

Below are the answers to all activities and questions from the Kerala 10th English Textbook Unit 1, Chapter 2, "In the Attic."

**a. What was the officer's attitude to Szpilman?**

- The officer's attitude toward Szpilman was compassionate and non-threatening. He reassured Szpilman by saying, "I've no intention of doing anything to you!" indicating he had no intention of harming him.

**b. Why do you think the officer asked Szpilman to play the piano?**

- The officer likely asked Szpilman to play the piano to verify his claim of being a pianist, to assess his identity, or possibly to offer him a moment of humanity and connection through music in the midst of the war's brutality.

**c. Why was Szpilman hesitant to play the piano?**

- Szpilman was hesitant because he hadn't practiced for two and a half years, his fingers were stiff and dirty, and his nails were uncut, making him doubt his ability to play. Additionally, he feared being discovered while playing.

**d. How does the officer help Szpilman?**

- The officer helps Szpilman by offering to take him out of the city to a safer village, suggesting a better hiding place in the loft, and promising to bring him food.

**e. What was the officer ashamed of?**

- The officer was ashamed of being German due to the atrocities committed by the Nazis during the war, as he expressed agitation and stated, "Yes, I am! And ashamed of it, after everything that's been happening."

**f. "Just hang on a few more weeks - the war will be over by spring at the latest." What is surprising about this statement?**

- The statement is surprising because the officer, a German, expresses optimism about the war ending soon, implying the defeat of his own side. This suggests he is aware of and possibly accepts the impending German loss, which is unexpected given his position.

**g. What does the conversation between the officer and Szpilman reveal about the bond between them?**

- The conversation reveals a bond of trust and mutual respect. The officer's urgency to ensure Szpilman's survival and his provision of food show care, while Szpilman's willingness to engage with him indicates trust despite their opposing backgrounds.

**h. Why was there less artillery fire after a few weeks?**

- There was less artillery fire because the war was nearing its end, with the German forces weakening and retreating, as indicated by the officer's prediction and the eventual liberation of Warsaw.

**i. Why does Szpilman say that his hiding place was well chosen?**

- Szpilman says his hiding place was well chosen because the loft above the attic entrance was not easily noticeable, and no one thought to search it, keeping him safe from discovery.

**j. What do you think of Szpilman's advice to the German officer?**

- Szpilman's advice to the officer to remember his name and contact him at Polish Radio if he needs help reflects his gratitude and desire to reciprocate the officer's kindness. It shows his hope for a future where he can repay the officer's humanity, though it is somewhat naive given their circumstances.

**k. What sounds did Szpilman hear from the attic?**

- Szpilman heard the squeaking and rustling of rats and mice, the stormy wind, soldiers going up and down the stairs, and later, the sound of artillery, radio announcements, and the voices of women and children.

**l. Why does Szpilman say that he had to be alone if he wanted to live?**

- Szpilman says he had to be alone to avoid detection by German soldiers or others who might betray or kill him due to his Jewish identity, as being with others increased the risk of exposure.

**m. What were the radio announcements about?**

- The radio announcements were about the defeat of Germany and the liberation of Warsaw, signaling the end of German occupation in the city.

**n. How does Szpilman survive the freezing cold?**

- Szpilman survives the freezing cold by using the German military overcoat and the warm eiderdown provided by the officer.

**o. What information did Szpilman hope to gather?**

- Szpilman hoped to gather information about whether the Soviet and Polish troops had truly liberated Warsaw or if the Germans had returned, as he was confused by the presence of guards after the initial silence.

**p. Why does the woman cry out when she sees Szpilman?**

- The woman cries out because she mistakes Szpilman for a German due to his wearing a German military overcoat, which leads her to scream, "A German!" in fear.

**q. What is the absurd situation Szpilman found himself in?**

- The absurd situation is that Szpilman, a Polish Jew who survived years of German persecution, is nearly shot by Polish soldiers in liberated Warsaw because they mistake him for a German due to his overcoat.

