

**ENGLISH** 

**PROSE** 

The Attic

- Satyajit Ray



B.P.No.93

Look at the image given below.



- 1. Pick out the qualities that you possess and qualities that you expect from your siblings / friends.
  - I possess the qualities such as compassion, tolerance, perseverance, respect.
  - The qualities I expect from my friends. sharing, caring, good conduct, commitment, forgiveness.
- 2. Working in pairs, find out the mutual qualities that you and your friends share. Justify your top priority with his / hers.
  - The mutual qualities are: compassion, commitment, forgiveness, respect. Top priority: commitment.
- Discuss in groups the need for human values. 3.

Human values are the base for harmonious society. Without human values, the fabrics of the society will collapse. Everywhere there will be tension, anger, quarrel, ill-will and violence. For progress, peace and prosperity, everyone should imbibe human values.

**The Attic** 



105



10

ENGLISH

Aditya decided to go to the place. He tried to recollect old memories of his two-hundredyear-old big ancestral house, school, schoolmates, and the tea stall of Nagen uncle. But he also feared, they might have changed with time and sweet memories of the past might disappoint him.

The sun was on the western horizon, about to set in. As harvest was over, raw paddy fields were visible on either side of the road. Soon within 10 minutes, they reached the school. Beyond the iron-gates were the playing field and the two-storeyed school building.

Aditya explained the change- the old building had another floor now and a new building had come up. The author asked Aditya whether he was good in studies. He said that he always stood second. They had a cup of tea with two nankhatai biscuits at Nagen Uncle's tea stall. They met a stranger there, referred to as Mr. Sanyal by Nagen Uncle. He was a peculiar man. He was neither eating, nor drinking tea. Instead he was sitting with head bent over the tea-table, as if daydreaming. He was hard of hearing, and his sight was not that good as explained by Nagen Uncle, but being a poor man, couldn't afford to buy spectacles. Nagen Babu requested him to leave the shop as the afternoon customers would be coming in soon. The man suddenly stood up and began to recite Rabindranath Tagore's "Panraksha". Having recited, he left the place.

Nagen Uncle explained that Sasanka Sanyal was living with his friend Jogesh Kabiraj. He lost his wife and only son last year. He had sold all his lands to get his daughter married. He almost became a pauper and became somewhat crazy since then, due to mental stress. But he didn't forget any memories of the past and possessed a high self-esteem and respect. He never failed to pay his bill at the tea stall.

Aditya said that he wished to meet the man in person and drove to the place. Aditya's house was surrounded by high walls. The building was in ruins. They reached the attic, on the second floor of the building. It was in a dilapidated condition and a portion of the wall had crumbled down creating a window-hole. The floor was not cleaned for long and scattered with straw, twigs and pigeon droppings. Also there was a broken cricket bat, remains of a former armchair and a wooden packing case.

Aditya stood on the packing case and pushed his hand inside the ventilator. A sparrow's nest was disturbed, a part of which fell on the ground, and he could find the thing that he was looking for- that was an antique inside a jeweler's box. Then he urged the author to go to Jogesh Kabiraj's house, where Sasanka Sanyal was living. Sasanka was busy reciting verses from Tagore. He allowed them to come in. Except for a lone charpoy, there was nothing to sit on. When Aditya asked him whether he remembered him, he said that he remembered him clearly. He was the spoilt child of rich parents, a good student who used to tell lies and was extremely jealous of him.

The Attic









Aditya agreed with him and told him that he wished to give him one hundred fifty rupees. Sasanka laughed at his sudden generosity and refused to accept money. He wanted the medal, which he took from him to show and impress his father.

He also explained, the medal cost was not more than 5 rupees. And, he had recognized Aditya by the mole on his right cheek, at the tea stall. So he recited purposely the same poem that he had recited on the prize-giving day so that he might recall him. He wanted to teach him a lesson for his act of betrayal. Hence he was furious with Aditya. He didn't need any charity in cash or kind, but only needed his lost glory back. Aditya admitted his fault and accepted Sasanka's rightful grievances towards him. He handed over the medal to Sasanka, which had been kept inside the ventilator of the attic, as a hidden treasure for long 29 years. Thus it was restored to its true owner.

# **GLOSSARY**

B.P.No. 99

bifurcated (v) divided into two

revive (v) to bring something back to life

soothing (v) making someone feel calm

rustic (adj.) typical of the countryside

dilated (v) widened than usual

ascertained (v) confirmed

overwrought (adj.) state of being upset

attic (n) the space or room at the top of a building, under the roof

crumbled (v) broken

spire (n) a tall, pointed structure on top of a building, especially on top of a

church tower

unperturbed (adj.) undisturbed

affluent (adj.) wealthy

drive or put forcefully into or on to something smacks (v)

devoted

# ADDITIONAL

dedicated

site place essential important

ancestral family favourite beloved existed be present strewn scattered

antique savouries snacks extremely highly

wink flash amazed astonished

reciting narrating stared gazed gesture sign peering looking

carefully crazy mad intently

acute venting expressing sharp

10

**The Attic** 



ancient



c) astonished

c) quick

c) broken

d) casual

d) slow

d) ancient

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a) controlled

a) calm

4.

**5**.

6.

**7.** 

Sasanka Samyal was amazed.

**ENGLISH** 

b) involved

b) disturbed

His nerves seemed overwrought for some reason.

The jeweller remarked that it was an antique.

b) fresh

'No one visits me' he said in an  $\underline{\text{unperturbed}}$  manner.

Ans:

Ans:

Ans:

	a) strong	b) s	stressed	c)	calm	d) overthrown	n Ans:
8.	The floor was str		_				
	a) decorated	•	withdrawn	,	scattered	d) broken	Ans:
9.	Having ascertain		_		_		$\overline{}$
	a) confirmed	•	disregard	,	confused	d) veiled	Ans:
10.	Sasanka always			_			
	a) dull	b) ı		,	confused	d) sharp	Ans:
11.	With eyes dilated			-			Ansı
	a) contract	,	curtain	,	widened	d) smiling	Ans:
12.	We had reached					d) started	Ansı
	a) joined	,	divided	,	ended	,	Ans:
13.	, ,					_	Ama .
	a) recover	•	close	c)	teii	d) cover	Ans:
14.	The son was soo		a attica a	۵)		مال ماريال	<b>A</b>
	a) shining	•	setting	•	comforting	d) dull	Ans:
15.	Nagen Uncle's te Lord Shiva.	a sho <sub>l</sub>	p stood next to a	a groc	ery shop and op	posite a temp	le <u>dedicated</u> to
	a) disloyal	b) (	different	c)	indifferent	d) devoted	Ans:
		_,		,		,	
1	<b>ANTONYMS</b>						
	-						
	doubt	×	certainty		probably	×	uncertainly
	prove	×			antique	×	new
	soothing	×	3 3 3		affluent	×	poor
	rustic	×	•		extremely	×	mildly
	certainly	×	doubtiully		absolutely	×	doubtfully
	dilated	×					
	cursed	×					
	favourite	×	dislike				



d) easily

110	

8.

a) doubtfully

Your grievances are absolutely justified.

b) unconditionally

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		II ANOMED			
L	EXERCISE WITI	H ANSWER			
Cho	oose the appropria	te antonym of the	word underlined.		
1.	I doubt if even th	ne school building w	ill be recognisable an	y more.	
	a) certainty	b) confusion	c) ambiguity	d) uncertainty	Ans:a)
2.			ries may <u>prove</u> disapp	_	
_	a) misprove	b) disprove	c) confirm	d) test	Ans : b)
3.	He leads a <u>cursec</u> a) wicked	d life – gone little cra b) helping	<b>azy.</b> c) cruel	d) blessed	Ans : d)
4.	The jeweller rem	arked that it was an	antique.		
	a) old	b) known	c) new	d) cheap	Ans : c)
5.			spoilt child of <u>affluent</u>		
	a) rich	b) well-known	c) helping	d) poor	Ans : d)
ſſ	EXERCISE for 8	SELF EVALUATION	ON )		
Cho	oose the appropria	te antonym of the	word underlined.		
1.	The sun was soot	thing.			
	a) comforting	b) agitated	c) calming	d) restful	Ans:
2.	The owner of the	tea shop was a littl	e <u>rustic</u> in appearance	е.	
	a) sophisticated	b) old	c) new	d) rural	Ans:
3.		es tea, I have biscuit		مار ما میرامید دارد	<b>A</b>
	a) surely	b) positively	c) definitely	d) doubtfully	Ans:
4.	a) widened	he began to recite b) softened	a poem by Tagore – P c) contracted	'anraksha. d) shining	Ans:
5.	,	ourite room.' said A	•	u) Siming	
J.	a) dislike	b) like	c) resting	d) playing	Ans:
6.	The attic had pro	bably been the wor	st hit by wind and we	ather.	
	a) certainly	b) possibly	c) uncertainly	d) surely	Ans:
7.	He was extremel		,	D 77	
	a) severely	b) positively	c) surely	d) mildly	Ans:

c) fully



Ans:

# TEXTUAL QUESTIONS and ANSWERS

#### When did Aditya leave the local school? a.

B.P.No. 94

Aditya left the local school after passing matriculation examination to continue his studies in Calcutta. It was twenty-nine years ago.

