

## PROSE

## The Last Lesson

- Alphonse Daudet

## WARM UP

B.P.No. 161

## The Last Lesson

## Prose

## UNIT 6

A. Fill the globe with an acrostic poem.

**P**eople of the world should unite to  
**E**nd all the wars and fighting  
**A**nd should they help each other to  
**C**ome together to shake hands to make  
**E**veryone live in peace

B. How can you make the world a better place?

By keeping the world war - free and pollution free, we can make the world a better place. Universal brotherhood and peaceful co-existence will make it a better place.



C. What does the picture symbolise?

Peace.

D. Find the name of the various UN organizations with the logo given below and fill in the blanks.



International Labour Organisation (ILO)



World Food Programme (WFP)



United Nations Environment Programme



The United Nations Children's Fund (UNICEF)



United Nations Human Rights



World Health Organization

## SUMMARY

The narrator of the story, a little boy Franz, rushed to school one morning. He was in dread of a scolding from his teacher, M. Hamel, who would question him on participles.

When he reached the school he saw a crowd gathered around the bulletin-board. Though he reached the school a little late he was surprised to note that the school was very quiet. Through a window, the narrator saw his classmates already seated, and his teacher M. Hamel walking up and down with his ruler under his arm. To his surprise, M. Hamel spoke to the narrator kindly. Franz took his seat, and noticed that M. Hamel had clothes on for special occasion.

The atmosphere of the classroom was strange. Franz saw some villagers sitting in the class. M. Hamel sat on his chair and said that it would be the last French lesson. An order had arrived from Berlin that from the next day onward, only German would be taught in the schools of Alsace-Lorraine. These words came as a shock to little Franz, who realized that the villagers he had seen by the bulletin-board outside the town hall had gathered to read the order that had just been posted there.

He suddenly realized how little he knew of the French language. He was suddenly remorseful over wasting so much time playing outdoors rather than studying. The villagers gathered in the room to show their appreciation for the school that they themselves had neglected as children, and to honour M. Hamel's forty years of service as teacher. M. Hamel called Franz to recite the rule for the participle, which he had neglected to learn. He stood up to recite but stumbled on the first words.

M. Hamel did not scold Franz for not knowing the rule, but he used the occasion to lecture the class. He told the crowd that each day they had been putting off learning until the next day. That was the trouble with their home and region of Alsace. M. Hamel continued saying that the children's parents had not been anxious to have them learn, sending them out to work instead. M. Hamel also reproached himself, taking responsibility for those times he had encouraged his students to procrastinate, because he himself wanted to do other things. M. Hamel then went on to speak about the beauties of the French language. The teacher then proceeded to the French grammar lesson, reading from a book to the students. Franz understood everything M. Hamel said with extraordinary clarity. He thought that he had never listened so carefully to the teacher before.

The teacher had been there for forty years. Franz thought that M. Hamel must be heartbroken to leave the school. But Franz was impressed by M. Hamel's determination to oversee every lesson until the very last. The clock struck twelve. M. Hamel stood up, pale but tall. He began to address the class as "My friends," but was unable to continue. He told them that school was dismissed.

## GLOSSARY

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- |                     |  |
|---------------------|--|
| <b>chirping (v)</b> | - making a short, sharp high pitched sound (usually by small birds or insects) |
| <b>bustle (v)</b>   | - move in an energetic manner  |
| <b>unison (n)</b>   | - simultaneous utterance of words  |
| <b>rapping (v)</b>  | - striking with a series of rapid audible blows                                |

- thumbed (v)** - a book which has been read often and bearing the marks of frequent handling
- Saar (n)** - a river in north eastern France and western Germany
- cranky (adj.)** - strange
- Angelus (n)** - a Roman Catholic devotion commemorating the Incarnation of Jesus and including the Hail Mary, said at morning, noon, and sunset.
- "Vive la France!"** - is an expression used in French to show patriotism. It's difficult to translate the term literally into English, but it generally means "Long live France!"

### ADDITIONAL

- |                |   |             |                    |   |            |
|----------------|---|-------------|--------------------|---|------------|
| <b>dread</b>   | - | fear        | <b>thunderclap</b> | - | shock      |
| <b>resist</b>  | - | oppose      | <b>wretches</b>    | - | rogues     |
| <b>hurried</b> | - | rushed      | <b>recite</b>      | - | narrate    |
| <b>blushed</b> | - | embarrassed | <b>daring</b>      | - | bold       |
| <b>solemn</b>  | - | serious     | <b>reproach</b>    | - | criticism  |
| <b>fright</b>  | - | shock       | <b>enslaved</b>    | - | imprisoned |
| <b>primer</b>  | - | textbook    | <b>amazed</b>      | - | surprised  |
| <b>grave</b>   | - | serious     | <b>pale</b>        | - | whitish    |
| <b>pretend</b> | - | act         | <b>might</b>       | - | strength   |

### EXERCISE WITH ANSWER

Choose the appropriate synonym of the word underlined.

- I started for school very late that morning and was in great dread of a scolding.  
a) fear                      b) expectation                      c) thought                      d) happiness                      **Ans: a)**
- ..... but I had the strength to resist, and hurried off to school.  
a) accept                      b) ask                      c) listen                      d) prevent                      **Ans: d)**
- ..... but I had the strength to resist, and hurried off to school.  
a) stayed                      b) rushed                      c) slowed                      d) pulled                      **Ans: b)**
- Usually, when school began, there was a great bustle,  
a) calmness                      b) greatness                      c) commotion                      d) movement                      **Ans: c)**
- ..... which could be heard out in the street, the opening and closing of desks, lessons repeated in unison,  
a) anger                      b) irritation                      c) pain                      d) harmony                      **Ans: d)**



6. .... and the teacher's great ruler rapping on the table.  
 a) knocking      b) touching      c) painting      d) breaking      **Ans: a)**
7. You can imagine how I blushed and how frightened I was.  
 a) kicked      b) gave      c) embarrassed      d) embraced      **Ans: c)**
8. When I had got a little over my fright, did I see that our teacher had on his beautiful green coat, his frilled shirt,  
 a) shoulder      b) shock      c) happiness      d) friend      **Ans: b)**
9. Besides, the whole school seemed so strange and solemn.  
 a) carelessness      b) events      c) commotion      d) serious      **Ans: d)**
10. Hauser had brought an old primer,  
 a) textbook      b) picture      c) painting      d) newspaper      **Ans: a)**

### EXERCISE for SELF EVALUATION

Choose the appropriate synonym of the word underlined.

