological aspect of fear.

Lost Spring By Anees Jung

Here are 20 points summarizing the questions and answers about "Lost Spring":

1. **Overall Theme:** "Lost Spring" revolves around the exploitation of children due to poverty and traditional practices.
2. **Main Character in Part 1:** Saheb is the central character in the first part.
3. **Reason for Leaving Bangladesh:** Saheb's family left Bangladesh due to excessive floods that destroyed their crops, forcing them to seek a better life in the city.

4. **Saheb's Daily Activity:** Saheb collects garbage every morning.
5. **Reason for Not Going to School:** Saheb doesn't go to school because there is no school in the neighborhood.
6. **Significance of "Garbage to them is gold":** It signifies that collecting garbage is a means of survival for the people in Seemapuri.
7. **Anees Jung's Destination in Part 2:** Anees Jung goes to Ferozabad, India, a center for bangle making.
8. **Main Character in Part 2:** Mukesh is the primary character in the second part.
9. **Mukesh's Aspiration:** Mukesh aspires to be a car mechanic.
10. **Living Conditions in Ferozabad:** Described as having houses with crumbling walls, shaky doors, and no windows, similar to Seemapuri.
11. **Cause of Eyesight Loss in Ferozabad:** Excessive heat and low lighting in the glass industry's furnaces cause most people to lose their eyesight.
12. **State of Humans in Ferozabad:** The pitiful state of humans in Ferozabad, entangled in poverty and caste-based exploitation.
13. **Author's Emphasis on Poverty:** Anees Jung emphasizes how poverty affects children, hindering them from pursuing their desires and dreams.
14. **Common Struggle of Saheb and Mukesh:** Both share the struggle of wanting to work according to their desires but being hindered by circumstances.
15. **Commonalities Between Seemapuri and Ferozabad:** Lack of amenities, marked by poverty and exploitation.
16. **Appropriateness of the Title:** "Lost Spring" reflects the loss of childhood and potential for children due to poverty and societal constraints.
17. **Narrative's Framework:** Developed by an eminent specialist teacher.
18. **Reason for Saheb's Non-attendance at School:** Absence of a school in the neighborhood.
19. **Significance of "Sometimes I find a rupee, even a ten-rupee note":** Signifies the economic struggle of residents, finding value even in small sums amidst challenging circumstances.
20. **Main Message from Saheb and Mukesh's Stories:** Children are exploited due to poverty and traditional practices, impacting their ability to pursue aspirations.

Questions and Answers:

1. **Q: What is the overall theme of "Lost Spring"?**
 - **A: The overall theme of "Lost Spring" revolves around the exploitation of children due to poverty and traditional practices.**
2. **Q: Who is the main character in the first part of the summary, "Sometimes I find a rupee in the garbage"?**
 - **A: The main character in the first part is Saheb.**
3. **Q: Why did Saheb's family leave Bangladesh according to the first part of the summary?**
 - **A: Saheb's family left Bangladesh due to excessive floods that destroyed their crops, forcing them to seek a better life in the city.**
4. **Q: What does Saheb collect every morning in the neighborhood?**
 - **A: Saheb collects garbage every morning.**

5. **Q: Why doesn't Saheb go to school?**
 - **A: Saheb doesn't go to school because there is no school in the neighborhood.**
6. **Q: What does the line "Garbage to them is gold" signify in the context of Seemapuri?**
 - **A: It signifies that collecting garbage is a means of survival for the people in Seemapuri.**
7. **Q: Where does Anees Jung go in the second part of the summary, "I want to drive a car"?**
 - **A: Anees Jung goes to Ferozabad, India, a center for bangle making.**
8. **Q: Who is the main character in the second part of the summary?**
 - **A: The main character in the second part is Mukesh.**
9. **Q: What does Mukesh aspire to be?**
 - **A: Mukesh aspires to be a car mechanic.**
10. **Q: How does Anees Jung describe the living conditions in Ferozabad?**
 - **A: Anees Jung describes Ferozabad as having houses with crumbling walls, shaky doors, and no windows, similar to Seemapuri.**
11. **Q: What causes most people in Ferozabad to lose their eyesight?**
 - **A: Most people in Ferozabad lose their eyesight due to the excessive heat and low lighting in the glass industry's furnaces.**
12. **Q: How does the author describe the state of humans in Ferozabad?**
 - **A: The author describes the pitiful state of humans in Ferozabad, entangled in poverty and the stigma of caste into which they are born, exploited by various entities.**
13. **Q: What does Anees Jung emphasize about poverty in the conclusion of "Lost Spring"?**
 - **A: Anees Jung emphasizes how poverty affects children, hindering them from pursuing their desires and dreams.**
14. **Q: What common struggle do Saheb and Mukesh share in their aspirations?**
 - **A: Both Saheb and Mukesh share the struggle of wanting to work according to their desires but being hindered by circumstances.**
15. **Q: What do Seemapuri and Ferozabad have in common?**
 - **A: Seemapuri and Ferozabad both suffer from a lack of amenities and are marked by poverty and exploitation.**
16. **Q: Why is the title "Lost Spring" deemed appropriate for both parts of the story?**
 - **A: The title is appropriate as it reflects the loss of childhood and potential for children due to poverty and societal constraints, evident in both Seemapuri and Ferozabad.**
17. **Q: Who produces the narrative's framework in "Lost Spring"?**
 - **A: The narrative's framework is produced by an eminent specialist teacher.**
18. **Q: In the first part, why does Saheb not go to school?**
 - **A: Saheb doesn't go to school because there is no school in the neighborhood.**
19. **Q: What is the significance of the line "Sometimes I find a rupee, even a ten-rupee note" in Seemapuri?**
 - **A: It signifies the economic struggle of the residents, finding value even in small sums amidst their challenging circumstances.**
20. **Q: What is the main message conveyed by both Saheb and Mukesh's stories?**
 - **A: The main message is that children are taken advantage of due to poverty and traditional practices, impacting their ability to pursue their aspirations.**