#### b. Why did Aditya think that the school would not be recognisable?

Aditya thought the school might have undergone many changes. So it would not be recognisable.

#### Who were Aditya's ancestors? C.

B.P.No. 95

Aditya's acestors were once the zamindars.

#### d. How was the landscape through which they travelled?

As it was the month of Magha-January – February the middle of winter, the sun was soothing. On either side of the road were paddy fields, as far as the eye could see.

#### What did Aditya visit? e.

Aditya visited the local school where he had studied up to matriculation.

#### f. Where was Nagen Uncle's shop?

Nagen Uncle's shop was next to a grocery shop and opposite the temple dedicated to Lord Shiva.

#### Besides tea, what did Nagen Uncle have in his shop? g.

Nagen Uncle had biscuits and savouries.

#### What did Nagen Uncle tell about Sanyal? h.

B.P.No. 96

Nagen Uncle said that Sanyal was hard of hearing and he could not see well. Being a poor man, he couldn't afford to buy spectacles.

#### In what way was Mr. Sanyal's behaviour strange? i.

Mr. Sanyal was sitting in the shop without eating or drinking anything, keeping his head bent. He stood up and stretched himself. Raising his lean right arm, and with eyes enlarged, he began to recite a poem by Tagore.

#### What did Nagen Uncle tell about Sanyal's past life? j.

Nagen Uncle told that Sasanka Sanyal was living with his friend Jogesh Kabiraj because he lost his wife and only son last year. He had sold all his lands to get his daughter married. He led a miserable life and became somewhat crazy since then, due to mental stress.

#### k. How did Sanyal show that he had a sense of self-respect?

Though Sanyal was poor, he never failed to pay his bill at the tea stall. Thus he possessed high selfesteem and respect.

#### Why was the attic 'a favourite place' for the children? Ι.

B.P.No. 97

It was in the attic that the child seems to be in a world of its own.

**The Attic** 



10

#### m. What did Aditya do on reaching the attic?

On reaching the attic, Aditya got on the top of the packing case and pushed his hand inside the ventilator, upsetting a sparrow's nest, searching for something.

## n. What did the jeweller say about the article?

The jeweller said that it was an antique.

#### o. Was Sanyal happy about his visitors?

Yes, he was happy about his visitors.

#### p. Why did Sanyal recite the poem in the tea shop earlier?

Sanyal recited the poem in the tea shop earlier because he recognized Aditya by the mole on his right cheek. So he recited the same poem that he had recited on the prize-giving day so that he might remember him. He wanted to teach him a lesson for his act of betrayal.

# q. What was engraved on the medal?

'Sriman Sasanka Sanyal-Special Prize for Recitation -1948' was engraved on the medal.

# A. Answer the following questions in two or three sentences.

B.P.No. 99

#### 1. Write a few lines about the owner of the shop.

The owner of the tea shop was now over sixty. He was a little rustic in appearance with his white neatly-combed hair and clean look. He was wearing a dhoti and a blue-striped shirt that could be seen from under a green shawl.

#### 2. What was the daily routine of Sanyal?

The daily routine of Sanyal was that he would visit Nagen Uncle's tea shop, have tea and biscuits and would always remember to pay.

#### 3. Why was there a sudden change in Aditya's expression?

A sudden change in Aditya's expression was because of his knowledge of the stranger's plight. He realised that he was partly responsible for the present situation.

#### 4. Why did Aditya decide to visit his ancestral home?

Aditya decided to visit the ancestral house because he remembered the medal that had wrongfully kept with himself for twenty-nine years. It belonged to Sanyal. So he decided to visit to get the medal to return to him.

#### 5. What was the condition of the attic?

The attic was in a dilapidated condition and a portion of the wall had crumbled down creating a window-hole.

#### 6. When did Aditya heave a sigh of relief? Why?

When Aditya got the medal which he had wrongfully kept with him, he heaved a sigh of relief. The reason was that he had a doubt whether it was still there.

#### 7. Why did Aditya and his friend go to the jeweller?

Aditya and his friend went to the jeweller to find out the weight of the article.











#### What did Aditya offer Sanyal? 8.

Aditya offered Sanyal one hundred and fifty rupees. It was the price of the medal he had been keeping with him for twenty-nine years.

#### 9. "Your grievances are absolutely justified." Who says this to whom? Why?

Aditya says this to Sasanka Sanyal. The reason is that Sanyal received the medal for his recitation of Tagore's verses 'Panraksha'- Keeping of a Promise. Aditya got it from him to show and impress his father. But he never returned it to him for twenty-nine years. Instead he said he lost it because of a hole in his pocket.



#### Answer the following questions in two or three sentences.

#### 1. Why did Aditya wish to visit his birth place?

Aditya wished to visit his birth place to revive old childhood memories though they might prove disappointing.

#### 2. What change did Aditya notice in his school?

Aditya's school used to be a one-storeyed building. Now a new building came up, which was not there earlier.

#### 3. What was Nagen Uncle wearing?

Nagen Uncle was wearing a dhoti and a blue striped shirt that could be seen from under green shawl.

#### How did Sanyal respond to Adiya's offering him money? 4.

Sanyal said that he preferred medal to money. He would have forgotten that unpleasant incident of his childhood if he had got the medal back.

- В. Answer in detail the following questions in about 100-150 words.
- 1. Give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house.

Prose	The Attic
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

Give up what appears to be doubtful of what is certain; truth brings peace of mind and deception doubt

'The Attic' is a short story written by Satyajit Ray. The writer with his friend and business partner Aditya was driving back from their factory at Deodarganj. As they reached a point of bifurcation, the author asked his friend about his willingness to take the road, that deviated to the right. That road led to the ancestral home of Aditya, at Bramhapur. His father was a landlord there and later shifted to business at Calcutta. He was born and brought up at Bramhapur. After passing matriculation from the





local school, he had left for Calcutta to continue his further studies. The question in the mind of the narrator was whether Aditya would get back his old memories. When they met Sasanka Sanyal, Aditya was a little stressed to meet him. When he heard the details about Sasnska Sanyal the narrator saw a change in the expression of Aditya. This brought many questions in his mind like why Aditya was interested to meet Sasanka Sanyal. When he asked him what it was, he replied that he would get to know very soon. On reaching the house of Jogesh Kabiraj, he was a little curious, but he didn't ask him anything. But at the end he got answers for all his questions.

His nerves seemed overwrought for some reason.

## 2. 'Man does change with time'-What were the various changes that came about in Aditya?

Prose	The Attic
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

Mistakes are fact of life. It is the response to error that counts.

When Aditya went to meet Sanyal, he revealed the incident in the tea shop. In the beginning Aditya was not interested in going to his ancestral house after twenty-nine years. But when Nagen Uncle revealed who the stranger was, he remembered the past wrongful incident. Sasanka Sanyal received the medal for his recitation of Tagore's verses 'Panraksha'. Aditya got it from him to show and impress his father. But he never returned it to him. Instead he told him a lie that he lost it. Immediately he realized his mistake. He wanted to rectify his mistakes. He went to the attic of his ancestral house and searched for something. He heaved a sigh of relief when he got what he had been looking for. With that he went to a jeweller's shop to find out the weight of the article to repay the price of the article to Sanyal. When Sanyal complained about him, he patiently listened to him and admitted his mistake. He gave him a packet containing one hundred and fifty rupees. But Sanyal was not willing to get the money and he wanted the medal back. So Aditya took it from the attic and returned it to Sasanka.

The medal that had been hidden in the attic for twenty-nine years was eventually returned to its owner

#### 3. Give a brief character sketch of Sasanka Sanyal.

Prose	The Attic
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

People are interested by talent; God is impressed by character.

Sasanka Sanyal was a talented boy in the school days. Aditya always stood second next to Sasanka. He received Special Prize for Recitation of Tagore's Panraksha. He was a generous student. His friend Aditya asked him to lend the medal to be shown to the father to impress him. He did not have a second thought. He blindly lent him though he knew that Aditya was jealous of him. When



10



#### **ENGLISH**

Aditya did not return the medal he would have felt bad. Another interesting aspect of his character was when he recognised Aditya by the mole on his right cheek, he recited the same verses of Tagore to make him realize and repent for the betrayal of trust. Moreover, though he lost his wife and son and sold the lands, he did pay the bill everyday at the tea shop. He was a man of self-respect. When Aditya came to meet him and gave him one hundred and fifty rupees for the medal, he refused to accept it, although the price of the medal was only five rupees. This aspect of his character really makes us love and adore him, because he was not interested in money. Thus right from the tea shop to the end, he is found to be a lovable character in the story.

He had an acute sense of self-respect.



Answer in detail the following questions in about 100-150 words.

Give a character sketch of Nagen Uncle.

Prose The Attic	
Author	Satyajit Ray
Theme	Mistakes should be atoned and rectified

He was wearing a dhoti and a blue striped shirt.

The owner of the tea shop, now over sixty, a little rustic in appearance with his white neatlty-combed hair and clean look, was the same as before. It was Nagen Uncle whose revelation about Sanyal that brings about a change in Aditya. He repents and rectifies his mistakes by going to Sanyal and returning the medal even after twenty-nine years. He runs a good tea shop and hence lot of people come there to have tea and savouries. To this shop Aditya comes even after twenty-nine years simply remembering the location. Even Sanyal comes daily to have tea and biscuits. Besides, he is a gentle and caring human being. Since Sanyal's vision and hearing ability are weak, he tells him to go home at about four o' clock before other customers come. This may be taken that it would be difficult for him to get back home after four. So he tells him to do so. We are greatly touched by his hospitality.