**Pronunciation of Military Ranks**

- **Colonel:** /'kɜːr.nəl/
- **General:** /'dʒen.ər.əl/

- **Sergeant:** /'sɑ:r.dʒənt/
  - **Commander:** /kə'mæn.dər/
  - **Captain:** /'kæp.tən/
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### Let's Rewind Questions (Page 7)

1. **Why does the German officer help Szpilman and save his life?**
  - The German officer, Wilm Hosenfeld, helps Szpilman out of compassion and a sense of shame for the atrocities committed by the Nazis. His actions, such as providing food and suggesting a safer hiding place, reflect his humanity and desire to oppose the cruelty of his countrymen.
2. **How does Szpilman maintain hope in extreme hardship and danger?**
  - Szpilman maintains hope through the officer's encouragement, the belief that the war will end soon, and his own resilience. His determination to survive, coupled with small acts of kindness like receiving food and a warm coat, keeps him going despite isolation and danger.
3. **Why was Szpilman afraid of being killed by Polish soldiers, his own countrymen?**
  - Szpilman was afraid because he was wearing a German military overcoat, which led Polish soldiers to mistake him for a German in hiding. This misunderstanding put him at risk of being shot by his own countrymen in the chaos of liberation.
4. **How do luck, chance, and human kindness help Szpilman to survive?**
  - **Luck:** Szpilman's survival is partly due to his well-chosen hiding place in the loft, which went undiscovered.
  - **Chance:** His encounter with the compassionate German officer, Hosenfeld, was a fortunate coincidence.
  - **Human kindness:** Hosenfeld's provision of food, a warm coat, and advice on hiding, as well as the Polish soldiers' eventual recognition of his identity, enabled his survival.
5. **Was it risky for the German officer to help Szpilman? Why?**
  - Yes, it was risky because helping a Jew was strictly forbidden under Nazi rule, and Hosenfeld could have faced severe punishment, including imprisonment or death, if discovered. His actions went against the Nazi ideology and orders.
6. **Why is Szpilman's memoir classified as 'survivor testimony'? How, in your opinion, does 'survivor testimony' enrich history and literature, and enhance our understanding of the world?**
  - **Why classified as survivor testimony:** Szpilman's memoir, *The Pianist*, is a firsthand account of his experiences as a Jewish survivor of the Holocaust, detailing his

struggles, hiding, and survival in the Warsaw ghetto and beyond. It captures the personal impact of historical events.

- **How it enriches history and literature:** Survivor testimonies provide authentic, personal perspectives on historical atrocities, preserving individual voices and experiences that might otherwise be lost. They humanize historical events, foster empathy, and educate future generations about the horrors of war and persecution, encouraging efforts toward peace and tolerance.
7. **In the entry to this passage, you would have come across the expression 'en masse.' What do you think it means, in the context?**
- In the context, *en masse* means "in large numbers" or "collectively." It refers to the mass killing of Jews in gas chambers during the Holocaust, emphasizing the scale and indiscriminate nature of the atrocities.
8. **Does the expression 'en masse' remind you of a similar phrase you came across in class 9?**
- The expression *en masse* may remind students of phrases like *in toto* (meaning "as a whole" or "entirely") or *in bulk*, which were possibly encountered in Class 9. These phrases similarly describe actions or events involving a large group or entirety.
9. **How are these expressions different from other commonly used phrases in English?**
- Expressions like *en masse* and *in toto* are borrowed from French and Latin, respectively, and are more formal or literary than common English phrases like "all together" or "as a group." They carry a specific nuance of collective action or entirety, often used in historical or academic contexts to convey precision or emphasis.

### Activities (Pages 8–10)

1. Create a 'Wall of Hope' display, featuring pictures, quotes, and suggestions to help the world end war for all time.

- **Pictures:** Include images of peace symbols, doves, children from diverse backgrounds holding hands, and historical peace agreements (e.g., the end of WWII).
- **Quotes:**
  - "Peace cannot be kept by force; it can only be achieved by understanding." – Albert Einstein
  - "We must be the change we wish to see in the world." – Mahatma Gandhi
  - "If we have no peace, it is because we have forgotten that we belong to each other." – Mother Teresa
- **Suggestions:**
  - Promote education on conflict resolution in schools to foster empathy and understanding.

- Support international organizations like the UN to mediate peace talks.
- Encourage global disarmament and redirect military funds to humanitarian aid.
- Organize community events to raise awareness about the effects of war and advocate for peace.
- Use social media campaigns to spread messages of unity and non-violence.

