

Sir Issac Newton - The Ingenious Scientist

Nathaniel Hawthorne

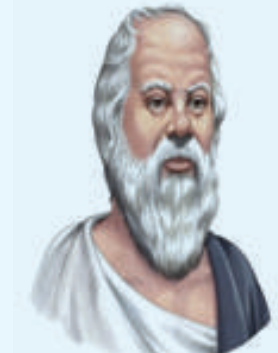
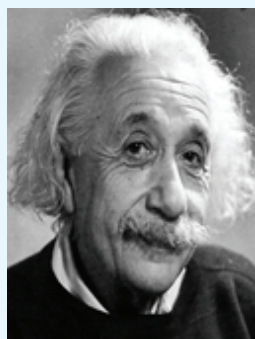
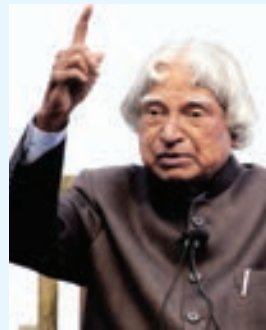
Warm up



In pairs, identify the great thinkers of the world and write the names from the box.



Buddha, C.V. Raman, Plato, Einstein, Vivekananda, Aristotle, A. P. J Abdul Kalam, Socrates.





Section -I

Reading



Read the following passage on Sir Isaac Newton.

On Christmas-day, in the year 1642, Isaac Newton was born at the small village of Woolsthorpe in England. Little did his mother think, when she beheld her new-born babe, that he was destined to explain many matters which had been a mystery ever since the creation of the world.

Isaac's father being dead, Mrs. Newton was married again to a clergyman, and went to reside at North Witham. Isaac was left to the care of his good old grandmother, who was very kind to him, and sent him to school. In his early years, Isaac was chiefly remarkable for his **ingenuity** in all mechanical occupations. He had a set of little tools, and saws of various sizes, manufactured by himself. With the aid of these, Isaac **contrived** to make many curious articles, at which he worked with so much skill, that he seemed to have been born with a saw or chisel in his hand.



The neighbors looked with vast admiration at the things which Isaac manufactured. And his old grandmother, I suppose, was never weary of talking about him.

"He'll make a capital workman, one of these days," she would probably say. "No fear but what Isaac will do well in the world, and be a rich man before he dies."

Some of his friends, no doubt, advised Isaac's grandmother to **apprentice** him to a clockmaker; for, besides his mechanical skill, the boy seemed to have a taste for mathematics, which would be very useful to him in that profession. And then, in due time, Isaac would set up for himself, and would manufacture curious clocks, like those that contain sets of dancing figures, which issue from the dial-plate when the hour is struck; or like those, where a ship sails across the face of the clock, and is seen tossing up and down on the waves, as often as the pendulum vibrates.

Indeed, there was some ground for supposing that Isaac would devote himself to the manufacture of clocks; since he had already made one, of a kind which nobody had ever heard of before. It was set a-going, not by wheels and weights, like other clocks, but by the dropping of water. This was an object of great wonderment to all the people in the neighborhood; and it must be confessed that there are few boys, or men either, who could contrive to tell what o'clock it is, by means of a bowl of water.



Besides the water-clock, Isaac made a sun-dial. Thus his grandmother was never at a loss to know the hour; for the water-clock would tell it in the shade, and the dial in the sunshine. The sun-dial is said to be still in existence at Woolsthorpe, on the corner of the house where Isaac dwelt.

Isaac possessed a wonderful faculty of **acquiring** knowledge by the simplest means. For instance, what method do you suppose he took, to find out the strength of the wind? He jumped against the wind; and by the length of his jump, he could calculate the force of a gentle breeze, a brisk gale, or a tempest. Thus, even in his boyish sports, he was continually searching out the secrets of philosophy.

Not far from his grandmother's residence there was a windmill, which operated on a new plan. Isaac was in the habit of going thither frequently, and would spend whole hours in examining its various parts. While the mill was at rest, he **pried** into its internal machinery. When its broad sails were set in motion by the wind, he watched the process by which the mill-stones were made to revolve, and crush the grain that was put into the **hopper**. After gaining a thorough knowledge of its construction, he was observed to be unusually busy with his tools.