> The owner of the tea shop was now over sixty and little rustic in appearance



B.P.No. 100

# **Compound Words.**

C. Complete the following table with two more compound words.

Noun + Noun	kitchen garden, time table, snowball
Noun + Verb	mouthwash, rainfall, cat walk
Verb + Noun	watchman, call taxi, bath room
Preposition + Noun	overcoat, after life, by pass



Gerund + Noun	bleaching powder, drinking water, driving school		
Noun + Gerund	housekeeping, horse riding, bird watching		
Adjective + Preposition + Noun	good for nothing, free-for-all		
Noun + Preposition + Noun	mother-in-law, father-in-law, lady in love		

D. Combine the words in column A with those in column in B to form compound words as many as you can.

Column A	Column B	Answer	
rain	light	rainfall	
snow	thing	snowball	
star	fall	starlight	
draw	ball	drawback	
play	back	plaything	
lottery	ticket	lottery ticket	
under	walk	underworld	
man	note	manhole	
side	world	sidewalk	
foot	hole	footnote	

E. Form compound words from the boxes given below and fill in the blanks in the sentences that follow with the appropriate compound words.

waiting	out	income	green	sun	room	tax
alarm	dry	traffic	wall	house	clock	jam
glasses	hair	cleaning	cut	put	paper	

- 1. Siva visited the hair stylist to have a clean haircut.
- 2. Tharani had given the sarees for dry cleaning.
- 3. The green house effect is a natural process that warms the earth's surface.
- 4. Never wait for an alarm clock to wake you up.
- 5. The children were late to school as there was a traffic jam near the toll plaza.
- 6. The government expects every individual to promptly pay the income tax.
- 7. People usually wear sunglasses during summer.
- 8. The patients were asked to sit in the waiting room until the doctor arrived.
- 9. With teamwork we are able to multiply our output.
- 10. The room was looking bright with the colourful wallpaper.

E. (i) Form new words by adding appropriate prefix/suffix.

1. accurate – inaccurate

2. understand – **misunderstand** 

3. practice – malpractice

4. technology – **technological** 

5. fashion – **fashionable** 



B.P.No. 101

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## (ii) Frame sentences of your own using any five newly-formed words.

- 1. If I don't invite my friends, they may **misunderstand** me.
- 2. Ravi had an unpleasant **childhood**.
- 3. **Malpractice** in the exam will not be entertained under any circumstance.
- 4. The figure quoted is **inaccurate.**
- 5. He did not first tell us his **original** name.

# G. Fill in the blanks by adding appropriate prefix /suffix to the words given in brackets.

- 1. He was sleeping comfortably in his couch. (comfort)
- 2. Kavya rides a bicycle to school. (cycle)
- 3. There were only a handful of people in the theatre. (hand)
- 4. It is illegal to cut sandalwood trees. (legal)
- 5. The arrival of the President has been expected for the last half an hour. (arrive)
- 6. The man behaved normally in front of the crowd. (normal)
- 7. Swathy had no intention of visiting the doctor. (intend)
- 8. The bacteria are so small that you need a telescope to see them. (scope)

GRAMMAR

B.P.No.102

# Conjunctions

- Conjunctions are also known as connectors or linkers or link words.
- We use Conjunctions to join words, a group of words or sentences.
- There are three types of Conjunctions.

#### **Coordinating Conjunctions**

Coordinating Conjunctions link two groups of words that independently make sense.

**Examples:** and, or, for, otherwise, so, but, yet, still, as well as, etc.

#### **Subordinating Conjunctions**

• These Conjunctions help us to introduce Subordinate Clauses. They are also used to join Subordinate or dependent Clauses to Main clauses.`

**Examples:** when, though, although, since, until, till, after, as, before, if, unless, whereas, while, in case, as long as, as soon as, as much as, therefore, so that, because, as if, however, etc.

The Attic

Prose



UNIT 4

117



10

#### **Correlative Conjunctions**

These Conjunctions are always used in pairs. The two Connectors in each sentence that are related to each other are known as 'Correlative Conjunctions'.

**Examples:** neither......or, either......or, not only......but also, scarcely......when, both...... and, no sooner......than, such.....that, etc.

#### **Conjunctions And Their Functions**

Conjunctions	Functions
and, not only, but also, as well as, moreover, furthermore, besides,	to add information
in addition to	
Since, as, for, because, since then, before that, after that	to indicate cause/reason
but, yet, still, nevertheless, on the other hand, though, although,	to express contrast
even though, however, on the contrary	
therefore, consequently, then, so, so that, hence, thus	to show result or purpose
when, while, after, before, till, until, as soon as, as long as	to indicate time
if, unless, whether, in case, provided that	to add condition
or, eitheror, neithernor, otherwise, or else	to express choice
Likewise, similarly	to denote comparison
where, wherever	to denote place



#### Complete the sentences given below choosing the right connectors given in brackets.

- 1. Call me in case you need money. (so that, in order that, in case)
- 2. I forgot that I had to meet the Principal. (whether, that, if)
- 3. Though he is ninety years old, he is in the pink of health. (when, since, though)
- It is raining. Take an umbrella or else you will get drenched. (or else, and, but) 4.
- They faced many hardships nevertheless they are always cheerful. (although, nevertheless, 5. otherwise)

#### В. Fill in the blanks with the connector that goes with the underlined words.

- Both the minister and the officers visited the affected areas. 1.
- 2. Jaya teaches not only English but also Science.
- 3. Either Raghu or Bala will have to buy vegetables from the market.
- 4. No sooner did I enter the house than it started drizzling.

#### C. Combine the pairs of sentences using appropriate connectors.

We came late. We did not miss the train.

Though we came late we did not miss the train. / We came late but we did not miss the train

2. They checked the packet twice. Then they sealed it.

After they had checked the packet twice, they sealed it.



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Sita saw a snake. At once she ran away. 3.

As soon as Sita saw a snake, she ran away. / No sooner did Sita see the snake than she ran away.

4. Robert completed the project. He submitted it to the teacher.

After Robert had completed the project, he submitted it to his teacher.

5. Yusuf was running high temperature. He could not take part in the competition.

As / Since Yusuf was running high temperature he could not take part in the competition.

D. Tick the correct linker.

E	Supply suitable linkers				
5.	The passengers rushed to board the bus it arrived.	as soon as	$\checkmark$	as long as	
4.	My salary is low I find the work interesting.	nevertheless	$\checkmark$	similarly	
3.	My mother called me I was playing football.	or		while	$\checkmark$
2.	Walk carefully you will fall down.	unless		otherwise	$\checkmark$
1.	he was honest, he was punished.	though	$\checkmark$	but	

- "Though I was alive and had a human heart," answered the statue, "I did not know what tears were, 1. when I lived in the palace and sorrow was not allowed to enter. My courtiers called me the Happy Prince because Happy Indeed I was. So I lived and soon I died.
- Many writers make incorrect sentences when they try to put sentences together. They may make 2. grammatical errors and leave out important punctuation marks. Making such mistakes is quite common at the time of preparing the first draft. So he must carefully edit his final draft.
- In most large cities and towns of our country, there are special schools for girls. But, there are many 3. co-educational schools where girls and boys study together. Most parents allow their daughters to attend these schools, though there are some parents who are against such schools for girls in the age of 14 or 15.
- F. Rearrange the words in the correct order to make meaningful sentences.
- 1. as / I / healthy / are / you / am / as

I am as healthy as you are.

- 2. your / today / put on / new / since / is / birthday /dress / the Since today is your birthday, put on the new dress.
- 3. allergic / dogs / Rani / though / is / to / of / six / she / them / has Though Rani is allergic to dogs, she has six of them.
- speaks / Ruben / besides / German /languages / two 4. Ruben speaks two languages besides German.
- 5. loan / apply / you / if / for / you / a / get / will / immediately / it / If you apply for a loan, you will get it immediately.



#### **Nominalisation**

- The term "nominalisation" refers to the process of producing a noun from another part of speech by adding a derivational affix.
- A grammatical expression is turned into a noun phrase when we nominalise a sentence. For example,
- A) After 1885, trade with Europe **grew**. (Verb)
- B) After 1885, there was a **growth** in trade with Europe. (Noun)
- In sentence B, we have used the word 'growth' which is the noun form of the verb 'grow' by adding the suffix 'th'.

#### **Examples**

admire – admiration arrive – arrival
careless – carelessness fail – failure
include – inclusion intense – intensity
punish – punishment

#### G. Write the noun forms of the following words.

- 1. beautiful beauty 6. zealous zeal 2. breathe 7. familiar breath familiarity 3. 8. enter entry accept acceptance 4. know knowledge 9. dangerous danger 5. deafen deaf
- H. Complete the following sentences using the noun form of the words given in brackets.
  - 1. The boy had to give a proper explanation for being late. (explain)
  - 2. They could make prediction about the future. (predict)
  - 3. At one point in life, he had no choice but to trust his friend. (choose)
  - 4. The monuments are to be preserved because of their historical significance. (significant)
  - 5. It is very difficult to work with so many distractions. (distract)

# I. Rewrite the sentences nominalising the underlined words. The first one has been done for you.

- We succeeded in our attempt.
   We got success in our attempt.
- 2. Nalini leads a happy life.