## 2. Prepare the script of a radio podcast with Szpilman as a guest. Podcast Script: "Voices of Survival" with Władysław Szpilman

**Host:** Welcome to *Voices of Survival* on Polish Radio. Today, we're honored to have Władysław Szpilman, a renowned pianist and Holocaust survivor, whose memoir *The Pianist* recounts his incredible story of resilience. Welcome, Mr. Szpilman.

**Szpilman:** Thank you for having me. It's a privilege to be back at Polish Radio.

**Host:** Your story is one of survival against unimaginable odds. Can you share what kept you going during those years hiding in Warsaw?

**Szpilman:** It was a mix of hope and sheer will. I was alone, hiding in an attic, with no one to rely on but myself. Yet, small acts of kindness, like the food and coat from a German officer, gave me strength. His belief that the war would end soon kept me holding on.

**Host:** That officer, Wilm Hosenfeld, played a pivotal role. Can you tell us about your bond with him?

**Szpilman:** He was a German, yet ashamed of what his country was doing. When he heard me play Chopin's Nocturne, he saw me as a human, not just a Jew. He brought me food, a blanket, and hope. I told him my name, hoping one day I could repay him. Sadly, I learned he died in a Soviet prison.

**Host:** That moment when you offered to help him through Polish Radio was so poignant. What does it mean to you to be back here now?

**Szpilman:** It's a miracle. I promised myself if I survived, I'd return to music and this station. Being here feels like reclaiming my life, honoring those who didn't make it.

**Host:** Your story inspires us all. What message do you have for our listeners?

**Szpilman:** Cherish humanity. Even in the darkest times, acts of kindness can save lives. Let's build a world where no one has to hide to survive.

**Host:** Powerful words. Thank you, Mr. Szpilman, for sharing your story. Listeners, stay tuned for more inspiring stories on *Voices of Survival*.

**Outro:** [Plays Chopin's Nocturne in C sharp minor, performed by Szpilman]

## 3. Prepare a write-up on the problems faced by refugees of war in the present time. The Plight of War Refugees Today

The global refugee crisis remains a pressing humanitarian issue, with millions fleeing war, persecution, and violence. According to the UNHCR, over 80 million people are displaced worldwide, including 26 million refugees seeking safety across borders. War refugees face numerous challenges that threaten their survival and dignity.

**Lack of Basic Necessities:** Refugees often lack access to food, clean water, shelter, and healthcare. Many live in overcrowded camps with limited resources, leading to malnutrition and disease. For example, Syrian refugees in camps like Zaatari in Jordan struggle with inadequate medical facilities.

**Safety and Security Risks:** Fleeing war does not guarantee safety. Refugees face dangers like human trafficking, exploitation, and violence in transit or host countries. Women and children are particularly vulnerable to abuse.

**Legal and Social Barriers:** Many refugees are denied legal status, restricting their access to work, education, or permanent resettlement. Host countries may impose strict policies, leaving refugees in limbo, unable to rebuild their lives.

**Emotional Trauma:** The psychological toll of war and displacement is immense. Refugees like those from Ukraine or Yemen carry the trauma of losing homes, loved ones, and stability, often without access to mental health support.

**Global Response Challenges:** Uneven distribution of humanitarian aid and restrictive immigration policies exacerbate the crisis. Wealthier nations often limit refugee intake, placing a disproportionate burden on poorer countries.

To address these issues, global cooperation is essential. Increased funding for humanitarian aid, fair asylum policies, and programs for integration and mental health support can help restore dignity to refugees. As Szpilman's story shows, human kindness can make a difference, but systemic change is needed to end the suffering of war refugees.

**4. Pick out words/phrases from the extract that reveal the character of the pianist and the German officer, and prepare character sketches. Table of Words/Phrases**

The Pianist	Feelings/Emotions	German Officer	Feelings/Emotions
I sat groaning and gazing dully...	Pain, sadness, despair	I've no intention of doing anything to you!	Reassuring, compassionate
I can't leave this place.	Fear of death, determination	He asked if I had anything to eat.	Kind, helpful
My fingers shook...	Fear, nervousness	I'll bring you some food.	Generous, caring
I had to be alone, entirely alone, if I wanted to live.	Isolation, survival instinct	I am! And ashamed of it...	Shame, moral conflict
Listen! I took his hand...	Gratitude, hope	He smiled his usual smile, half shy...	Humility, empathy