1. .... in the same grave and gentle tone which he had used to me.  
 a) trivial      b) exited      c) serious      d) light      **Ans: ☐**
2. What a thunderclap these words were to me!  
 a) noise      b) shock      c) pleasure      d) insult      **Ans: ☐**
3. .... you pretend to be Frenchmen, and yet you can neither speak nor write your own language?'  
 a) act      b) say      c) mould      d) make      **Ans: ☐**
4. Oh, the wretches; that was what they had put up at the town-hall!  
 a) friends      b) soldiers      c) superiors      d) rogues      **Ans: ☐**
5. .... that I should never see him again, made me forget all about his ruler and how cranky he was.  
 a) happy      b) sad      c) irritable      d) friendship      **Ans: ☐**
6. It was my turn to recite.  
 a) write      b) narrate      c) pass      d) inform      **Ans: ☐**
7. .... my heart beating, and not daring to look up.  
 a) bold      b) frightened      c) happy      d) difficult      **Ans: ☐**
8. We've all a great deal to reproach ourselves with."  
 a) praise      b) allow      c) criticism      d) invitation      **Ans: ☐**
9. When people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.  
 a) free      b) killed      c) caught      d) imprisoned      **Ans: ☐**

10. I was amazed to see how well I understood it.

- a) surprised      b) joyous      c) instigated      d) important      **Ans :**

11. M. Hamel stood up, very pale, in his chair. It was so warm, so bright!

- a) laughter      b) whitish      c) filed      d) agitated      **Ans :**

12. .... bearing on with all his might, he wrote as large as he could —\* "Vive La France!"

- a) weakness      b) willingness      c) strength      d) interest      **Ans :**

### ANTONYMS

warm	×	cold	quickly	×	slowly
bright	×	dark	strange	×	common
resist	×	accept	grave	×	excited
hurried	×	leisurely	patience	×	agitated
plenty	×	scarcity	remember	×	forget
bustle	×	calmness	might	×	weakness
kindly	×	cruelly			

### EXERCISE WITH ANSWER

Choose the appropriate antonym of the word underlined.

1. It was so warm, so bright!

- a) hot      b) cold      c) bright      d) grim      **Ans:** (a)

2. It was so warm, so bright!

- a) light      b) neat      c) dark      d) happy      **Ans:** (c)

3. ....had the strength to resist, and hurried off to school.

- a) appeal      b) control      c) reject      d) accept      **Ans:** (d)

4. Then, I hurried by as fast as I could go,

- a) pushed      b) leisurely      c) pulled      d) rushed      **Ans:** (b)

5. ....you'll get to your school in plenty of time!"

- a) much      b) more      c) little      d) useful      **Ans:** (c)

### EXERCISE for SELF EVALUATION

Choose the appropriate antonym of the word underlined.

1. ....when school began, there was a great bustle,

- a) calmness      b) commotion      c) instigation      d) information      **Ans:**



2. **M. Hamel saw me and said very kindly,**

- a) happily      b) sadly      c) coolly      d) cruelly

Ans: 3. **"Go to your place quickly, little Franz.**

- a) steadily      b) swiftly      c) slowly      d) hastily

Ans: 4. **Besides, the whole school seemed so strange and solemn.**

- a) common      b) calmness      c) known      d) high

Ans: 5. **.....in the same grave and gentle tone which he had used to me,**

- a) serious      b) internal      c) external      d) excited

Ans: 6. **.....he had never explained everything with so much patience.**

- a) calmness      b) agitated      c) empower      d) bold

Ans: 7. **Ah, how well I remember it, that last lesson!**

- a) forget      b) stay      c) remind      d) remain

Ans: 8. **.....bearing on with all his might, he wrote as large as he could —\* "Vive La France!"**

- a) strength      b) kindness      c) cruelty      d) weakness

Ans: **TEXTUAL QUESTIONS and ANSWERS****A. Answer the following questions in two or three sentences:****a. What kind of news was usually put up on the bulletin board?**

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For the last two years all the bad news had been put up on the bulletin board — the lost battles, the draft, the orders of the commanding officer.

**b. What was the usual scene when school began everyday?**

Usually, when school began, there was a great commotion, which could be heard out in the street. Students would open and close the desks and would repeat lessons in unison, very loud, and the teacher would go around with a great ruler knocking on the table.

**c. Other than the students, who were present in the class?**

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Some villagers were present in the class along with the students.

**d. Why did M. Hamel say it was the last French lesson?**

As per the order from Berlin, German should be taught instead of French in the school. So that was the last French class.

**e. What was Franz asked to tell? Was he able to answer?**

Franz was asked to tell the rules of participles and he was not able to answer the question.

**f. Why did M. Hamel blame himself?**

M. Hamel blamed himself that he often would send his pupils to water his plants instead of study at school and he would declare a holiday whenever he wanted to go fishing.

**g. What did M. Hamel say about the French language?**

M. Hamel said that the French language was the most beautiful, clearest and most logical language of the world.

**h. How many years had M. Hamel been in the village?**

M. Hamel had been in the village for forty years.

**A. Answer the following questions in two or three sentences:****1. Why did Franz dread to go to school that day?**

Franz did not study participles and the teacher would ask questions on participles. So he was afraid to go to school.

**2. What were the various things that tempted Franz to spend his day outdoors?**

The weather was warm and bright and birds were chirping. He saw Prussian soldiers doing their drills in an open field. These things tempted Franz to spend his day outdoors.

**3. Why was the narrator not able to get to his desk without being seen?**

Unusually the school was very calm and students were sitting on their seats. So he was unable to get to his desk without being seen.

**4. What was Franz sorry for?**

Franz was sorry for having not learnt French properly.

**5. Why were the old villagers sitting in the last desk?**

The old villagers were sorry that they had not gone to school more. It was their way of thanking Hamel for his forty years of faithful service. Also they wanted to show their respect for the country that was theirs no more.

**6. What were the thoughts of the narrator's parents?**

The narrator's parents thought that it would be better to go to work and earn some extra money than to learn French.

**7. Why does M. Hamel say that we must guard our language?**

He tells the class to guard the language because when people are enslaved, so long as they "hold fast to their language, it is as if they had the key to their prison."