Nalini leads a life of **happiness**.

- 3. She failed and it disappointed her.
  - She met with **failure** and it gave her **disappointment**.









- India became an independent country in the year 1947. 4. India got **independence** in the year 1947.
- 5. The child resembles her father. The child has **resemblance** to her father.

#### J. Combine the pairs of sentences given below into a single sentence using the noun form of the highlighted words.

- 1. He is an **honest** person. Everyone likes him. Because of his **honesty**, everyone likes him.
- 2. Sathya gave an explanation. The police wanted her to **prove** it. Though Sathya gave an explanation, the police wanted a **proof** for it.
- 3. He speaks well. It attracts all. His good **speech** is an **attraction** for all.
- 4. Suresh is always **punctual** and **regular**. It has earned him a good job. Suresh's **punctuality** and **regularity** has earned him a good job.
- 5. The policeman arrived quickly. It made us happy. The policeman's quick **arrival** made us happy.

#### K. Complete the sentences in the paragraph using the appropriate form of words given in brackets.

- My sister wanted to go to Mumbai last week. She made a decision (decide) to buy a ticket at once. 1. As reservation (reserve) could be done online, she gave preference (prefer) to book a ticket that way. First, she collected information (inform) about the arrival (arrive) and departure (depart) of trains and airplanes.
- 2. A few days later, Androcles was captured by his master. He had to suffer all kinds of punishment (punish). At last, he was thrown to a lion which was in great hunger (hungry). It had been kept in an enclosure (enclose) and had not been fed for several days. His friends stood there with teary (tear) eyes as the lion rushed towards him. The lion stopped near him and stood for a while looking (look) at him. Then it lay down by his side like a pet dog. Obviously (obvious), the lion recognized Androcles and the help\_ (help) he had given it.

# Phrases and Clauses.

#### **Finite And Non-Finite Verbs:**

Words which denote an action are known as verbs. We classify verbs into two types. They are:

#### 1. **Finite verbs:**

- a. My brother **goes** to temple daily.
- b. We have already **finished** the project.



122

The words printed in bold letters are finite verbs.

- 1. Finite verbs indicate the tense and time of actions.
- 2. Finite verbs undergo a change as and when the Subject (number or person) changes.

#### 2. Non-Finite Verbs:

- 1. Non-finite verbs do not indicate the tense and time of actions.
- 2. Non-finite verbs do not change even when the Subject (number or person) changes.

There are three kinds of non-finite verbs.

- 1. An infinitive (to + verb)
- 2. A gerund (verb + ing)
- 3. A participle

#### **Example:**

- a. My son likes to watch cricket matches. (Infinitive)
- b. Playing chess is my hobby. (Gerund)
- c. Driven out of the kingdom, the king hid himself in a forest. (Participle)

# PHRASE:

A Phrase is a group of words without a finite verb.

#### **Example:**

an intelligent boy, a costly pen, an interesting story

The above group of words are known as phrases. It doesn't contain a finite verb.

# **CLAUSE:**

A Clause is a group of words which consists of a finite verb.

#### **Example:**

a boy who is intelligent, a pen which is costly, a story which is interesting The groups of words given above are clauses

#### **More Examples:**

Having completed the work, the boy went out to play.

The underlined part of the sentence, doesn't contain a finite verb. This group of words is a Phrase.

After the boy had completed the work, he went out to play.

The underlined part of the sentence contains a finite verb. Hence, we call it a clause.

# **Kinds of Phrases:**

We have three kinds of phrases according to their functions in sentences.

#### 1. Adjective Phrase:

It is a group of words that does the work of an adjective. It describes the noun.

**Example:** We bought chairs made of wood for our auditorium.



**ENGLISH** 

#### 2. Adverb Phrase:

It is a phrase which functions as an adverb. This Phrase supplies some information about the action.

**Example:** When the patient was taken to the emergency ward, the doctors rushed there  $\underline{\text{in a}}$ 

hurried manner.

#### 3 Noun Phrase:

This is a phrase which acts as a noun.

**Example:** A boy of class X became the house captain.

# L. Identify the phrases in the following sentences and classify them as Adjective, Adverb or Noun phrase.

- 1. The girl in blue saree is my sister. (Adjective phrase)
- 2. Kohli hopes to win the trophy. (Noun phrase)
- 3. The train halts <u>at every junction</u>. (Adverb)
- 4. I have never seen such a picture. (Noun)
- 5. She worked in an enthusiastic manner. (Adverb)

# Kinds Of Clauses

#### 1. Adverb Clause:

It modifies the verb, that is, it tells something about the action. This Clause gives details about the action.

**Example:** The students were sitting quietly in the classroom <u>until the teacher arrived</u>.

(The highlighted part of the sentence speaks about the time of the action)

#### 2. Noun Clause:

This clause functions as a noun.

**Example:** Whoever wins the contest will get a prize.

(The highlighted portion acts as a noun here)

#### 3. Adjective Clause:

It acts as an adjective and describes a noun.

**Example:** I went to the place **where I was born**.

(The highlighted words describes the place)

## M. Identify the clauses and classify them accordingly.

- 1. Ramu bought a pen that doesn't write well. (Adjective Clause)
- 2. Come back as soon as possible. (Adverb Clause)
- 3. Most of her friends whom she had invited attended her wedding. (Adjective Clause)
- 4. My brother visits my father whenever he comes to Chennai. (Adverb Clause)
- 5. Call me in case there is an emergency. (Adverb Clause)
- 6. Until the sun sets, the old woman cannot step out of her house. (Adverb Clause)
- 7. She knows where I go. (Noun Clause)
- 8. You can go wherever you want. (Adverb Clause)

The Attic

Prose



UNIT 4





10



B.P.No. 109

#### N. Fill in the blanks:

- 1. Login into your IRCTC account.
- 2. Fill in the information asked to you in Booking section.
- 3. The starting point and destination of your journey must also be selected.
- 4. List of available trains will appear.
- 5. You must check on the availability and fare for the train of your choice.
- 6. Your personal details like <u>name\_ date of birth, berth preference, mobile number, any valid ID</u> proof and email are a must.
- 7. After filling information and captcha click on continue booking.
- 8. You can make the payment either by credit / debit cards or e-wallets.

# SPEAKING

B.P.No. 110

- O. Given below are the various personalities from different fields. The topic of discussions is also given. Take roles and conduct a Mock Press Conference.
- i. Mr. Anand Tony, director of the award winning movie 'Poo', is meeting the press. Take turns to be the director and media persons. Conduct a perfect discussion.

**Reporter A**: Congrats Sir! To whom would you like to dedicate the award?

**Tony**: To my loving dad. But for his blessing, I would not have completed the

movie.

**Reporter B**: Who is the brain – child of your project?

**Tony**: It's my sister who has given the one line story. I was simply stunned the

instant I heard it.

**Reporter C**: Usually award – winning movies wouldn't be box – office hits. But yours is

a different story. Your comments, please.

**Tony**: When I was directing the movie, I was pretty sure it would ring the cash

boxes.

**Reporter D**: How did you feel when you received the award?

**Tony**: I felt as if I were in seventh heaven. But in a jiffy, I felt humbled.

**Reporter E**: What's your next project?

**Tony**: Certainly not Poo- Part II. It is going to be a Sci-fi like 'Gravity'

**Reporters**: Wish you all the best, Sir.

ii. Ms. Pavithra Rao, the squash player who won the gold medal at the recent Asian Games, is holding a press conference. Let the discussion focus more on the strategies that helped her to win.





#### **ENGLISH**

**Reporter A** Congrats madam!

Ms Rao Thank you. I never thought I would be in the limelight.

A sports person of your caliber will be certain to receive acclaim and Reporter B

accolade.

Would you please tell us the strategies you adopted to win a gold in the Reporter C

Asiad?

Ms Rao : It's sheer single – track mind. I turned my weakness into strength and

turned the opponent's strength into weakness.

: How did you get back when you had a set back? Reporter D

Ms Rao My focus was not on the previous set or point. 'Now or Never' is always

my mantra. During breaks, a minute mediation gives me immense

concentration.

Reporter E Did you feel jittery in the last few minutes of the game?

Ms Rao Certainly not. I remain calm, collected and composed against all oddities

and adversities. Just like my hero, Mahendra Singh Dhoni I remain unfazed

and unagitated. That's the secret of my success.

**Reporters** Congrats once again. Wish you a stunning success in the Olympic Games.

GL Home Appliances have introduced a product to purify salt water. The CEO of the company has agreed to meet the press to launch their new product.

**CEO of GL** : I am happy to meet you all. Thank you so much for respecting my invitation

to be here.

Reporters We are also happy to be here

**CEO of GL** I have called you all here to introduce our new product to purify salt water.

You know well that nowadays clean water is a big problem.

Reporter A : We have many other things to do the same work. Do you need one more?

**CEO of GL** People get mostly the bore water which is very salty. As you said there are

many other products but ours is something different.