It was not long before his grandmother, and all the neighborhood, knew what Isaac had been about. He had constructed a model of the windmill. Though not so large, I suppose as one of the box-traps which boys set to catch squirrels, yet every part of the mill and its machinery was complete. Its little sails were neatly made of linen, and whirled round very swiftly when the mill was placed in a draught of air. Even a puff of wind from Isaac's mouth, or from a pair of bellows, was sufficient to set the sails in motion. And what was most curious if a handful of grains of wheat were put into the little hopper, they would soon be converted into snow-white flour.



Glossary



ingenuity (n)	–	the ability to invent things / creativity
contrived (v)	–	created / invented
apprentice (v)	–	works for someone to learn skill
acquiring (v)	–	getting knowledge or skill
pried (v)		investigated
hopper (n)	–	funnel shaped bins for feeding grains into mills

Read and Understand



A. Fill in the blanks.

1. Issac Newton was born at _____.
2. Grand mother was advised to apprentice him to a _____.
3. Isaac made a clock, by the dropping of _____.
4. The sun-dial made by Isaac is still in existence at _____.
5. Isaac constructed a model of the _____.

B. Choose the correct synonyms for the italicized words.

1. Isaac was chiefly *remarkable* for his ingenuity.
a. common b. notable c. neglected d. unknown
2. He will make a *capital* workman.
a. wealth b. excellent c. profitable d. head
3. Nobody could tell what the sunshine was *composed* of.
a. made b. known c. full d. felt
4. He cared little for earthly *fame* and honors.
a. disrespect b. attraction c. proud d. popularity

Section -II

Reading



Take turns and read this section

aloud.

Isaac's playmates were **enchanted** with his new windmill. They thought that nothing so pretty, and so wonderful, had ever been seen in the whole world.

"But, Isaac," said one of them, "you have forgotten one thing that belongs to a mill."

"What is that?" asked Isaac; for he supposed, that, from the roof of the mill to its foundation, he had forgotten nothing.

"Why, where is the miller?" said his friend.

"That is true!—I must look out for one," said Isaac; and he set himself to consider how the deficiency should be supplied.

He might easily have made the **miniature** figure of a man; but then it would not have been able to move about, and perform the duties of a miller. But perhaps some two-legged millers are quite as dishonest as this small quadruped.

As Isaac grew older, it was found that he had far more important matters in his mind than the manufacture of toys, like the little windmill. All day long, if left to himself, he was either absorbed in thought, or engaged in some book of mathematics, or natural philosophy. At night, I think it probable, he looked up with reverential **curiosity** to the stars, and wondered whether they were worlds, like our own,—and how great was their distance from the earth,—and what was the power that kept them in their courses. Perhaps, even so early in life, Isaac Newton felt a presentiment that he should be able, hereafter, to answer all these questions.

When Isaac was fourteen years old, his mother's second husband being now dead, she





wished her son leave school, and assist her in managing the farm at Woolsthorpe. For a year or two, therefore, he tried to turn his attention to farming. But his mind was so bent on becoming a scholar, that his mother sent him back to school, and afterwards to the University of Cambridge.

He was the first that found out the nature of Light; for, before his day, nobody could tell what the sunshine was composed of until then. You remember, I suppose, the story of an apple's falling on his head, which lead him to discover the force of gravitation and which keeps the heavenly bodies in their courses. When he had once got hold of this idea, he never permitted his mind to rest, until he had searched out all the laws, by which the planets are guided through the sky. This he did as thoroughly as if he had gone up among the stars, and tracked them in their orbits. As a boy, he had found out the mechanism of a windmill; and as a man he explained to his fellow-men the mechanism of the universe.

While researching he was **accustomed** to spend night after night in a lofty tower, gazing at the heavenly bodies through a telescope. His mind was lifted far above the things of this world. He may be said, indeed, to have spent the greater part of his life in worlds that lie thousands and millions of miles away; for where the thoughts and the heart are, there is our true existence.