**8. M. Hamel was gazing at many things. What were they?**

M. Hamel sat motionless and looked at everything around him one by one.

**9. When and how did M. Hamel bid farewell to the class?**

When the bell struck 12 M. Hamel stood up. He addressed the class as friends and wrote on the board with chalk piece, "Viva La France!".. Then he said the class was dismissed.



**ADDITIONAL**

**Answer the following questions in two or three sentences:**

**1. What was pasted in the bulletin board?**

The order from Berlin to not continue the French lessons and to teach of German was pasted in the bulletin board.

**2. Why was Franz frightened to enter his class?**

Franz was frightened to enter the class because he was afraid that M. Hamel, his teacher would ask him questions on participles which he did not know.

**3. Describe the dress worn by M. Hamel.**

M. Hamel the teacher was wearing his beautiful green coat, frilled shirt with a little black silk cap having embroidery on it.

**4. Did Franz's parents help him to learn French? How do you know?**

Franz's parents did not help him to learn French. They wanted him to go to work to earn some extra money.

**B. Answer the following questions in about 100-150 words:**

**1. We appreciate the value of something only when we are about to lose it. Explain this with reference to the French language and M.Hamel.**

<b>Prose</b>	The Last Lesson
<b>Author</b>	Alphonse Daudet
<b>Theme</b>	Mother tongue is a key to freedom

*If you talk to a man in a language he understands, that goes to his head.*

'The Last Lesson' was written by Alphonse Daudet. The story is narrated by a French boy Franz. He was lazy and liked to play. He disliked studying French. After overpowering the districts of Alsace and Lorraine in France, Berlin had ordered that German should be taught in schools instead of French. It was the last French class of the teacher M. Hamel who had been there for 40 years. As a mark of respect for his hard work the village men also attended his last class. The teacher was full of grief and nostalgia. They were sad that they did not learn French their mother tongue in their childhood. Franz was shocked to know it was his last French lesson. But he did not learn French. Suddenly he became interested in learning French and he understood what was taught that day. He developed an instant liking for the teacher M. Hamel and respected him for his sincerity and hard work. He felt sad that M. Hamel was leaving them and ashamed of not being able to recite the lesson on participles.

*I was amazed to see how well I understood.*



## 2. Give an account of the last day of M.Hamel in school.

<b>Prose</b>	The Last Lesson
<b>Author</b>	Alphonse Daudet
<b>Theme</b>	Mother tongue is a key to freedom

*Language is the blood of the soul into which thoughts run and out of which they grow*

When Franz reached the school he saw a crowd gathered around the bulletin-board. Though he reached the school a little late he was surprised to note that the school was very quiet. Franz took his seat, and noticed that M. Hamel had clothes on for special occasion. The atmosphere of the classroom was strange. Franz saw some villagers were sitting in the class. M. Hamel sat on his chair and said that it would be the last French lesson. He suddenly realized how little he knew of the French language. He was suddenly remorseful over wasting so much time playing outdoors rather than studying. The villagers gathered in the room to show their appreciation for the school that they themselves had neglected as children, and to honour M. Hamel's forty years of service as teacher. M Hamel called Franz to recite the rule for the participle, which he had neglected to learn. He stood up to recite but stumbled on the first words. M. Hamel did not scold Franz for not knowing the rule. He told the crowd that each day they had been putting off learning until the next day. The teacher then proceeded to the French grammar lesson, reading from a book to the students. When the clock struck twelve, M. Hamel stood up then he turned to the black board and with a piece of chalk, he wrote 'Vive La France'. Finally he said school was dismissed.

*My children this is the last lesson I shall give you.*

**ADDITIONAL PARAGRAPH**

Answer in a paragraph of about 100-150 words.

## 1. What does the author want to convey in the lesson 'The Last Lesson'?

<b>Prose</b>	The Last Lesson
<b>Author</b>	Alphonse Daudet
<b>Theme</b>	Mother tongue is a key to freedom

*See that your children are properly educated in the rudiments of their mother tongue, and then let them proceed to higher branches of learning.*

'The Last Lesson' was written by Alphonse Daudet. The story is narrated by a French boy Franz. He was lazy and liked to play. He disliked studying French. After overpowering the districts of Alsace and Lorraine in France, Berlin had ordered that German should be taught in schools instead of French. When Franz reached the school he saw a crowd gathered around the bulletin-board. Though he reached the school a little late he was surprised to note that the school was very quiet. An order had arrived from Berlin that from the next day onward, only German would be taught in the schools

of Alsace-Lorraine. These words came as a shock to little Franz, who realized that the villagers he had seen by the bulletin-board outside the town hall had gathered to read the order that had just been posted there. M. Hamel said that it would be the last French lesson. He told the crowd that each day they had been putting off learning until the next day. That was the trouble with their home and region of Alsace. M. Hamel continued saying that the children's parents had not been anxious to have them learn, sending them out to work instead. M. Hamel also reproached himself, taking responsibility for those times he had encouraged his students to procrastinate, because he himself wanted to do other things. M. Hamel then went on to speak about the beauties of the French language. He emphasized the importance of mother tongue. The message is that when a people are enslaved, as long as they hold fast to their language, it is as if they had the key to their prison.

*Then he turned to the blackboard, took a piece of chalk, and bearing on with all his might, he wrote as large as he could – "Vive La France"!*

## VOCABULARY

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- C. In column A are some of the idiomatic phrases from the essay. Match them with equivalent single words in column B:

A	B	Answer
go for	reveal	<b>succeed</b>
blow up	submit	<b>explode</b>
show up	explode	<b>reveal</b>
call for	succeed	<b>visit</b>
break off	finish	<b>finish</b>
knuckle under	visit	<b>submit</b>

- D. Frame sentences of your own using the above idiomatic phrases.

- go for** – Ten people tried to go for a single job.  
**blow up** – The terrorist tried to blow up the bridge.  
**show up** – The writing did not show up the idea of the writer.  
**call on** – We need to call on our principal.  
**break off** – The partners broke off their partnership in the business due to some misunderstanding.  
**knuckle under** – They have to work hard to knuckle under their project in time.

- E. Given below are some idiomatic phrases. Find the meaning of it using the dictionary.

A	B
put on	walk away
come in	time out
try again	try again

- put on** – wearing something  
**walk away** – to leave the place or situation  
**come in** – enter, arrive  
**time out** – stop what we usually do

## LISTENING

B.P.No.167

### F. Listen to the article titled "Remembering Nel Jayaraman"

In pairs, present an interview. One student will be the interviewer and the other would be Nel Jayaraman himself. Two sets of conversations have been given as examples for your help.