: The complaint about these products is that water is wasted. Reporter B

**CEO of GL** Yes, this is the problem of many people make.

Reporter C Do you have any extra facility to reduce the wastage of water?

**CEO of GL** : Yes, we have added some chips which would reduce the water wastage.

Moreover the waste water can be used for washing purpose and it has a

facility to send the water to the garden pipes.

: I think it sounds well. If your product helps the people surely people will Reporter D

go for your product.

**CEO of GL** Thank you. I thank you all for your presence.

Reporters Thank you sir.







B.P.No. 111

# Read the following letter from a parent to her son's coach and answer the questions given below:

Dear coach,

Thanks for the special gifts that you have given to my child. You learned his name and spoke it often. You taught him the basics of the sport as well as special ways to improve and excel. Although you had a whole team of kids to mentor, you took time for individual instruction where needed.

Under your care, I have watched him transform from a timid, doubting child to a strong, happy player willing to give all for the team. Throughout the season when he gave his best, even though it was not quite enough to gain that extra point, you recognised his contribution with a pat on the back and encouraging words.

Your wise approach showed him that, although winning is a goal, there are other goals just as worthy. He learned the value of finishing what he started and joy of personal accomplishment. These attributes carried him through a season that was full of hard work and fun, discouragement and resolve, defeat and victory.

And at the very end, at the championship meet when he brought home his first place medal, you were among those who were so very proud of how far he had come. It is a victory to all of us. What amazes me is you've taught them skills that will last a lifetime. You've kindled in them a desire to excel. The medals, trophies and ribbons are all symbols of real gifts. These most certainly have had to come straight from your heart.

With appreciation,

A parent.

#### P. Answer the following questions.

#### 1. What did the coach teach the child?

The coach taught the child the basics of sport.

#### 2. What values did the child learn?

The child learnt the value of finishing what he had started and joy of personal accomplishment.

## 3. The parents noticed some changes in the child. What were they?

Some changes the parents noticed in the child were that he went through a season of hard work and fun, discouragement and resolve, defeat and victory.

#### 4. Read the letter again and write a few lines on each of the following:

#### a) things that the coach taught...

The coach taught him the basics of the sport as well as special ways to improve and excel. Although there was a team of kids to mentor, he found time for individual instruction where needed.







b) transformation in the child....

Under the coach's care the child transformed from a timid, doubting child to a strong, happy player willing to give all for the team. When the child did not gain extra point, the coach recognized his contribution with a pat on the back and encouraging words.

c) things that amazed the writer...

The coach has taught the players the skills that will last a lifetime. He has kindled in them a desire to excel. The medals, trophies and ribbons are all symbols of real gifts.

- 5. Find sentences/words from the text which express the following:
  - a) timid and doubting child...
  - b) winning is a goal, there are other goals just as worthy...
  - c) the medals, trophies and ribbons...



B.P.No. 112

- Q. Prepare notice for the following.
- i. You are the school monitor, of Modern Matriculation School, Villupuram. Your school Principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount, dress code etc.

# NOTICE

#### MODERN MATRICULATION SCHOOL, VILLUPURAM.

# **Trip to Yercaud**

10 September 2020

All the students are informed that the school is organising a three-day trip to Yercaud from  $3^{rd} - 5^{th}$  of October 2020. The mode of transportation is bus. The amount for the trip is Rs. 2000 which includes stay, breakfast, lunch, supper and tea and snacks for three days. Students should bring three sets of uniform, bed sheet, towel and toiletries and required items for their personal use. Students are kindly asked to give the following contact numbers to their parents for contact in case of any emergency: 97517XXXXXX/85523XXXXX. Interested students are asked to enrol their names with their class teachers.

## Ramesh/Ranjani

School Monitor.

ii. You are the Secretary of Park Circus Residents Welfare Association. Write a notice to inform the residents of your colony of a Meditation program under the guidance of Dr. P. Ranjit with a view to understanding the self better. The program is exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby.





# **NOTICE**

#### PARK CIRCUS RESIDENTS WELFARE ASSOCIATION

# Meditation Programme

15 July 2020

This is to inform the residents of Netaji Colony about the Meditation programme to be conducted under the guidance of Dr. P. Ranjit with a view to understanding the self better. The programme is exclusively for the residents of Netaji Colony only. It will be conducted on the second Saturday the 14<sup>th</sup> of August 2020 from 7.00 a.m. to 9.00 a.m. at the Children's Park near the Electricity Board. Interested persons can register their names with the undersigned.

Note: No Entry Fee. Yoga mat will be provided free of cost for every participant

#### Mano

Secretary

Park Circus Resident's Welfare Association

iii. You are Ganesh/Gayathri Head boy/Head girl, of your school. Write a notice for your school notice board informing the students about the 'Fancy Fete' that is going to be organised in your school campus on the 10th of next month.

# NOTICE

#### CHAMPIONS MATRICULATION SCHOOL, SIRKAZHI.

#### **Fancy Fete**

#### 11 November 2020

This is to inform the students that Fancy Fete will be organised for Classes LKG to XII on the 10th of December 2020 on the school premises between 9.00 a.m. and 1.00 p.m. The rubrics for the competition are: theme, make-up, costume, dialogues for one minute. Students may select national leaders, great personalities and social issues. Interested students may enrol their names with their respective class teachers on or before 25 November 2020.

#### Sushant/Sushmitha

Head boy/Head girl

- R. Write an article for the following.
- You are Jansi/Avinash of Class X studying in GHSS, Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150-200 words for your school magazine activities in a student's day to day life.

**Importance of Physical Activity in School** 

- By Jansi/ Avinash





#### ENGLISH

Engaging in acts of physical activity from a young age is very important for both mental and physical health of a child. The habits learnt in youth tend to continue onto adulthood and reduce the effect of obesity and related illnesses.

The benefits of physical activity are vast. Physical activity is connected with a lowered risk of cardiovascular disease and also an increased life expectancy. So its importance is obvious but its value in children sometimes needs to be justified.

"Young people will carry established healthy behaviours throughout their lives such as better eating habits and decreased likelihood of smoking" say Shilton, T. and Naughton. Through physical activity children of middle childhood develop healthy muscles, bones and joints. They develop healthy heart and lungs. They also develop a higher neuromuscular awareness which influences their coordination and movement and the development of motor skills. Most obviously it enables them to maintain a healthy body weight. Physical activity has also been linked to psychological benefits by improving the control children have over the symptoms of anxiety and depression. Studies have also shown that the participation in physical activity can assist in the social development of children aged 6-10 by providing the opportunity for expression, building confidence and social interaction. Physically active young people demonstrate higher academic performance at school.

ii. The service provided by the conservancy workers in your city is very poor. You find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large. You are Ramya/Rajan of Class X, studying in TM Model School, Dharmapuri. Write an article in about 150-200 words to the editor of The Indian Express, about this and suggest ways by which the situation could be improved.

Garbage Menace —a Serious Health Hazard
- By Ramya/Ranjan

Garbage that is not properly managed is a serious health hazard and leads to the spread of infectious diseases. Unattended garbage lying around attracts flies, rats, and other creatures that in turn spread diseases. Normally it is the wet waste that decomposes and releases a bad odour. This leads to unhygienic conditions and thereby to a rise in health hazards.

There are many forms of waste such as solid, gas or liquid and each has different process of disposal and management. Waste management manages different types of waste created by industries, household, commercial activities or natural waste. Large segment of waste management relates to municipal solid waste i.e. the waste created by industries, housing and commercial establishments.

Skin and blood infections resulting from direct contact with waste, and from infected wounds, are a serious concern to be addressed.

The general concepts of waste management are: Reduce, Reuse and Recycle. Inefficient waste management has several negative effects on health of living beings, environment and economy for e.g. air pollution, soil contamination, spread of hazardous diseases, etc.

Proper methods of waste disposal have to be undertaken to ensure that it does not affect the environment around the area or cause health hazards to the people living there.



129



iii. Recently while returning home from school you were knocked down by a speeding motorcycle. You escaped with minor injuries. You are Kishore/Kavitha of class XI, studying in GHSS, Coimbatore. Write an article to The Hindu, in about 150-200 words expressing your concern about the increasing number of road accidents due to reckless driving. Also stress the importance of following traffic rules.

#### **Hazards Of Reckless Driving**

- By Kishore/ Kavitha

Reckless driving is a serious problem in India. Many people become victims everyday due to this menace. According to Road Accident Statistics in India, 1214 road crashes occur every day in India. One serious road accident in the country occurs every minute and 16 people die on Indian roads every hour.

In most of the accidents, it has been found that the people don't have road safety sense. Nor do they follow safety rules and regulations. In a majority of cases and incidents people don't wear helmets. They fall prey to over-speeding. It is the duty of the Government to provide safe environment to the people who use road to reach their destinations.

Keeping in mind the shocking statistics, it becomes imperative to introduce learning road safety measures at schools. Schools must make road safety measures an integral part of curriculum. The traffic police must give training of road safety measures to students.

The students must be taught good driving skills along with tolerant traffic attitude. At schools road safety weeks and days should be observed. Road safety seminars, workshops, and other similar programmes should be conducted. They must be taught that driving on roads is not fun or a child's play. One must be totally prepared and trained to go on roads.