Main points from the summary of “The Rattrap”:

1. The story is set in the mines of Sweden, rich in iron ore, and is presented as a fable.
2. The central character is a poor man known as “The Rattrap,” living in miserable conditions, being physically weak, and wearing torn clothes.
3. The Rattrap, driven by circumstances, resorts to begging and petty theft to survive.
4. He perceives the whole world as a rattrap, likening it to a trap set for the poor.
5. The rattrap metaphorically represents life’s challenges and struggles.
6. Seeking shelter on a cold evening, he is welcomed by an old crofter, who provides him with food and tobacco.
7. During their conversation, The Rattrap learns about the crofter’s money kept in a leather pouch.
8. The next morning, after stealing the money, the rattrap leaves the cottage and gets lost in the woods.
9. He encounters an ironmaster in the woods who mistakes him for an old comrade.
10. The ironmaster invites The Rattrap to a Christmas party, but the peddler initially refuses.
11. Edla, the ironmaster’s daughter, convinces The Rattrap to join the celebration.
12. The ironmaster realises his mistake, suspecting The Rattrap of deception, but Edla insists on his presence.
13. The peddler undergoes a makeover, and it is revealed he was not the ironmaster’s comrade.
14. Edla’s kindness and empathy impact The Rattrap, making him feel remorse for stealing the crofter’s money.
15. The ironmaster decides to report The Rattrap for theft, but Edla convinces him to stay for Christmas.
16. The next day, they learn about The Rattrap’s theft from the church but find he didn’t steal anything from them.
17. The peddler leaves a note, a tiny rattrap, and returns the crofter’s money, expressing gratitude for Edla’s kindness.
18. The story emphasises the transformative power of compassion and empathy.
19. It conveys the message that material possessions do not bring inner joy; love and kindness do.
20. The rattrap serves as a metaphor for the potential for positive change in individuals when treated with understanding and love.

Here are 20 points summarising the information provided about the chapter “Indigo” by Louis Fischer in Class 12 English (Flamingo):

1. **The setting of the chapter is the 1916 annual convention of the Indian National Congress in Lucknow.**

2. Englishmen owned the majority of the arable land in Champaran, and Indian tenants worked it.
3. The chief commercial crop was indigo, and sharecroppers had to pay 15% of their holdings in indigo as rent.
4. After Germany developed synthetic indigo, landlords exploited farmers, forcing them to pay 15% to be released from agreements.
5. This exploitation became the primary cause of the Champaran movement.
6. Raj Kumar Shukla arranged a meeting between Mahatma Gandhi and the affected farmers.
7. Gandhi advised against legal battles, emphasising that true relief for farmers was freedom from fear.
8. Gandhi's arrival marked the beginning of the National Freedom Movement in Champaran.
9. Despite resistance, Gandhi gathered information about indigo disputes.
10. Gandhi's visit to the British Landlords' Association was met with a refusal to share details.
11. The commissioner advised Gandhiji to leave Tirhut, but he received a court notice the next day.
12. The people of Motihari opposed Gandhi's arrest warrant, and the judge took no action.
13. The battle of Champaran was won, and Gandhiji stayed for seven months, planning civil disobedience.
14. The final settlement on Indigo was less about the refund amount and more about the landlords surrendering part of their prestige.
15. The movement empowered farmers to know their rights and gain courage.
16. British planters abandoned estates, leading to the disappearance of indigo sharecropping.
17. Gandhi addressed social and cultural backwardness by opening six primary schools in Champaran.
18. Poor health conditions and unclean clothing motivated Gandhiji to improve living conditions.
19. The Champaran episode was a turning point in Gandhi's life, teaching self-reliance.
20. Louis Fischer emphasises how Indigo intertwines self-sufficiency, Indian independence, and assistance to sharecroppers.