Student A : (interviewer) - Vanakkam sir. For what cause do you organise festivals?

Student B : (NJ) - I organise these festivals with a difference. I present seeds to all the participating farmers.

Student A : (interviewer) - Oh ! That's really good, Sir. What do you expect in return ?

Student B : (NJ) - In return I expect them to have double the harvest next year.

Student A : (interviewer) - Where did you organise the NEL festival ?

Student B : (NJ) - Thiruvarur.

Student A : (interviewer) - Can you mention how many people congregated for the meeting ?

Student B : (NJ) - From 500 it grew to 5000.

Student A : (interviewer) - What did you distribute to the farmers?

Student B : (NJ) - I distributed traditional paddy seeds.

Student A : (interviewer) - How did you commute to each these villages?

Student B : (NJ) - I commuted by cycle or bus.

Student A : (interviewer) - Ayya, Do you plan your schedules?

Student B : (NJ) - Do you duty and don't wait for the fruits.

Student A : (interviewer) - How could you remain so cool and calm sir?

Student B : (NJ) - I have an alternative.

Student A : (interviewer) - Where was your heart and soul?

Student B : (NJ) - My heart and soul was in agriculture field.

Student A : (interviewer) - People say when your popularity grew, you spent less time in the field ?

Student B : (NJ) - That's wrong. I spent all the time in the field.

Student A : (interviewer) - What is your message to the world?

Student B : (NJ) - If we work selflessly for the society it would come back.

Student A : (interviewer) - Thank you, Sir. Nandri.

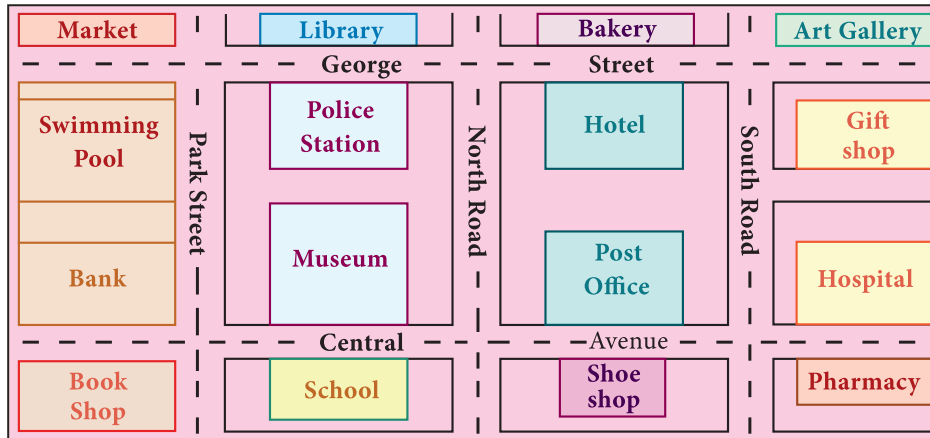
Student B : (NJ) - Nandri.

## SPEAKING

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- G. A road map is given below. Answer the questions that follow with the help of the road map. Work in pairs and discuss to give directions to get to one place from another.



1. You are at the market. You need directions to go the pharmacy.

Walk through George Street and come to the bakery. Walk still further and you will come to South street. Turn to your right and walk straight. You can see the pharmacy.

2. You are in a book shop. Ask your partner to direct you to the Art Gallery.

Walk through the park street and you will come to George Street. Turn right and walk straight. You will reach the Art Gallery.

3. Give your partner the directions to go from the Bank to the hotel.

Walk through the park street and you will come to George Street. Turn right and walk straight. You will come to the bakery. You will find the hotel in front of the bakery.

4. Direct your partner from the post office to the market.

From post office turn left and come to North street; walk straight, you will come to George Street. Turn left and walk for some time. You will see to the market.

5. Your partner wants to go the library from school. Give suitable directions.

Walk through the park sheet and you will reach George street. Turn right and walk a few yards. You will be able to see the library on left.

## READING

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H. Read the poem carefully and answer the questions that follow:

## Festivals

Festival of harvest  
Celebrations at its best  
Festival of Light  
To our heart's delight  
Festival of Dance  
Leaves us in a trance  
Festival of Music  
Where they sing the joyous lyric  
Festival of flowers  
That brightens up with colours

Festival of decorated cars  
That twinkle like the stars  
Festival of Love  
That spreads treasures on a tree,  
To share the word from above  
That makes us happy and free.  
Festival of sacrifice  
To unfurl the joy of giving,  
Celebrate them well and nice  
To make life worth living.

## 1. Fill in the blanks.

- (a) Festival of light is the festival which fills our hearts with delight.  
(b) Joy of giving is referred to as a festival of sacrifice.

## 2. What kind of joy is unfurled during the festival of sacrifice?

Joy of giving is unfurled during the festival of sacrifice.

## 3. How can we make our life worth living?

By celebrating the festivals we make our life worth living.

## 4. What does the poet mean by 'Festival of flowers'?

By Festival of flowers the poet means Navarathiri.

## 5. When are we in a state of trance?

During the festival of dance, we are in a state of trance.

## 6. What do the people do when the festival of Music is celebrated?

When the festival of Music is celebrated people sing joyous lyrics.

## 7. What makes us happy and free, according to the poet?

Festival of love makes us happy and free according to the poet.

## 8. Find out the rhyme scheme employed in the fourth stanza.

abab

## 9. Pick out the rhyming words from the first stanza of the poem.

harvest - best; light - delight

## 10. Write down the words that alliterate in the poetic lines below.

- (a) Festival of Flowers Festival - Flowers  
(b) That spreads treasures on a tree treasures - tree



## WRITING

B.P.No.170

## Posters

**What is a poster?**

Posters are placards displayed in a public place announcing or advertising something. Posters are notices, advertisements and invitations – all in one.

**What is the purpose of a Poster?**

It is to create social awareness about current problems and needs, or to advertise or invite and display something.