Newton lived to be a very old man, renowned thinker and was made a Member of Parliament, and received the honor of knighthood from the king. But he cared little for earthly fame and honors, and felt no pride in the vastness of his knowledge. All that he had learned only made him feel how little he knew in comparison to what remained to be known.

"I seem to myself like a child," he observed, "playing on the sea-shore, and picking up here and there a curious shell or a pretty pebble, while the boundless ocean of Truth lies undiscovered before me."

At last, in 1727, when he was 85 years old, Sir Isaac Newton died,—or rather he **ceased** to live on earth. We may be permitted to believe that he is still searching out the infinite wisdom and goodness of the Creator, as earnestly, and with even more success, than while his spirit animated a mortal body. He has left a fame behind him, which will be as enduring as if his name were written in letters of light, formed by the stars upon the midnight sky.

"I love to hear about mechanical contrivances—such as the water-clock and the little windmill," remarked George. "I suppose if Sir Isaac Newton had only thought of it, he might have found out the steam-engine, and railroads, and all the other famous inventions that have come into use since his day."

"Very possibly he might," replied Mr. Temple; "and, no doubt, a great many people would think it more useful to manufacture steam-engines, than to search out the system of the universe. Other great astronomers, besides Newton, have been endowed with mechanical genius. There was David Rittenhouse, an American,—he made a perfect little water-mill, when he was only



Wheels, our greatest invention...
Man's greatest invention wheel is fundamental to transport, agriculture, industry and the world in which we live today.



seven or eight years old. But this sort of ingenuity is but a mere trifle in comparison with the other talents of such men."

About the Author

Nathaniel Hawthorne (July 4, 1804 – May 19, 1864) was an American novelist, dark romantic, and short story writer. His works often focus on history, morality, and religion. He was born in 1804 in Salem, Massachusetts, to Nathaniel Hathorne and the former Elizabeth Clarke Manning. The biography of Sir Isaac Newton was published in Nathaniel Hawthorne's, True Stories from History and Biography (1851).



Nathaniel Hawthorne

Glossary

enchanted (v)	–	delighted
miniature (adj)	–	very small model
curiosity (n)	–	eagerness
accustomed (v)	–	something familiar with
gazing (v)	–	looking steadily and intently
ceased (v)	–	stopped

Read and Understand



A. Choose the correct antonym for the italicized word

- His Grandmother was very ***kind*** to him.
 - affectionate
 - loving
 - disrespectful
 - cruel
- The boy seemed to have a ***taste*** for mathematics.
 - delicious
 - sweet
 - distaste
 - against
- Isaac ***possessed*** a wonderful faculty of acquiring knowledge.
 - owned
 - controlled
 - lacks
 - have

4. He was observed to be **usually** busy with his tools.

- a. common b. rarely c. unwantedly d. usually

B. Answer the following questions in one or two

1. Who was taking care of Newton after his father's death?
2. What did Isaac manufacture at his young age?
3. How did the young boy find the strength of the wind?
4. Why were his friends attracted by the windmill?
5. How was Newton honoured by the king?

C. Answer the following in about 100 words

1. Why did Newton's friends advice his grand mother to apprentice him to a clockmaker?
2. How did Newton learn about the way a windmill operated?
3. Mention some of Newton's inventions.

Vocabulary



Prefix and Suffix

Prefix

A prefix is an affix which is placed before the root word. Adding it to the beginning of one word changes it into another word. For example, when the prefix un-is added to the word happy, it creates the new word unhappy.

Prefix	Root word	New Word
re-	write	rewrite
bi-	cycle	bicycle
un-	expected	unexpected

Prefix	Meaning	Examples
Re-	Again	rewrite
Un-	Not	Unkind
Pre-	Before	Pre reading
Dis-	not	Disrespect
Im-	not	impossible
Non-	not	nonsense
Mis-	wrong	misbehave

Exercise

a. Underline the prefix in each word in the boxes

unlock	rewrite	dislike	unsafe	remix	relocate
distrust	untrue	unhook	unlucky	disown	disclose

Suffix

A suffix is an affix which is placed after the root word. These suffixes change the meaning or grammatical function of a root word.