The traffic police must organize vehicle training sessions for the public. People must be given demonstrations on safe driving skills. The traffic police must also be more vigilant. Strict action must be taken against those people who break the law.





**POEM** 

-Adapted from Aesop's fables

The poem tells us the story of a careless cricket who was busy in singing only and did nothing for his future. However, an ant who was very sincere in his work did everything for the future. The ant lived with self-respect even in harsh time while the cricket had to beg and could not survive during winter.

The poem "The Ant and the Cricket" is a fable —that is a story consisting of animals as characters that convey a moral – written in a poetic format. It is about a silly young cricket and a prudent ant. The cricket used to sing all day long and enjoy his good times during summer season. He lacked farsightedness, for he never had plans for his future. When winter arrived, the cricket could not find even a meagre amount of food to eat. He thought if he did not borrow some grains from the ant, he would die of starvation and sorrow. So, the cricket went to the ant to borrow food and get shelter.

The ant gave an important life lesson during its conversation with the cricket — ants neither borrow from somebody nor lend to somebody. Instead they work hard and save for the future. When the ant questioned the cricket what it was doing during summer, the cricket confessed his indulgence in merrymaking.

The poem ends with the ant asking the cricket to try dancing and singing again during its hard times-in winter too. The ant chased him away from his place. This fable drives home the message even for the human beings that we should indeed enjoy our happy moments but must not ignore our future. Carefully planning our future is essential and significant for everyone, in order to ensure security.

# **GLOSSARY**

B.P.No. 117

accustomed to (v) be used to

gay (adj.) glad, joyful

crumb (n) piece of bread

famine (n) extreme scarcity of food

miserly (adj.) hesitant to spend money

quoth (v) said (old English usage, used only in first and third person singular

before the subject)

hastily (adv.) hurriedly

warrant (v) guarantee, promise

The Ant and the Cricket

Poem





10





a crumb
 a piece
 starvation
 hunger
 shelter
 home / habitat
 wicket
 gate/ stump

- A. Based on your understanding of the poem, read the following lines and answer the questions given below.
- 1. A silly young cricket, accustomed to sing
  Through the warm, sunny months of gay summer and spring.
  - a) What was the routine of the cricket?

The routine of the cricket was that he got accustomed to singing in summer and spring.

b) Name the seasons mentioned here.

Summer and Winter are the seasons mentioned here.

 Began to complain when he found that, at home, His cupboard was empty, and winter was come.

a) Who does 'he' refer to?

'He' refers to the cricket.

b) Why was his cupboard empty?

His cupboard was empty because he did not collect and preserve any grains for the winter.

- 3. Not a crumb to be found On the snow-covered ground;
  - a) What couldn't he find on the ground?

He couldn't find a single crumb -piece of bread on the ground.

b) Why was the ground covered with snow?

The ground was covered with snow because it was winter season.

- 4. At last by starvation and famine made bold,
  All dripping with wet, and all trembling with cold,
  - a) What made the cricket bold?

Starvation and famine made the cricket bold.

b) Why did the cricket drip and tremble?

It was winter and he had not made his shelter. So he dripped with wet and trembled with cold.

Away he set off to a miserly ant,
 To see if, to keep him alive, he would
 grant
 Him shelter from rain,

And a mouthful of grain.a) Whom did the cricket want to meet? Why?

The cricket wanted to meet the ant, because he wanted to get shelter and borrow some grain.







## b) What would keep him alive?

Shelter from rain and a mouthful of grain would keep him alive.

6. But we ants never borrow; we ants never lend.

#### a) Why do you think ants neither borrow nor lend?

Since ants have the habit of saving something for the future, they are boldly saying they neither borrow nor lend, for borrowing or lending makes one a slave for the other.

#### b) Who says these lines to whom?

The ant says these lines to the cricket.

7. "Not I!

My heart was so light That I sang day and night, For all nature looked gay."

#### a) Who does 'I' refer to?

'I' refers to the cricket.

#### b) What was the nature of the cricket? How do you know?

The nature of the cricket was that it indulged in merrymaking in summer. This we can know from the way it spent the summer.

8. Thus ending, he hastily lifted the wicket, And out of the door turned the poor little cricket.

#### a) The ant refused to help the cricket. Why?

The ant refused to help the cricket because it spent the whole summer singing all day long and enjoying his good times during summer season. He lacked farsightedness, for he never had plans for his future.

#### b) Explain the second line.

The ant chased the little careless and lazy cricket out of the door to fend for himself.

9. He wished only to borrow; He'd repay it tomorrow;

#### a) Pick out the rhyming words in the above lines.

borrow - tomorrow

#### b) Give more examples of rhyming words.

sing, spring; home, come; found, ground; see, tree; bold, cold; ant, grant; rain, grain; light, night; gay, say; wicket, cricket; true, two are other rhyming words in the poem.

# 10. My heart was so light that I sang day and night, For all nature looked gay."

"You sang, Sir, you say?

# a) Mention the rhyme scheme employed in the above lines.

aabb.





10



# ADDITIONAL

Not a flower could he see,
 Not a leaf on a tree,
 oh! what will become, "says cricket," of me?

a) Who does 'he' refer to?

'He' refers to the cricket.

b) Why is he sad?

There was no food and shelter for him. So he is sad.

2. "You sang, Sir, you say?"

Go then, "says the ant," and dance the winter away,

a) To whom does the ant say this?

The ant says this to the cricket.

b) What does the phrase 'dance the winter away' mean?

'Dance the winter away' means spending the winter season in a joyful manner.

3. Says the ant to the cricket, "I'm your servant and friend,
But we ants never borrow; we ant's never land.

a) What rule do the ants follow?

Ants follow the rule that never lend or borrow.

b) Pick out the rhyming words.

friend, lend.

4. Folks call this a fable. I'll warrant it true:

Some crickets have four legs, and some have two

a) What is the fable about?

The fable is about the ant and the cricket.

b) What is the moral of this fable?

Prevention is better than cure.

B. Based on your understanding of the poem, complete the summary using the phrases given below.

the pleasant nature	human beings	doesn't save	warm place
kitchen cupboard	just a fable	saving for future	some grains
never borrow or lend an ant and a cricket		sings and dances	







In this narrative poem, the poet brings out the idea that is essential for every creature. He conveys this message to the readers through a story of an ant and a cricket. The ant spends all its summer saving for future. The cricket sings and dances happily in the summer. He doesn't save anything for the winter. When winter comes, he is worried that his kitchen cupboard is empty. So, he seeks the help of the ant to have some grains and a warm place to stay. The cricket was even prepared to repay it in the future. The ant made it clear that ants never borrow or lend. He also enquired cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying the pleasant nature. The ant threw the cricket out and stated in a stern voice it should dance in the winter season too. In his concluding lines, the poet affirms that this is not just a fable but it is true and applicable to human beings also.

- C. Answer each of the following questions in a paragraph about 100 words.
- 1. 'Some crickets have four legs and some have two.' Elucidate this statement from the poet's point of view.

Poem	The Ant and the Cricket	
Poet	Aesop	
Theme	Forewarned is forearmed	

Not a crumb to be found
On the snow-covered ground

'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print.

Through the poem 'The Ant and the Cricket', the poet brings out the idea that it is essential for every creature to work hard for the future. In the poem, the ant spent all its summer saving for future, whereas the cricket sang and danced happily in the summer. He did not save anything for the winter. When winter came, he was worried that his kitchen cupboard was empty. So, he sought the help of the ant to have some grains and a warm place to stay. The ant made it clear that ants would never borrow or lend. He also enquired the cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying the pleasant nature. Some crickets work as if they have only two legs. In his concluding lines, the poet affirms that this is not just a fable but it is true and applicable to human beings also.

And out of the door turned the poor little cricket Folks call this a fable.

2. Compare and contrast the attitude of the ant and the cricket.

Poem	The Ant and the Cricket	
Poet	Aesop	
Theme	Forewarned is forearmed	

A silly young cricket, accustomed to sing Through the warm, sunny months of gay summer and spring





'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print.

Through the story of the lazy cricket and the hardworking ant, the poet teaches us the virtue of hard work. The cricket was foolish enough not to see the future. He made no plans or provisions for the future. He lived in the present moment. The ant, on the other hand, was wise and hardworking. He worked hard so that he could enjoy the future. The poet wants us to learn an important lesson in life. One must always save for the future. One should not be foolish enough to just enjoy the present moment. 'As you sow, so shall you reap.' is a popular proverb that fits this story. We must be fare sighted enough to see our future and make plans accordingly. One should be ready for the good as well as the bad times ahead. This attitude of the ant is not only an eye-opener for the cricket but also for the human beings. We should not be like the cricket and ruin our future.

But we ants never Borrow; we ants never lend

3. If given a chance, who would you want to be - the ant or the cricket? Justify your answer.

Poem	The Ant and the Cricket	
Poet	Aesop	
Theme	Forewarned is forearmed	

Began to complain when he found that, at home, His cupboard was empty, and winter was come.