**I. Create posters for the following.**

- 1. You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words**



*Plastic easy to use;  
stays for long on earth;  
spoils everything;  
hard to destroy.*

**Should we use it?**

- 2. Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.**



**Drugs kill;  
bring easy death;  
invitation to death;  
we are born to live healthy.**

**Say no to drugs.**

- 3. "Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.**



**Our Earth is fragile; it needs our help to sustain itself  
Let us join together to save our earth for our coming generation**

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UNIT 6

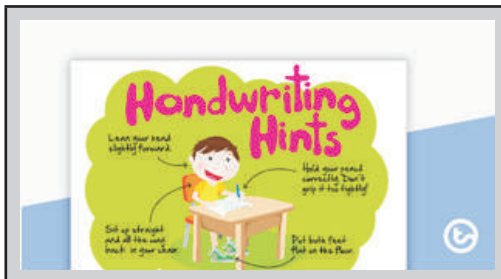
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4. You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.



Water is the elixir of life;  
it is getting out of our planet;  
wake up for saving water;  
Save water; don't grieve later.

5. Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.



Handwriting decides your future;  
it shows your inner self;  
improve your handwriting;  
follow the hints.

- J. Draft Letters for the following:

1. You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.

18, Appar Street,  
K.N. Colony,  
Salem - 636 014.

October 10. 2020

The Editor,  
The Hindu,  
ABC Street,  
Salem - 4.

Sir,

**Subject:** The need to organise health camps.

I attended a health camp organised by my school in a remote village in Tirunelveli. It was a successful camp but I was astonished to know the poor knowledge of the villages regarding health and hygiene. We have many NGOs who are interested to do something for the welfare of the people. They could conduct health and hygiene camp in small villages to make the people aware of the importance of health and hygiene. This will be a good service to the ignorant villagers.

I humbly request you to publish this in your esteemed daily so that some NGOs may take up this task.

Thanking you,





Yours faithfully,  
Ajeet.

2. **You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of your colony forgetting to switch off the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.**

12, Gandhi Road,  
Erode.

October 22, 2020

The Editor,  
The Hindu,  
ABC Street,  
Erode.  
Sir,

**Subject:** Awareness to preserve solar energy.

I am very proud to say that our colony MGR Nagar is using solar energy to electrify the common areas. In this way we have become a model for many colonies. Unless we get the full support of all the people we may fail in conserving the solar energy. In the recent past it has been found out that many people forget to switch off the lights in the common area. Thus the solar energy is wasted. I request the people to take the responsibility to conserve the solar energy by switching off the lights when they are not needed.

I humbly request you to publish this in your esteemed daily so that the people of that area will take up the responsibility of preserving solar energy.

Thank you,

Yours faithfully,  
Sanjay.

3. **You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You were shocked to notice the poor condition and maintenance of the temple. Write a letter to the Editor of local newspaper highlighting the poor condition of the temple. Also give some suggestions and request the HRC to take steps to improve the situation.**

45, Mark Street,  
Sitharipet,  
Chennai.

October 25, 2020

The Editor,  
The Hindu,  
Vellore.



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## The Last Lesson

Prose

UNIT 6

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Sir,

**Subject:** Maintenance of Hindu temples in Vellore.

I recently visited my family temple in Vellore. I was really shocked to find the poor condition and maintenance of the temple. Water is everywhere and it is difficult to walk to the entrance of the temple. The wastes are not kept in the proper place. It is in such a bad condition that people may stop going to the temple. I request the authorities to take steps to clean up the place to avoid logging of water.

I humbly request you to publish this in your esteemed daily so that some positive steps may be taken by the authorities.

Thank you,

Yours faithfully,

Sadasivam.

4. **You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also suggest ways to solve the problem.**

22, Court Road,  
Nagercoil - 1.

November 8, 2020

The Editor,  
The Hindu,  
Nagercoil.

Sir,

**Subject:** Nuisance created by pet dogs.

I am writing this letter to highlight the nuisance caused by pet dogs.

My neighbour has a pet dog and it barks all the time. Of course he has the right to keep his pet but I have my right to live in peace. In such a situation it is very difficult for me to stay here peacefully. I informed my neighbour many times but he has not taken any step to avoid this nuisance. It amounts to noise pollution. The owners of dogs should feel this and try to do something to avoid this. They can find out from a vet why they bark like this and ask them some suggestions.

I humbly request you to publish this in your esteemed daily so that such people will take some steps to help the neighbours.

Thanking you,

Yours faithfully,

Sudha.

5. **You are Raja. The street lights of your area do not work properly. As a responsible citizen, write a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area.**



46, Rajaji Nager,  
Polayankottai,  
Tirunelveli.

November 12, 2020

The Editor,  
The Hindu,  
Tirunelveli - 1.

Sir,

**Subject:** Problems of non-working street lights.

I live in Rajai Nagar. Our area street lights do not work properly. So it is difficult to walk in the night. Lamp posts are kept properly but the lights are not burning. In most of the cases the bulbs are fused. In some cases the wires are not properly laid. So the authorities are requested to take some positive steps to brighten our area..

I humbly request you to publish this in your esteemed daily so that the authorities will take necessary steps.

Thank you,

Yours faithfully,  
Raja.

## GRAMMAR

B.P.No. 174

### Subject – Verb Agreement

- The subject and verb of a sentence should be in agreement with each other.
- A verb agrees with the subject in number and person. A singular subject takes a singular verb and a plural subject takes a plural verb.

#### A. Fill in the blanks appropriately.

1. Mahatma Gandhi is the father of our nation.
2. There are ten dogs in my street.
3. They have to write the exercises neatly.
4. Butter milk is good for health.
5. Fruits are good for health.

#### B. Fill in the blanks with the appropriate verb:

- |   |   |
|---|---|
| 1. The quality of dal <u>is</u> not good.         | 7. Gullivers Travels <u>is</u> an excellent story.                |
| 2. The horse carriage <u>is</u> at the door.      | 8. Neither food nor water <u>is</u> found here.                   |
| 3. My friend and teacher <u>has</u> come.         | 9. Mathematics <u>is</u> a branch of study.                       |
| 4. <u>Are</u> your father and mother at home?     | 10. Fifteen minutes <u>is</u> allowed to read the question paper. |
| 5. Honour and glory <u>is</u> his reward.         |   |
| 6. The ship with its crew <u>is</u> sailing good. |   |

**C. Change the singular nouns to plurals by either adding 's', 'ies', 'es', 'ves'.**

	Singular	Plural
1.	leaf	leaves
2.	lorry	lorries
3.	bat	bats
4.	clock	clocks
5.	table	tables
6.	lamp	lamps
7.	doll	dolls
8.	biscuit	biscuits
9.	knife	knives
10.	loaf	loaves

**Non Finites:****D. Identify the non-finites in the following sentences and underline them.**

**E.g:** Children love eating chocolates.

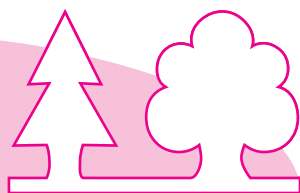
- Roshan dreams of becoming an architect.
- We must aim at fulfilling Dr APJ Abdul Kalam's dream to make India the most developed country by 2020.
- Taking the children to the museum is Seema's responsibility.
- Having finished the work, the manager decided to return home.
- Travelling with her family, Tara enjoyed every minute of it.