Root word	Suffix	New Word
happy	-ness	happiness
colour	-ful	colourful
friend	-ship	friendship

Example:

fat + er = fatter drive + ing = driving change + able = changeable
use + less = useless beauty + ful = beautiful lie + ing = lying

b. Pick a suitable prefix and suffix from the given box and complete the following words.

able, ful, ly, sub, ion, un, tri, re, im, mis

_____call	comfort_____
_____category	_____understand
_____proper	success_____
equal_____	_____colour
construct_____	new_____

Syllabification

Syllabification is the act, process, or method of forming or dividing words into syllables. It is splitting of words according to the syllables or unit of sounds or vowel sounds.

It has six types. They are:

1.Monosyllabic 2.Disyllabic (or) Bisyllabic 3.Trisyllabic 4.Tetrasyllabic 5.Pentasyllabic
6.Polysyllabic (or) Multisyllabic.

The process of dividing words into smaller parts or syllables is called 'Syllabification'.

Monosyllabic Words:

Words having only one syllable.		
act	cat	book
head	see	all
tongue	plot	steel
wish	one	school
break	rhythm	make
life	ball	bat

Disyllabic (or) Bisyllabic Words:

Words having only two syllables.		
a-gain	rub-ber	be-side
in-stead	de-lay	wo-men
pur-pose	pro-gramme	van-quish
out-break	mo-ral	di-rect
co-ward	en-ding	care-ful
sus-pect	lead-er	re-joice

Trisyllabic Words :

Words having only three syllables.		
beau-ti-ful	to-mor-row	po-pu-lar
in-ten-tion	per-mi-ssion	e-ffec-tive
lu-per-cal	mu-ti-ny	le-ga-cy
be-lov-ed	de-part-ment	for-tu-nate
be-ne-fit	as-sem-bly	con-si-der
e-le-ment	tra-di-tion	im-pli-cit

Tetra syllabic Words :

Words having only four syllables.		
u-su-al-ly	mi-li-ta-ry	in-tel-li-gent
e-co-no-my	in-he-ri-ted	se-cu-ri-ty
lo-ca-li-ty	e-qua-li-ty	pub-li-ci-ty
mo-ra-li-ty	im-me-di-ate	ki-lo-me-ter
oc-cu-pa-tion	gen-er-a-tion	tech-no-lo-gy
mul-ti-me-dia	u-ni-ver-sity	par-ti-cu-lar

Penta syllabic Words :

Words having only five syllables.		
ex-a-mi-na-tion	com-mu-ni-ca-tion	i-ma-gi-na-tion
qua-li-fi-ca-tion	re-pre-sen-ta-tion	spe-ci-fi-ca-tion
par-ti-ci-pa-tion	in-ter-pre-ta-tion	e-va-lu-a-tion
de-ter-mi-na-tion	ac-com-mo-da-tion	re-pre-sen-ta-tive
mo-di-fi-ca-tion	per-so-na-li-ty	jus-ti-fi-ca-tion
in-i-ti-a-tive	fun-da-men-tal-ly	ne-go-ti-a-tion

Polysyllabic Words :

Words having six or more syllables.		
au-tho-ri-ta-ri-an	in-fe-ri-o-ri-ty	per-son-i-fi-ca-tion
con-sti-tu-tion-al-ly	dis-qua-li-fi-ca-tion	syl-lab-i-fi-ca-tion
en-cy-clo-pe-di-a	au-to-bi-o-gra-phy	hu-ma-ni-ta-ri-an
au-di-o-vi-su-al	in-com-pre-hen-si-ble	he-ter-o-ge-ne-ous
i-den-ti-fi-ca-tion	phy-si-o-the-ra-pist	un-de-li-ve-ra-ble
in-ter-ro-ga-to-ry	sub-sti-tu-tion-a-ry	mis-pro-nun-ci-a-tion

a. Syllabify the following words

1. education
2. school
3. college
4. english
5. opportunity
6. friend
7. teacher
8. simultaneously
9. laboratory
10. beneficiary

Listening



Listen to the passage carefully and write the answer.

1. Name the scientist.
2. What did he discover?
3. Who approached the scientist?
4. What was the question asked by the journalist?
5. When did they meet the scientist?