20 main points from the chapter "Memories of Childhood," featuring excerpts from Zitkala-Sa and Bama:

Zitkala-Sa's Experience:

1. Zitkala-Sa, born Gertrude Simmons Bonnin in 1876, was a Native American woman in the late nineteenth century.

2. She faced severe prejudice and discrimination towards Native American culture and women during her time.
3. Zitkala-Sa adopted the pen name and started publishing articles criticizing the Carlisle Indian school, where she experienced oppression.
4. The narrative begins with Zitkala-Sa's arrival in the "land of apples," where she faced a bitter-cold day and cultural shock.
5. She describes the overwhelming environment at the school, with loud noises, unknown language murmurs, and constant clashing sounds.
6. Zitkala-Sa expresses her struggle for freedom and the futile attempt to resist the oppressive atmosphere.

Hair Cutting Incident: 7. Zitkala-Sa narrates the traumatic incident of having her long hair cut, symbolizing a loss of identity and cultural suppression.

8. The act of cutting hair was particularly distressing for Zitkala-Sa, as among her people, short hair was worn by mourners and shingled hair by cowards.
9. The episode emphasizes the cultural insensitivity and the imposition of mainstream norms on Native American students.

Bama's Experience: 10. Bama, a Tamil Dalit woman, shares her experience of untouchability and discrimination.

11. She recalls observing an elder from her street carrying a package of vadais (fried snacks) for a landlord, avoiding physical contact.
12. The elder's actions reveal the prevalent caste-based discrimination and the belief in pollution if touched by lower-caste individuals.

Resistance and Rebellion: 13. Zitkala-Sa and her friend Judewin resist the forced haircut, symbolizing their rebellion against cultural assimilation.

14. Bama questions the caste-based discrimination and feels provoked and angry at the humiliating tasks imposed on her people.

Empowerment through Education: 15. Zitkala-Sa's resistance is rooted in her dedication against the oppression faced by Native Americans, emphasizing the power of education.

16. Bama's elder brother encourages her to study and make progress to overcome the indignities imposed by the caste system.

Impact of Oppression: 17. Both narratives highlight the psychological impact of oppression on individuals, leading to feelings of anger, sadness, and the quest for justice.

18. Zitkala-Sa reflects on the loss of her spirit and the extreme indignities she endured, shaping her outlook on life.
19. Bama's brother's words leave a deep impression on her, motivating her to study hard and strive for progress.

Seeds of Rebellion: 20. The chapter emphasizes that the seeds of rebellion against injustice are sown early in life, showcasing the enduring impact of childhood experiences on individuals.

These points capture the key elements of the chapter, exploring themes of cultural identity, resistance, discrimination, and the empowerment through education

20 key points from the summary of "The Interview":

1. The chapter explores the discourse and techniques of interviews, highlighting their significance and drawbacks in contemporary journalism.
2. Christopher Silvester introduces the history and popularity of interviews, dating back 130 years, emphasizing their role in modern journalism.
3. Different individuals perceive interviews differently; it is accepted by some and criticized by others for diminishing individuality and originality.
4. The chapter begins with the criticism and reluctance towards interviews by famous personalities like V.S. Naipaul and Lewis Carroll.
5. Interviews are seen as a medium of communication with both positive and negative aspects, providing a powerful platform for expression.
6. Despite criticisms, interviews are considered a "supremely serviceable medium of communication," according to Denis Britan.
7. Part B of the chapter features an interview between Umberto Eco, a renowned professor, and Mukund Padmanabhan of The Hindu.
8. Umberto Eco, a scholar of semiotics, gained fame with the publication of "The Name of the Rose," selling over 10 million copies.
9. Eco explains his diverse roles, writing on non-violence for children, novels on Sundays, and being a professional academic scholar.
10. Eco discusses the concept of "empty spaces" or interstices in our lives, drawing a parallel with atoms and the Earth.
11. The interview touches upon Eco's novel, "The Name of the Rose," describing its complexity with elements of detective fiction, metaphysics, theology, and medieval history.
12. Publishers did not expect the novel's success, as it defied conventional expectations and gained widespread popularity.
13. Mukund Padmanabhan queries Eco on how he manages his various roles, to which Eco responds that he perceives them all as the same.
14. Eco's explanation of "empty spaces" as interstices adds a philosophical dimension to the interview.
15. The interview delves into Eco's unconventional novel and the surprise surrounding its success in the literary world.
16. Mukund's questions and Eco's responses provide insight into Eco's multidimensional life as a scholar, writer, and academic.
17. The chapter concludes by summarizing the essence of the interview, elucidating its informative and enlightening nature.

18. The attitudes of famous personalities towards interviews are reflective of the diverse opinions surrounding this journalistic practice.
19. Denis Britan's statement underscores the influential role of interviewers in shaping public perception and disseminating information.
20. Overall, the chapter highlights the importance of interviews, showcasing their impact on individuals, society, and the world of literature.