**F. Fill in the blank with the correct alternative:**

- Having played on the flute, Krishna returned it. (played / having played)
- We wish she continues to be healthy. (being / be)
- The doctor advised him against wandering in the sun. (wander / wandering)
- I like drinking rasam. (drinking / drink)
- Having used the scissors I returned it to her. (using / having used)

**F. Tick the correct sentences:**

A			B		
1	I had desired to eat a cake.	✓	I had desired to have eaten cake.		
2	My son is fond of music.	✓	My son is fond to music.		
3	Sreena avoids eating fruits.	✓	Sreena avoids to eat fruits.		
4	Bravery is not to pick a quarrel.		Bravery is not picking a quarrel.		✓
5	It is easier to say than do.		It is easier said than done.		✓



## POEM

UNIT

6

10

## No Men Are Foreign

- James Falconer Kirkup

## SUMMARY

The poem 'No Men are Foreign' by James Falconer Kirkup points out why it is wrong to hate others based on differences such as race, culture, or geography. The speaker goes through points to show how all people are similar and part of the brotherhood of man. In the end, the speaker mentions how unnatural war is because it is fighting against ourselves.

This poem begins and ends with the same line, with the repetition serving to emphasize the fact that this is the core message of the poem:

"Remember, no men are strange, no countries foreign".

The subject of this poem is the unity of the human race, despite differences in race, geography or language. All people are brothers, in that we all walk on the same land and will be buried under it. We are all, ultimately, related, and are all born the same and will die in the same way. Use of language like 'uniforms' suggests that even in times of war, the opposing sides would do well to remember that under the uniforms, a single body breathes.

The poem covers various points of similarity between people from all countries: people have hands like ours, they labour as we do, and they have eyes like ours that wake to see a similar world. Hating other people because they are different, or raising arms against other people, is effectively a condemnation of ourselves: it is the human earth, our own earth that we defile.

This poem could be understood as a protest against such issues as racial discrimination and warfare, which threaten the peace and safety of human beings.

## GLOSSARY

B.P.No. 180

labour - hardwork

betray - disloyal

Condemn - express complete disapproval

defile - damage the purity or appearance

outrage - offend / scandalize

Based on the understanding of the poem, read the following lines and answer the questions given below.

B.P.No. 180

1. *Beneath all uniforms, a single body breathes  
Like ours: the land our brothers walk upon  
Is earth like this, in which we all shall lie.*

## a) What is found beneath all uniforms?

Beneath all the uniforms we could find same kind of body which breathes.

## b) What is same for every one of us?

Land or earth is same for every one of us.

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## No Men Are Foreign

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c) **Where are we all going to lie finally?**

We are all going to lie in the earth finally.

2. *They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter starv'd.*

a) **What is common for all of us?**

The sun, air and water are common for all of us.

b) **How are we fed?**

We are fed with the produce of the harvests

c) **Mention the season referred here**

Winter season is referred to here.

3. *Their hands are ours, and in their lines we read  
A labour not different from our own.*

a) **Who does 'their' refer to?**

'Their' refers to enemy soldiers.

b) **What does the poet mean by 'lines we read'?**

'Lines we read' means their way of life.

c) **What does not differ?**

The work the enemy soldiers do is not different from our work.

4. *Let us remember, whenever we are told  
To hate our brothers, it is ourselves  
That we shall dispossess, betray, condemn.*

a) **Who tells us to hate our brothers?**

The king or the man on the top tells us to hate our brothers.

b) **What happens when we hate our brothers?**

When we hate our brothers we hate ourselves.

c) **What do we do to ourselves?**

When we hate our brothers we betray and condemn ourselves.

5. *Our hells of fire and dust outrage the innocence  
Of air that is everywhere our own,  
Remember, no men are foreign, and no countries strange.*

a) **What outrages the innocence?**

The fire and dust which come out due to war outrage the innocence.

b) **Who are not foreign?**

Men are not foreign to us.

c) **What is not strange?**

Countries are not strange.



**ADDITIONAL**

Read the following lines and answer the questions given below.

1. *Beneath all uniforms, a single body breathes,  
Like ours: the land our brothers walk upon.*
  - a) **Identify the words in alliteration.**  
Beneath, body, breathes.
  - b) **Identify the figure of speech employed here.**  
Simile.
2. *Remember they have eyes like ours that wake  
Or sleep and strength that can be won.*
  - a) **Who does the word 'they' refer to?**  
'They' refers to people of different countries.
  - b) **How can we win the people?**  
We can win the people by love and kindness.
3. *Our hells of fire and dust outrage the innocence*
  - a) **Identify the figure of speech employed here.**  
Metaphor.
4. *Their hands are ours, and in their lines we read.*
  - a) **Identify the figure of speech used in this line.**  
Metaphor.
  - b) **Whose hands are referred to here?**  
Other people's (neighbours) hands are referred to here.

**Based on your understanding of the poem complete the following by choosing the appropriate words/phrases given in brackets:**

This poem is about the dreams and aspirations of all men. The subject of the poem is the unity of human race, despite the difference in colour, caste, creed, religion, country etc. All human beings are same. We walk on the same land and we will be buried under it. Each and everyone of us are related to the other. We all are born same and die in the same way. We may wear different uniforms like 'brotherhood', during wars the opposing side will also have the same breathing body like ours. We as human do the same labour with our hands and look at the world with the same eyes. Waging war against others as they belong to a different country is like attacking our own selves. It is the human earth we impair. We all share the same language. We are similar to each other. So the poet concludes that we shouldn't have wars as it is unnatural to fight against us.

unity of human, dreams and aspirations, same land, our hands, unnatural, breathing body, same eyes, brotherhood, language, human earth

**Based on your understanding of the poem answer the following questions in a paragraph of about 100-150 words.**





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## No Men Are Foreign

Poem

UNIT 6

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## 1. What is the central theme of the poem 'No Men Are Foreign'?