Note: The listening passage is given at page no. 227.

Speaking



Take a few minutes and make hints of the picture. Arrange your thoughts. Using the points you write, deliver a small speech focusing the issue picturised here. Give an interesting and informative speech. Your speech should include the cause and the solution.





Tips for effective speaking

- Organise your points and ideas well.
- Don't memorise the speech. If you forget a point, it will make you nervous.
- Avoid the things that are of no value or interest to the audience.
- Before you speak, take a deep breath, smile, greet the audience.
- Don't be nervous about making a mistake.
- Interesting speech makes your mistakes nothing.

Writing



A character sketch is defined as a brief written description of a character.

Keep these things in mind while writing a character sketch.

1. Introduce the person.
2. Highlight his/her character as revealed in the story.
3. Talk about what others say about the character.
4. Write if the character appealed to you, with reasons.
5. Support your views with evidence from text.

H) Write a character sketch of any character from a fiction that has made an impact on you.

Grammar



Prepositions

Preposition is a word or phrase that connects a noun or pronoun to a verb or adjective in a sentence.

Common Prepositions: in, on, at, to, with, during, before, after

Prepositions of time

Time prepositions include: at, on, in, before and after. They are used to help indicate when something happened, happens or will happen.



Examples in the following sentences are in bold for easy identification.

- I was born **on** July 4, 1982.
- I was born **in** 1982.
- I was born **at** exactly 2 a.m.
- I was born two minutes **before** my twin brother.
- I was born **after** the Great War ended.
- I first met John **in** 1987.
- It's always cold **in** January
- Easter falls **in** spring each year.
- The Second World War occurred **in** the 20th century.
- We eat breakfast **in** the morning.

a) Fill in the blanks by using correct preposition.

1. We go to school ____ Mondays, but not on Sunday
2. Christmas falls ____ 25th December.
3. Buy me a present ____ my birthday.
4. Families often argue ____ Christmas time.
5. I work faster ____ night.
6. Her shift finished ____ 7 p.m.

Modal Verbs

A *modal* is a type of helping *verb* that is used to express: **ability, possibility, permission** or obligation like must shall, should, will, would, can, could, may, might, dare, need.

Modal phrases (or semi-**modals**) are used to express the same things as **modals**, but are a combination of **helping verbs** and the preposition ought to, used to.

How to use:

Circle the modal verbs in the list given in the box.

shall	should	will	have to	would	can	need to
could	may	ought to	might	dare	used to	need





We use modal verbs to show if we believe something is certain, probable or possible (or not).

We also use modals to do things like talking about ability, asking permission.
They **may come** by car.

Impossibility

We use the negative can't or cannot to show that something is not possible.

That **can't be** true.

You **cannot** be serious.

We use **couldn't/could not** to talk about the past.

We knew it **could not** be true.

He was obviously joking. He **could not** be serious.

Probability

We use the modal **must** to show we are sure something to be true and we have reasons for our belief.

It's getting dark. It **must be** quite late.

You haven't eaten all day. You **must be** hungry.

Permission

We use **can** to ask for permission to do something.

Can I ask a question, please?

Can we go home now?

could is more formal and polite than **can**

Could I ask a question please?

Could we go home now?

Instructions and requests

We use **could you** and **would you** as polite ways of telling or asking someone to do something.

Can I ...? Can you ...? Could I ... Could you ...? and so on.

The **negative** form is **can't** in spoken English and **cannot** in written English.

We sometimes say **cannot**, but it is very **emphatic**.

The negative form of could is **couldn't** in spoken English and **could not** in written English.

We sometimes say **could not**.

We use **can** and **can't**.



Modal	Meaning	Example
can	to express ability	I can speak a little Russian.
can	to request permission	Can I open the window?
may	to express possibility	I may be home late.
may	to request permission	May I sit down, please?
must	to express obligation	I must go now.
must	to express strong belief	She must be over 90 years old.
should	to give advice	You should stop smoking.
would	to request or offer	Would you like a cup of tea?
would	in if-sentences	If I were you, I would say sorry.

Exercise

I. Use polite request when we seek help from others.

a) Fill in the blanks using **would you** or **could you**.