I would obviously want to be the ant because the cricket is lazy whereas the ant is hard-working. The cricket was foolish enough not to see the future. He made no plans or provisions for the future. He lived in the present moment. He indulged in merrymaking and daydreaming and gave in to desires and passions. The ant, on the other hand, was wise and hard-working. He worked hard so that he could enjoy the future. The poet wants us to learn an important lesson in life. One must always save something for the future. One should not be foolish enough to just enjoy the present moment. 'As you sow, so shall you reap.' is a popular proverb that fits this story. We must be fare sighted enough to see our future and make plans accordingly. One should be ready for the good as well as the bad times ahead. This act of the ant is not only an eye-opener for the cricket but also for the human beings. We should not be like the cricket and ruin our future. So I would prefer to be the prudent miserly ant.

But tell me, dear cricket,

Did you lay anything by

When the weather was warm?



Answer each of the following questions in a paragraph of 120-150 words.



# **ENGLISH**

#### What led to the doom of the Cricket in the poem? 1.

Poem	The Ant and the Cricket	
Poet	Aesop	
Theme	Forewarned is forearmed	

"Oh! What will become," says cricket, "of me?" At last by starvation and famine made bold

The cricket himself is the cause for his own doom. Since he loved to sing, he sang all summer and spring with no worries in the world. He began to complain as the winter arrived. He found that his cupboard was empty and he had no food to eat. Neither a leaf, nor a flower could he find. Everything was covered under the snow. He cried as he imagined his bad situation. Finally, out of hunger and starvation, it being all wet and cold, he set off to the house of a miserly ant. He wanted to know if the ant would lend him a mouthful of grain and a shelter from the rain. He promised that he would repay the ant. He knew that if he didn't do this, he would die of hunger and pain. The ant said to the cricket that he was his servant and friend. But he made one point clear in friendship that there should be no borrowing or lending. Having said that, the ant chased him out of his house. Thus he ended up in a miserable condition.

> He wished only to borrow; He'd repay it tomorrow

# How does the poet apply the fable to human beings?

Poem	The Ant and the Cricket	
Poet	Aesop	
Theme	Forewarned is forearmed	

Away he set off to a miserly ant, To see if, to keep him alive, he would grant

The poet through the poem admonishes us that we should enjoy happy moments but should not ignore our future. Careful planning is essential for everyone and it ensures secure future. The ant spends all its summer saving for future. The cricket sings and dances happily in the summer. He doesn't save anything for the winter. When winter comes, he is worried that his kitchen cupboard is empty. So, he seeks the help of the ant to have some grains and a warm place to stay. The cricket is even prepared to repay it in the future. The ant makes it clear that ants never borrow or lend. He also enquires the cricket if it saved anything when the weather was fine. The cricket answers that it has sung day and night enjoying the pleasant nature. The ant throws the cricket out and states in a stern voice it should dance in the winter season too. In his concluding lines, the poet affirms that this is not just a fable but it is true and applicable to human beings also.

> And out of the door turned the poor little cricket Folks call this fable. I'll warrant it true









# **The Aged Mother**

UNIT 4

Matsuo Basho



"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. The son secretly fought against the decree of putting aged people to death.

Once there lived a poor farmer with his aged widowed mother. They owned a bit of land and they were humble, peaceful and happy.

Their place Shining was governed by a despotic leader who proclaimed the decree to kill all the aged people of the country. That time, killing aged people was not uncommon. When the poor farmer heard the cruel decree he felt sad in his heart. Just as his work ended, he cooked food, wrapped it in a small piece of cloth and tied it in his neck together with a gourd filled with cool and sweet water. Then, he carried his mother on his back and started walking towards the summit of Obatsayuma, the mountain of the "abandoning of the aged".

On their way to the summit, the helpless mother noticed the dangerous paths and thought that her son might not know the way back and might pass through danger. So she reached for twigs, snapped them to pieces and quietly dropped them all along the way until they reached the summit.

The poor farmer released his mother and created a comfortable cushion and tenderly lifted his old mother onto it. With tearful eyes and painful heart, he then bade his farewell.

Before he left her, his unselfish and loving mother told him about the path she had made. She told him to walk along the path which had the piles of twigs. Looking back over the path, the son was surprised and he broke down before his mother. Then the farmer firmly told his mother he would not leave her. Together they would follow the path of twigs and together they would die. So he carried his mother again on his back and started walking back. When they reached home he hid her in the walled closet for food beneath the kitchen floor. He supplied her with everything she needed.

As the time passed, the governor sent forth another unreasonable order that his people should present him a rope of ashes. The farmer was confused and distressed. When he whispered to his mother, his mother gave him a clever idea. He must make a rope of twisted straw and then stretch it upon a row of flat stones and burn it on a windless night. He called the people and did as his mother said. When the blaze died down, they could see upon the stone a rope of ashes.

The governor was pleased by the intelligence of the youth and wanted to know how he got the idea. The farmer told him that his old mother whom he had hidden gave the idea. Then the governor meditated in silence and understood that old people had experience to solve problems and the country needed them. At once he abolished the decree.

# **GLOSSARY**

4.

5.

despotic (adj.) tyrannical, cruel proclamation (n) announcement

extremely brutal or mercilessly harsh barbarous (adj.)

abandon (v) desert, give up completely

reverence (n) deep respect

mandate (n) an official order

summit (n) the topmost point of a hill or mountain

injunction (n) an order restraining someone from performing an act shriveled (adj.) wrinkled and contracted due to old age or due to strain

gravely (adv.) seriously

#### Rearrange the sentences given below in the correct sequence. A.

1. The son made up his mind to take back his mother home. 5

2. A farmer decided to leave his old mother on top of a mountain.

8

2

3. The governor realized his mistake and abolished the law.

- 1
- Once in Shining, a cruel ruler declared that all old people must be put to death. Using the clever idea of his mother, the farmer made a rope of ashes.
- 7 4
- 6. When the farmer bade farewell, she advised him to return home with the aid of twigs.
- 7. Filled with dread, he hid his mother in his home.

6

3

- 8. The mother dropped the small twigs as markers on the way to help her son return.

#### В. Answer the following questions in one or two sentences.

#### 1. What was the cruel announcement made by the leader?

The cruel announcement made by the leader was all the old people must be put to death.

#### Why was the farmer filled with sorrow? 2.

The farmer was filled with sorrow because the poor farmer loved his aged mother and as per the government decree he had to kill his old mother.

#### 3. What were the things carried by the farmer to the summit of the mountain?

The farmer carried cooked food, and cool and sweet water.

#### Why did the mother become anxious as they climbed up the mountain? 4.

The mother became anxious as they climbed up the mountain because the paths crisscrossed one another and her son might not know the mountain paths and his return might be dangerous.





## 5. What did the mother drop along the way?

The mother broke the twigs and quietly dropped them all along the way as markers

#### 6. What was the advice given by his mother for the safe return of her son?

When the son bade farewell to his mother, the mother told him about the path she had made with a handful of broken twigs on the path. She advised him to walk along the path which had the piles of twigs.

#### 7. Why did the farmer's burden seem to be light on his way back home?

The guilty conscience of leaving his mother to die was no more. Also his firm attitude to die together did not make him feel his mother was burdensome. So the farmer's burden seemed to be light on his way back home.

#### 8. Where did the farmer hide his mother?

The farmer hid his mother in the walled closet for food beneath the kitchen floor.

# 9. How did the farmer make the rope of ashes? On whose suggestion did he do it?

On his mother's suggestion, the farmer made a rope with a twisted straw, and then stretched it upon a row of flat stones and burnt it on a windless night. When the blaze died down, they could see a rope of ashes on the stones.

#### 10. How did the Governor realize his mistake?

When the governor demanded the farmer to tell him from where he had got the wisdom to get a rope of ashes, the farmer informed him that he had done it on the suggestion of his old mother whom he hid in the closet. The governor was surprised and meditated upon his wrong order and abolished his decree.

#### C. Answer each of the following in a paragraph of 120-150 words.

#### 1. Narrate the circumstances that led to the abandoning of the aged in Shining.

The story of the Aged Mother - poor farmer and his aged mother - humble, peaceful life - despotic leader - decree - felt sorry - took food and water - carried his mother to the mountain - decided to leave her there - reached Obatsayuma - abandoning the aged

Title	The Aged Mother
Author	Matsuo Basho
Theme	Old is gold

"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. He secretly fought against the decree of putting aged people to death. The story started at the foot of the mountain where a poor farmer lived with his aged widowed mother. They owned a bit of land and they were humble, peaceful and happy. The country was governed by a despotic leader who proclaimed the decree of killing aged people. That time, killing aged people was not uncommon. When the poor farmer heard the decree he felt sorrow in his heart, because he loved his aged mother with so much of reverence. Sorrowfully and painfully, he prepared to put his mother to death. Just as his work ended, he cooked food, wrapped it in a small piece of cloth and tied it in his neck together with a gourd filled with cool and sweet water. Then, he carried his mother on his back. The road was narrow crisscrossed many times because of many paths made by the hunters and woodcutters. He







kept blindly walking towards the summit of Obatsayuma, the mountain of the "abandoning of the aged". With tearful eyes and an aching heart, he bade farewell to his aged mother.