<b>Poem</b>	No Men Are Foreign
<b>Poet</b>	James Falconer Kirkup
<b>Theme</b>	Unity of human race despite diverse differences

*Remember, no men are foreign, no countries foreign  
Beneath all uniforms, a single body breathes*

James Falconer Kirkup (1918 – 2009) was an English poet, translator and travel writer. He wrote over 30 books including autobiographies, novels and plays.

The central theme of the poem is that war is a mistaken notion and all people on earth are connected through their common humanity. The poet describes a number of similarities that we share with our supposed enemies. The poet notes that underneath every soldier's uniform, the soldier breathes as we do. The soldiers who oppose us all walk on the earth, as we do, and they also share the sun, drink water, and enjoy the harvests of the earth. In addition, we share similar body parts, such as hands that labour and eyes that wake from sleep. After drawing all these similarities, the poet asks the reader to recall that when we are asked to hate others, it is really ourselves that we hate. If we fight each other, we destroy the earth that we share and destroy innocence everywhere. When we fight others, we forget that our enemies are not foreign but are like ourselves. So the poet concludes that we shouldn't have wars because it is quite unnatural to fight against us.

*Their hands are ours, and in their lines we read  
A labour not different from our own*

## 2. The poem 'No Men Are Foreign' has a greater relevance in today's world. Elucidate.

<b>Poem</b>	No Men Are Foreign
<b>Poet</b>	James Falconer Kirkup
<b>Theme</b>	Unity of human race despite diverse differences

*In every land is common life  
That all can recognise and understand*

James Falconer Kirkup (1918 – 2009) was an English poet, translator and travel writer. He wrote over 30 books including autobiographies, novels and plays.

The poem 'No Men are Foreign' by James Falconer Kirkup points out why it is wrong to hate others based on differences such as race, culture, or geography. The speaker stresses that all people are similar and part of the brotherhood of man. At the end of the poem, the speaker mentions how unnatural warfare is because it is fighting against ourselves. The poem covers various points of similarity between people from all countries: people have hands like ours, they labour as we do, and they have eyes like ours that wake to see a similar world. Hating other people because they are different, or raising arms against other people, is a condemnation of ourselves: it is the human earth, our own earth that we defile. In today's world each country wants to fight with the other for the sake of its supremacy. They hate each other to maintain their economy and social status. Even men hate each other for silly reasons forgetting that we are all brothers and sisters. So this poem is very relevant in today's world.

*Remember, we who take arms against each other  
It is the human earth that we defile.*

## SUPPLEMENTARY

UNIT

6

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## The Little Hero of Holland

– Mary Mapes Dodge

## SUMMARY

'The Little Hero of Holland' was written by Mary Mapes Dodge. She describes how a boy of eight saved Holland from drowning.

Much part of Holland lies below sea level. Great walls called dykes keep the sea running into the land. People know that they have to take care of the dykes to live safely. Many years ago a boy called Peter lived in Holland. His father was the gate keeper of the dykes. He opened and closed the gates to allow the ships to pass.

When Peter was eight years old his mother sent him to his blind friend to give him some cake. She wanted him to come back before sun set. He walked along the dykes and spend some time with the blind friend. Then he returned. As he walked along the canal he noticed the rain had swollen the water level. He was happy that the walls were very strong. Suddenly he noticed the sun was setting and he remembered his mother's words. So he started running towards home.

Just then he heard the noise of tickling water. When he looked down he saw a small hole in the dyke and through the hole, a small stream was flowing. He understood the danger. The hole might become big and water would rush through that and destroy the town. He climbed down the side of the dyke and thrust his finger into the small hole. The flowing of water stopped.

It was good for sometimes. Then it became dark and nobody was around to help him. He decided to stay there to save Holland. His mother thought that Peter must have stayed with the blind friend and he would come only in the morning. She was angry and decided to shout at him when he came.

Early the next morning a man who was going to work heard a groan. When he looked down he saw a boy clinging to the wall. The boy answered that he was keeping the water under control. The news went round the town and people came with shovels to close the hole. The boy was carried home. Then the whole town came to know that Peter saved the whole country. Still people remember the bravery of Peter.

## GLOSSARY

B.P.No. 185

**dike (n)**

- an embankment for controlling or holding back the waters of the sea or a river.

**sluices (n)**

- a sliding gate or other device for controlling the flow of water, especially one in a lock gate.

- trickling (v)** - flowing in a small stream (a liquid)
- numb (adj.)** - deprived of the power of sensation.
- chattered (v)** - feeling cold and frightened that one can't stop the upper teeth from against one's lower teeth.
- crouching (v)** - adopting a position where the knees are bent and the upper body is brought forward and down.
- groan (v)** - make a deep inarticulate sound conveying pain
- shovels (n)** - a tool resembling a spade with a broad blade and typically upturned side, used for moving earth, coal, snow etc.

**A. Based on the understanding of the story, complete the Graphic Organiser suitably.**

<b>Title:</b>	The Little Hero of Holland
<b>Plot:</b>	Saving of Holland from drowning
<b>Setting:</b>	A boy walking along the dike
<b>Theme:</b>	Save the people from danger
<b>Characters:</b>	Peter, his father, his mother, the blind friend, a man, dyke and sluice
<b>Climax:</b>	The little boy stopping the water was seen by a man
<b>Values highlighted in the story:</b>	Responsibility and commitment for the cause of society.

**B. Based on your understanding of the story answer the following questions in one or two sentences:**

**1. What are the little children of Holland, aware of?**

The little children of Holland are aware of the importance of dikes. They know that it must be watched carefully every moment.

**2. What was the work assigned to Peter's father?**

Peter's father was assigned to tender the gates of dike. He had to open and close to allow the ships to pass out of Holland's canals.

**3. Why did Peter's mother call him?**

Peter's mother wanted to send some cakes to a blind friend of Peter. So she called him.

**4. How did Peter spend his time with his blind friend?**

Peter spent his time with his blind friend by telling him about his walk along the dike and about the sun and the flowers and the ships far out at sea.

**5. Why did the father always say 'angry waters'?**

The waters were angry because the father keeps them always under control.

**6. What did Peter see when he stopped near the dikes?**

Peter saw a small hole in the dike. Through the hole, water was flowing.