- _____ please close the door?
- _____ please open the window?
- _____ mind going to the back bench?
- _____ please bring some water for me?

b) Use the phrases **could you** or **would you** in the following situations with your friend.

- Ask the policeman for directions.
- You need to borrow your friend's bike.
- You would need to exchange the book purchased.
- You want to open your classroom window

Language Check Point



Correct	Incorrect	Explanation
I cannot say if he has passed the exam or not.	I cannot say whether he has passed the exam or not.	'Whether' is followed by 'or'
Hardly had she seen her aunt when she stopped fighting.	Hardly had she seen her aunt than she stopped fighting.	'Hardly' is always followed by 'than'.



Poem

* Making Life Worth While

George Eliot

Warm up



Observe the pictures and write the moral values. Share your experience.





Making Life Worth While

Every soul that touches yours -
Be it the slightest contact -
Get there from some good;
Some little grace; one kindly thought;
One aspiration yet unfelt;
One bit of courage
For the darkening sky;
One gleam of faith
To brave the thickening ills of life;
One glimpse of brighter skies -
To make this life worthwhile
And heaven a surer heritage.

- George Eliot

About the Poet

Mary Ann Evans (1819 – 1880), known by her pen name George Eliot, was an English novelist, poet, journalist, translator, and one of the leading writers of the Victorian era. She wrote seven novels.



George Eliot

Glossary



grace (n)	-	elegance, charm
aspiration (n)	-	a hope or ambition of achieving something, desire, wish
courage (n)	-	bravery, valour
gleam (n)	-	shine brightly
glimpse (n)	-	glance, quick look
worthwhile (adj)	-	valuable, purposeful
heritage (n)	-	inheritance

1. Comprehension questions.

1. What should we learn from every soul?
2. What qualities will help us brave the thickening ills of life?
3. Why should we make this life worthwhile?
4. What does the poet assure if we make our life worthwhile?



2. Fill in the blanks:

1. We should have a _____ in life.
2. A _____ is need for the darkening sky.
3. One must have a _____ of brighter skies to make the life worthwhile.

3. Figure of speech.

Repetition:

Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable. It is used to emphasize a feeling or idea, create rhythm, and bring attention to an idea.

The woods are lovely, dark, and deep,
But I have promises to keep
And miles to go before I sleep,
and miles to go before I sleep.

- Robert Frost

Pick out any two lines of repetition from the poem.

A colorful illustration of a young boy with brown hair, wearing a blue jacket over a white shirt and black pants, sitting cross-legged on a green lawn. He is holding a red apple in his hands and pointing his right index finger upwards. Behind him is a large, leafy green tree with several red apples hanging from its branches. The background shows a clear blue sky and distant green hills.

Parallel Reading

Just One

One song can spark a moment,
One flower can wake the dream,
One tree can start a forest,
One bird can herald spring.

One smile begins a friendship,
One handclasp lifts a soul,
One star can guide a ship at sea,
One word can frame the goal.

One vote can change a nation,
One sunbeam lights a room,
One candle wipes out darkness,
One laugh will conquer gloom.

One step must start each journey,
One word must start each prayer,
One hope will raise our spirits,
One touch can show you care.

One voice can speak with wisdom,
One heart can know what's true,
One life can make a difference,
You see, it's up to you!

Supplementary

The Three Questions

Leo Tolstoy



Section -I

There was a king who had three questions in his mind that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and





whom to avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

And this thought having occurred to him, he had it **proclaimed** throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

And learned men came to the king, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months, and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action, but that, not letting oneself be **absorbed** in idle pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the king might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a council of wise men who would help him to fix the proper time for everything.

But then again others said there were some things which could not wait to be laid before a council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to happen. It is only magicians who know that; and therefore, in order to know the right time for every action, one must consult magicians.

Equally various were the answers to the second question. Some said the king most needed were his councilors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question, as to what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship.

All the answers being different, the king agreed with none of them and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely **renowned** for his wisdom.

The hermit lived in a wood which he never quitted and he received none but common folk. So the king put on simple clothes and before reaching the hermit's cell, dismounted from his horse. Leaving his bodyguard behind, he went on alone.