#### 2. Describe the farmer's painful journey up the mountain.

The Story of the Aged Mother – at the foot of mountain – peaceful and happy – governor's proclamation – farmer felt sad – prepared to put mother to death – carried cooked food and water – carried his mother –road long and steep – narrow, crossed – paths made by hunters – lost ways – reached the summit

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"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. He secretly fought against the decree of putting aged people to death. The story started at the foot of the mountain where a poor farmer lived with his aged widowed mother. They owned a bit of land and they were humble, peaceful and happy. When the governor sent a proclamation that aged people should be put to death, the poor farmer felt sad in his heart because he loved his aged mother with so much. Shining at the time was ruled by the despotic leader and killing aged people was not uncommon. Sorrowfully and painfully, he prepared to put his mother to death. Just as his work ended, he cooked food, wrapped it in a small piece of cloth and tied it in his neck together with a gourd filled with cool and sweet water. Then, he carried his mother on his back. The road was long and steep. The road was narrow and was crossed and re-crossed many times because of the many paths made by the hunters and woodcutters. In some places they lost the way. He got confused but he gave no heed. He kept blindly walking towards the summit of Obatsayuma, the mountain of the "abandoning of the aged".

#### 3. 'The old are wise'. Prove this with reference to the story 'The Aged Mother'.

The Story of the Aged Mother — old is gold — wisdom — two occasions — mother guided her son — to find out the way — to prepare the rope of ashes — remove the decree.

Title	The Aged Mother
Author	Matsuo Basho
Theme	Old is gold

"The Story of the Aged Mother" by Matsuo Basho is a story about a son and his aged widowed mother. He secretly fought against the decree of putting aged people to death. We know the famous saying 'Old is gold'. They are really gold because of their wisdom. The foundation for all the new things in the present world was laid in the olden days. In the story, we see on two occasions, the old mother guiding her son the young farmer. First when the farmer carried her to the top of the steep and narrow mountain, the old mother saw the paths crossed and re-crossed in many ways which might be very dangerous for the son to get back home. So she broke the twigs to pieces and quietly dropped them all along the way until they reached the summit. When the son bade farewell to his mother, the unselfish and loving mother told him about the path she had made with a handful of broken twigs on the path. She advised him to walk along the path which had the piles of twigs. The other occasion was when the





governor passed the order to make a rope of ashes. She gave her son a clever plan to make to rope with a twisted straw, and then stretched it upon a row of flat stones and burnt it on a windless night. When the blaze died down, they could see a rope of ashes. This idea of the old mother abolished the decree that old people should be put to death.

With the crown of snow there cometh wisdom

# ADDITIONAL PARAGRAPH

Answer the following in a paragraph of 120-150 words.

#### 1. Write the character sketch of the governor.

The antagonist governor — Shining — decree to kill the aged people — farmer's love for mother — carried — to mountain —aged mother's help to find the way back — helped tofind a way to prepare rope of ashes.

Title	The Aged Mother		
Author	Matsuo Basho		
Theme	Old is gold		

The antagonist in the story is the emperor of Shining who is a despotic leader. He is the central character. He proclaimed the decree to kill the aged people. As he was a warrior he thought the aged people were useless and could not be helpful to those who were still strong like him. So, all the people put the aged people to death. But the farmer carried his mother on his back to the top of the mountain. On another occasion, he sent out another proclamation that his subjects should make a rope of ashes. It was very difficult for the people. But the old mother gave the farmer son a clever idea as to how to make a rope with a twisted straw. The farmer demonstrated before everyone by stretching it upon a row of flat stones and burning it on a windless night. When the blaze died down, they could see a rope of ashes. It was this idea that transformed the despotic governor into a good person respecting old people and considering them an asset to the kingdom. At once he abolished the decree against old people.

#### D. Identify the character /speaker.

- 1. He gave orders for the aged to be put to death. The governor
- 2. He considered the order to be the kindest mode of death. Poor farmer
- 3. She quietly dropped some twigs on the way. Aged mother
- Let not thine eyes be blinded.
- 5. Together we will follow the path, together we will die. **Poor farmer**
- 6. I will think, I will think. Aged mother
- 7. The truth must be told. Poor farmer
- 8. He listened and meditated in silence. The governor
- 9. Shining needs more than the strength of the youth. The governor
- 10. With the crown of snow there cometh wisdom. The governor



**Aged mother** 

10

1.	Choose the appropriate answer and fill in the blanks.  Shining was governed by a leader.					
	a) strict	b) kind	c)	cruel	d) diplomatic	Ans: c)
2. The was the principal food for th				the poor.		
	a) wheat	b) brown rice	c)	unwhitened rice	d) millet	Ans: c)
3.	<ul><li>a) hunters and woodcutters</li><li>c) vendors and tradesmen</li></ul>		b)	any paths made be robbers and thieve wildlife photograp	_	
4. Gathering he made a sof			ft cushi	ion and tenderly I	ifted his old mot	her onto it
	a) dry leaves	b) fallen pine	c)	broken twigs	d) flowers	Ans: b)
5. The governor demanded that his sub			bjects s	should present hir	n with a	
	a) basket of fruits		b)	rope of ashes		
	c) flesh of animals			bag of silverwares	Ans: b)	
	ADDITIONAL EX	KERCISES				

## Rearrange the sentences in coherent order.

- I. 1. The son made up his mind to take back his mother home.
  - 2. The mother dropped the small twigs as markers on the way to help her son return.
  - 3. Once in Shining, a cruel ruler declared that all old people must be put to death.
  - 4. When the farmer bade farewell, she advised him to return home with the aid of twigs.
  - 5. A farmer decided to leave his old mother on top of a mountain. **Answer: 3, 5, 2, 4, 1**
- II. 1. When the Governor came to know the wisdom of the old lady he removed his order of killing the old people.
  - 2. The farmer decided not to leave his mother on the mountain.
  - 3. When the Governor ordered the people to make a rope of ashes, the mother helped them.
  - 4. He hid her in the closet to avoid the neighbours' attention.
  - 5. He brought her back home.

#### Answer: 2, 5, 4, 3, 1

- III. 1. The old mother of the farmer helped them to make a rope of ashes.
  - 2. The Governor ordered the people to make a rope of ashes.
  - 3. When he heard the wisdom of the old lady he removed his order of killing the old people.
  - 4. People were confused how to make a rope of ashes.
  - 5. The governor was happy to get the rope of ashes.

## Answer: 2, 4, 1, 5, 3

# **Identify the Character.**

- 1. She stretched forth her hand and snapping the twigs from bushes as they passed
  - Oh, honourable your kindness breaks my heart!
- Farmer's Mother
  - **Farmer**





- 3. Shining needs more strength than of youth.
- 4. I will think, I will think.
- 5. Alas! Alas! the truth must be told.

- Emperor
- Farmer's Mother
- Farmer

## III. Reading Comprehension.

## Read the following passage and answer the questions below.

The country Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

#### Questions:

- 1. Who governed Shining?
- 2. What was the cowardly thinking of the governor?
- 3. What proclamation did the governor send out?
- 4. How did the farmer feel?
- 5. What was the general attitude of the people?

#### **Answers:**

- 1. A despotic leader governed Shining.
- 2. The cowardly thinking of the governor was all the people with sickness and failing health should be put to death.
- 3. The proclamation that the governor sent out was that all aged people should immediately be put to death.
- 4. The farmer felt sorrowful because he loved his aged mother more than anything else.
- 5. The general attitude of the people was that no one ever thought twice about obeying the mandate of the governor.

#### IV. Passage for Comprehension.

1. The eyes of the old mother were not so dim but that they noted the reckless hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain's many paths and his return might be one of danger, so she stretched forth her hand and snapping the twigs from bushes as they passed, she quietly dropped a handful every few steps of the way so that they climbed, the narrow path behind them was dotted at frequent intervals with tiny piles of twigs. At last the summit was reached. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifted his old mother onto it. Her wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart he said farewell.







#### **Questions:**

- 1. How sharp were the eyes of the mother?
- 2. Why did she grow anxious?
- 3. What did she do for her son's safe return?
- 4. How did he prepare the bed?
- 5. How did he bid farewell?

#### **Answers:**

- 1. The eyes of the mother were so sharp that they noted the reckless hastening from one path to another-crossing and recrossing of the paths.
- 2. She grew anxious that her son might not return home safely, as he did not know the mountain's many paths.
- 3. She snapped the twigs from bushes as they passed and quietly dropped a handful every few steps of the way.
- 4. He gathered fallen pine needles and made a soft cushion.
- 5. He bade farewell with tearful eyes and an aching heart.
- 2. The entire province trembled with dread. The order must be obeyed yet who in all Shining could make a rope of ashes? One night, in great distress, the son whispered the news to his hidden mother. "Wait!" she said. "I will think. I will think." On the second day she told him what to do. "Make rope of twisted straw," she said.

"Then stretch it upon a row of flat stones and burn it on a windless night." He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fibre showing perfectly, lay a rope of ashes.

#### Questions:

- 1. How did the entire province react to the governor's order?
- 2. What was the order?
- 3. What did the farmer discuss with his aged mother?
- 4. What idea did the mother give her son?
- 5. How did the farmer carry out the instructions of the aged old mother?

#### **Answers:**

- 1. The entire province trembled with fear.
- 2. The people of Shining should make a rope of ashes.
- 3. The farmer discussed with his aged mother how to make a rope of ashes.
- 4. The mother told him to make a rope of twisted straw and then stretch it upon a row of flat stones and burn it on a windless night.
- 5. The farmer called the people together and did as his aged mother instructed. When the blaze died down, they could see a rope of ashes.