**7. What were the thoughts of the mother when Peter didn't return home?**

The mother thought that Peter must have stayed with the blind friend and he would come next day morning.

**8. How did Peter spend his night at the dikes?**

Peter thrust his little finger into the hole in the dike and spent the whole night there. He called for others' help but nobody came to him.

**9. Who found Peter in the dikes and what did he do?**

Next day morning a man was going to his work. He found Peter in the dike and he spread the news to the town.

**10. How did the villagers mend the hole?**

The villagers came with the shovels and mended the hole.

**C. Based on your understanding of the story answer the following question in about 100-150 words.**

**1. Narrate in your own words the circumstances that led Peter to be a brave little hero.**

*'The Little Hero of Holland written by Mary Maps Dodge – boy of eight saves Holland – below sea level – dyke keeps the sea water away – goes to his blind friend – returning – sees the hole in dyke – water was flowing – may become big – climbs down – keeps his finger into the hole – flowing stopped – becomes dark – morning – a man hears the groaning – finds a boy – the news reaches others – the boy carried home*

<b>Title</b>	The Little Hero of Holland
<b>Author</b>	Mary Mapes Dodge
<b>Theme</b>	A boy's courage resolve to save the people

'The Little Hero of Holland' was written by Mary Maps Dodge. She describes how a boy of eight saved Holland from drowning. Much part of Holland lay below sea level. Great wall called dike kept the sea running into the land. When Peter was eight years old his mother sent him to his blind friend to give him some cake. When he returned he walked along the canal and noticed the rain had swollen the water level. Just then he heard the noise of tickling water. When he looked down he saw a small hole in the dike and through the hole, a small stream was flowing. He understood the danger. The hole might become big and water would rush through that and destroy the town. He climbed down the side of the dike and thrust his finger into the small hole. The flowing of water stopped. It was good for sometime. Then it became dark and nobody was around to help him. He decided to stay there to save Holland. Early the next morning a man who was going to work heard a groan. When he looked down he saw a boy clinging to the wall. The boy answered that he was keeping the water under control. The news went round the town and people came with shovels to close the hole. The boy was carried home. Thus he became a brave hero.

**D. Identify the character/speaker.**

- "I want you to go across the dike and take these cakes to your friend, the blind man."

**Ans: Peter's mother**

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## The Little Hero of Holland

Supplementary

UNIT 6

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2. "I am glad they are so strong".
3. "Holland shall not be drowned while I am here."
4. "What's the matter?" he called. "Are you hurt?"
5. "Tell them to come quickly!"

Ans: Peter

Ans: Peter

Ans : the man going to work in the morning

Ans: Peter

## ADDITIONAL

1. The little boy was glad to go on such an errand.
2. "I'll stand it somehow."
3. "Come Peter, I want you to go across the dike."
4. "I can keep them back with my finger."
5. He saw a child clinging to the side of the great wall.
6. Father always calls them the angry waters
7. Mother will be watching for me
8. I'm keeping the water back

Ans: Peter

Ans: Peter

Ans: Peter's mother

Ans: Peter

Ans: the man going to work in the morning

Ans: Peter's father / Peter

Ans: Peter / Peter's mother

Ans: Peter

## ADDITIONAL EXERCISES

## I. Rearrange the sentences in coherent order.

- I**
1. Peter's father was the keeper of the dikes.
  2. Great walls called dikes keep the sea running into the land.
  3. He opened the gates to allow the ships to pass.
  4. People know that they have to take care of dikes.
  5. Much part of Holland lies below sea level.
- II**
1. As the sun was setting he started running towards home.
  2. On his way back he walked along the canal.
  3. His mother sent him to his blind friend to give him some cakes.
  4. He noticed the rain had swollen water level.
  5. Peter was eight years old.
- III**
1. Immediately he kept his finger and stopped the water flowing.
  2. Peter was coming back home.
  3. He heard the tickling of water.
  4. He saw a hole in the dyke.
  5. He noticed the rain had swollen water level.

Answer: 5, 2, 4, 1, 3

Answer: 5, 3, 2, 4, 1

Answer: 2, 5, 3, 4, 1

## II. Reading comprehension.

Read the following extract and answer the questions given below.

1. One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark."



The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.

**Questions :**

1. What did Peter's mother want him to do?
2. What did Peter's mother advise him to do?
3. Why was the little boy glad?
4. What did the little boy tell his friend?
5. What did the little boy remember?

**Answers :**

1. Peter's mother wanted him to walk across the dike and take the cakes to his friend.
2. Peter's mother advised him to go quickly and return home before dark.
3. The little boy was glad to go out, meet his friend and give him cakes.
4. The little boy told his friend about his walk along the dike and about the sun and the flowers and the ships far out at sea.
5. The little boy remembered his mother's wish that he should return before dark.

**III. Passage for comprehension.**

1. Peter understood the danger at once. If the water ran through a little hole it would soon make a larger one, and the whole country would be flooded. In a moment he saw what he must do. Throwing away his flowers, he climbed down the side of the dike and thrust his finger into the tiny hole.

**Questions :**

1. What danger did Peter understand?
2. What would happen if the water ran through a little hole?
3. What must be done by him?
4. What did he throw away?
5. What did he do to prevent the flood?

**Answers:**

1. Peter understood that the whole country would be flooded.
2. It would soon make a larger one.
3. He must do something to stop the flow of water through a hole.
4. He threw away the flowers.
5. He thrust his finger into the tiny hole.

2. But his mother had looked anxiously along the dike road many times since sunset for her little boy, and now she had closed and locked the cottage door, thinking that Peter was spending the night with his blind friend, and that she would scold him in the morning for staying away from home without permission. Peter tried to whistle, but his teeth chattered with the cold. He thought of his brother and sister in their warm beds, and of his dear father and mother. "I must not let them be drowned," he thought. "I must stay here until someone comes, if I have to stay all night."

**Questions :**

1. Why did the mother look anxious?
2. What reason did she give her self for his son not returning home before dark?
3. Why was she going to scold his son?
4. What did the little boy think of?
5. How long did he want to stay there?

**Answers:**

1. The mother looked anxious as her son had not yet come back home.
2. She thought that Peter was spending the night with his blind friend.
3. She was going to scold him for staying away from home without permission.
4. The little boy thought of his brother and sister and his parents.
5. He wanted to stay there until some came to help him.