When the king approached, the hermit was digging the ground in front of his hut. Seeing the king, he greeted him and went on digging. The hermit was frail and weak and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.



The king went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what are the most important and need my first attention?"

The hermit listened to the king, but answered nothing. He just spat on his hand and recommenced digging.

"You are tired," said the king, "let me take the spade and work awhile for you."

"Thanks!" said the hermit, and, giving the spade to the king, he sat down on the ground.

When he had dug two beds, the king stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said:

"Now rest awhile – and let me work a bit."



But the king did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the king at last stuck the spade into the ground, and said:

"I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."

"Here comes someone running," said the hermit. "Let us see who it is."





Glossary



proclaimed (v)	– announced officially
absorbed (v)	– took in or soaked up
renowned (v)	– famous, eminent, distinguished, prominent
affairs (n)	– event, incident

A. Choose the correct answer from the options given below

1. The king wanted to know the answers for _____ questions.

- a) three b) five c) nine

2. The hermit lived in a _____.

- a) cottage b) palace c) wood

3. _____ widely renowned for his wisdom.

- a) hermit b) messengers c) warriors



B. Fill in the blanks

1. The answer for the first question was to have a _____ to fix the proper time for everything.
2. _____ were referred to know the right time for every action.
3. The king decided to consult a _____.

C. Who said these words?

1. "They all answered his questions differently."
2. How can I learn to do the right thing at the right time?
3. "Now rest awhile – and let me work a bit?"

D. Answer the following questions.

1. What were the king's questions?
2. Was the king satisfied with the answers? Why?
3. Why was the king advised to go to the magicians?
4. Whose advice did the people say would be important to the king in answer to the second question?



Section II

The king turned round and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the king, he fell fainting on the ground, **moaning** feebly. The king and the hermit **unfastened** the man's clothing. There was a large wound in his stomach. The king washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing, and the king again and again removed the bandage soaked with warm blood, and washed and re-bandaged the wound. When at last the blood ceased flowing, the man **revived** and asked for something to drink. The king brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the king, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed, the man closed his eyes and was quiet; but the king was so tired from his walk and from the work he had done that he **crouched** down on the **threshold**, and also fell asleep – so soundly that he slept all through the short summer night.



When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.





"Forgive me!" said the bearded man in a weak voice, when he saw that the king was awake and was looking at him.

"I do not know you, and have nothing to forgive you for," said the king.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed his brother and **seized** his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my **ambush** to find you, and came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!"

The king was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

Having taken leave of the wounded man, the king went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The king approached him and said, "For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit, still crouching on his thin legs, and looking up at the king, who stood before him.

"How answered? What do you mean?" asked the king.

"Do you not see?" replied the hermit. "If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have repented of not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then: there is only one time that is important – now! It is the most important time because it is the only time when we have any power. The most necessary person is the one with whom you are, for no man knows whether he will ever have dealings with anyone else: and the most important affair is to do that person good, because for that purpose alone was man sent into this life."

About the Poet

Leo Tolstoy (1828 – 1910) was a Russian writer who is regarded as one of the greatest authors of all time. He is best known for the novels War and Peace (1869) and Anna Karenina (1877).



Leo Tolstoy

Glossary



moaning (v)	- sob, cry
unfasten (v)	- undo, disconnect, untie, disjoin
revived (v)	- restored to life or consciousness
crouched (v)	- bent, stopped (down)
threshold (n)	- doorstep , entrance
seized (v)	- snatched , grabbed, held of suddenly and forcibly
ambush (n)	- surprise attack, trap, entrap, pounce on

Read and Understand



A. Write 'True or False' for the following statement.

1. The bearded man was an enemy of the king.
2. The king and the hermit refused to help the wounded man.
3. The wounded man asked for the king's forgiveness.
4. The king promised to restore the property of the bearded man.

B. Match the words in column 'A' with their meanings in column 'B'

A		B
physician	-	bring back
restore	-	surprise attack
repent	-	medical practitioner
ambush	-	regret

C. Answer the following questions.

1. Who came running out of the wood? What happened to him?
2. How did the king and the hermit restore the life of a wounded man?
3. Why did the king sleep through the night?
4. What were the changes in the behaviour of the wounded man at the end?