**Character Sketch of Władysław Szpilman** Władysław Szpilman is a resilient and deeply human figure, defined by his courage and hope amidst extreme adversity. His initial despair, as seen in phrases like "I sat groaning and gazing dully," reflects the toll of war and isolation. Yet, his refusal to leave his hiding place ("I can't leave this place") shows a fierce determination to survive despite the risks. Szpilman's nervousness when asked to play the piano reveals his vulnerability, but his performance of Chopin's Nocturne demonstrates his enduring connection to his identity as a pianist.

His gratitude toward the officer, expressed through his urgent offer to help via Polish Radio, highlights his selflessness and desire to reciprocate kindness. Szpilman's ability to maintain hope, even when "lonelier than anyone else in the world," underscores his inner strength and faith in a better future.

**Character Sketch of the German Officer (Wilm Hosenfeld)** Wilm Hosenfeld is a compassionate and morally conflicted figure who defies the brutality of his role as a German officer. His reassuring words, "I've no intention of doing anything to you," and actions like providing food and a blanket reveal his kindness and empathy. His shame about being German ("And ashamed of it, after everything that's been happening") reflects a deep moral awareness and rejection of Nazi atrocities. Hosenfeld's decision to help Szpilman, despite the risk to himself, shows courage and a commitment to humanity. His shy smile and encouragement ("You must hang on, do you hear?") indicate humility and a genuine desire to offer hope. The bond of trust between him and Szpilman, built through small but significant acts, portrays him as a beacon of compassion in a time of horror.

**Bond of Trust and Loyalty** The bond between Szpilman and Hosenfeld is rooted in mutual trust and unexpected humanity. Hosenfeld's decision to protect Szpilman, a Jew, at great personal risk, establishes trust, as seen when he ensures Szpilman's safety by suggesting the loft and providing supplies. Szpilman, in turn, trusts Hosenfeld enough to reveal his Jewish identity and play the piano, a vulnerable act. Their loyalty is evident in Szpilman's offer to help Hosenfeld post-war and Hosenfeld's repeated visits to ensure Szpilman's survival. This bond transcends their opposing identities, highlighting the power of human connection in the face of war's dehumanization.

## 5. Conduct a poster exhibition as part of an anti-war campaign. Poster Exhibition Plan: Anti-War Campaign

**Theme:** "Peace Over War: Healing the Wounds of Conflict"

**Objective:** Raise awareness about the devastating effects of war on families, communities, and humanity, and promote peace through education and empathy.

### Poster Ideas:

- **Poster 1: Displacement and Loss**
  - **Visual:** A family fleeing a bombed city, with a faded photo of their home.
  - **Text:** "War tears families apart. 80 million displaced worldwide. Choose peace."
  - **Quote:** "I only think about and worry for your fate." – E. Moshe
- **Poster 2: The Cost of War**
  - **Visual:** A child in a refugee camp, holding an empty bowl.
  - **Text:** "War starves hope. Support humanitarian aid for peace."
  - **Quote:** "If we have no peace, it is because we have forgotten that we belong to each other." – Mother Teresa
- **Poster 3: Hope for Peace**
  - **Visual:** A dove flying over a war-torn city, with children planting trees.

- **Text:** “Plant the seeds of peace today for a better tomorrow.”
- **Quote:** “Peace begins with a smile.” – Mother Teresa
- **Poster 4: Human Kindness**
  - **Visual:** A soldier helping a civilian, inspired by Hosenfeld and Szpilman.
  - **Text:** “Kindness can end wars. Choose humanity.”
  - **Quote:** “If you and I have survived this inferno... it’s God’s will for us to live.” – Wilm Hosenfeld

**Execution:**

- **Venue:** School auditorium or community center.
- **Activities:** Display posters with student volunteers explaining each one. Include a corner with Szpilman’s story and Moshe’s letter to connect historical and modern war impacts.
- **Interactive Element:** A “Pledge for Peace” board where visitors write commitments to promote peace (e.g., supporting refugee aid, spreading awareness).
- **Outcome:** Encourage donations to refugee organizations and inspire students to advocate for peace through essays or social media campaigns.