D. Answer the following in 100 words.

1. What were the answers to the three questions? What is the message of the hermit?
2. Why did the bearded man ask for the king's forgiveness? What did the king do to show his forgiveness?

Step to Success



Read the English folk tale given below and fill up the blank spaces with suitable words.

There were once three tortoises – a father, a mother _____ a baby. _____ one fine morning during spring, they decided _____ they would like to go for a picnic. They picked the place _____ they would go, a nice wood at some distance, _____ they began to put their things together. They got tins of cheese, vegetable, meat and fruits. They were ready for the picnic. They set out carrying their baskets _____ eighteen months they sat down for rest. They enjoyed the picnic very much.

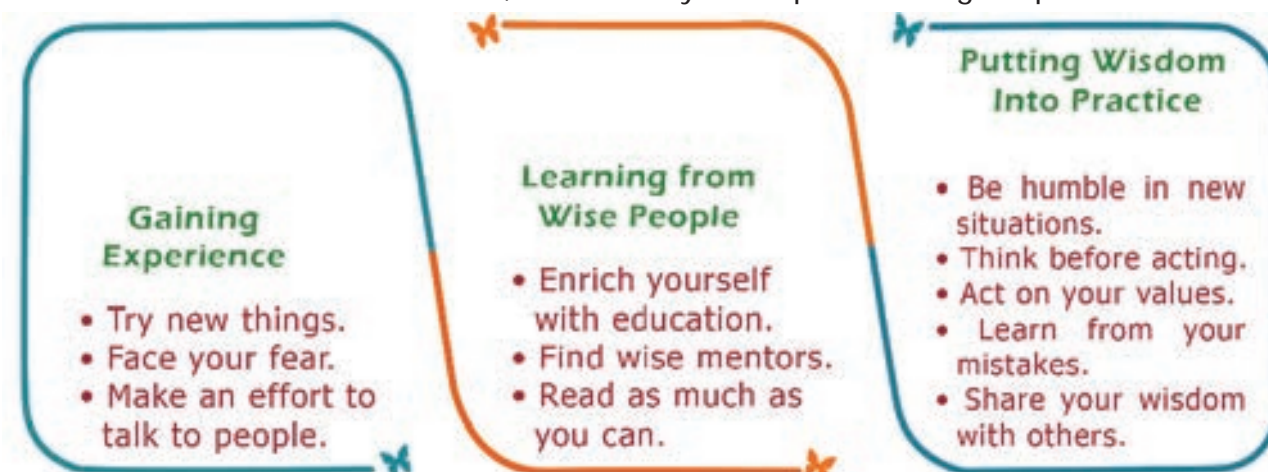
that, and, and, on, after, where

Connecting to Self



Steps to gain wisdom

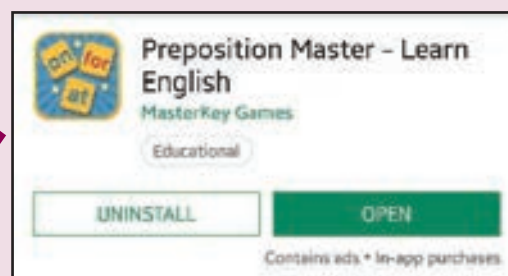
Wisdom is a virtue that isn't innate, but can only be acquired through experience.



ICT CORNER

GRAMMAR - PREPOSITIONS

To Enable the students to familiarize Prepositions through an interactive game.



STEPS:

1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
2. You can view **Single player** and **Multiplayer** in the homepage.
3. Click Single player and you can view different levels in the next screen. Select anyone to answer the interactive exercises in Prepositions.
4. Question will be displayed at the top with options below. Click your answer with less span of time to get all stars.
5. Try to play the game in all levels to get more practice in Prepositions.



TO DOWNLOAD THE APPLICATION:

APPLICATION NAME : PREPOSITION MASTER – LEARN ENGLISH

<https://play.google.com/store/apps/details?id=com.masterkeygames.prepmaster>

** Images are indicatives only.

