

# 5

## ONE TWO THREE

### A. WARMER

1. *Some people use their body language (e.g. fingers, eyes, facial expressions etc) to express themselves. Have you met such persons? If yes, where did you meet them?*
2. *Did you get a chance to interact with any one of them? How do you think persons communicate without human language?*

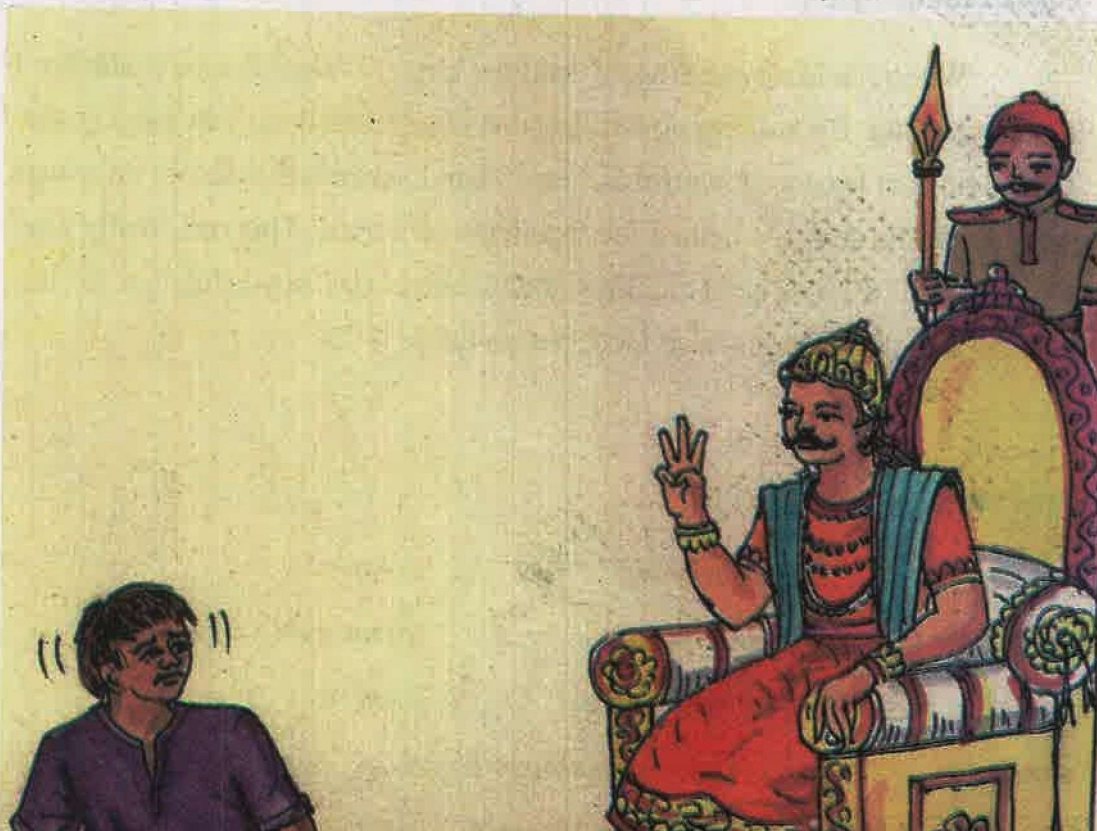


© copyright reserved to BSTBPC, Government of BIHAR ([www.bstbpc.gov.in](http://www.bstbpc.gov.in)).  
Publishing web/app/books will be a crime. Published by Abdiel Solutions ([www.absol.in](http://www.absol.in))



Once there was a rich and powerful king. He thought that no one in the world was as powerful as he was. But he told no one about it. One day he began to wonder whether other could guess what he was thinking. So he called all his officers and servants and asked them to tell him what thought was in his heart. Many of them made guesses. But no one could satisfy the king with his answer.

Then the king ordered his minister to find someone who could guess his thought. He gave the minister exactly a month's time to find that person. The minister searched everywhere but he could not find anyone who could guess the thought in the king's mind. As the month was coming to a close, the minister became quite desperate. But his daughter cheered him up by saying that she would find the right man for the job. "All right, let's see what you can do," said the minister.



© copyright reserved to BSTBPC, Government of BIHAR ([www.bstbpc.gov.in](http://www.bstbpc.gov.in)).

Publishing web/app/books will be a crime. Published by Abdiel Solutions ([www.absol.in](http://www.absol.in))



When the appointed day arrived, the minister's daughter brought home a fool. The man was a shepherd in their farm. The young woman asked her father to take the shepherd to the king. The minister was shocked at his daughter's choice. But since he trusted his daughter, he took the shepherd to the king's court.

The court had already assembled. The minister presented the shepherd to the king. When the shepherd lifted his eyes to look at the king, the king held up one finger. At this, the shepherd held two fingers. Then the king held up three fingers, but at this the fool shook his head violently and tried to run away. The minister could not understand what happened. He begged the king to explain things to him.

“When I held up one finger,” said the king. “I asked the man whether I alone was king. By holding up two fingers, he reminded me that there is also God, who is at least as powerful as I am. Then I asked him whether there was a third, and he strongly denied the existence of a third. This man really read my thoughts. I have been thinking that I alone was powerful, but he has reminded me that there is also God, but no third.”

## GLOSSARY AND NOTES

<b>wonder (v):</b>	<b>feel surprised</b>	सोचना
<b>guess (v):</b>	<b>form an opinion</b>	अनुमान करना, अंदाज लगाना
<b>desperate (adj):</b>	<b>filled with despair</b>	निराश, बेचैन, परेशान
<b>satisfy (v):</b>	<b>meet the expectation or desires of</b>	संतुष्ट करना

<b>praised (v; p.t of praise):</b> admired	प्रशंसा किया
<b>shepherd (n):</b> person employed to tend sheep	भेड़ों को चरानेवाला, गड़ेरिया
<b>violently (adv.):</b> with great energy	जोर से
<b>denied (v; p.t of deny):</b> declared untrue	इंकार किया
<b>begged (v; p.t of beg):</b> asked earnestly, humbly	अनुरोध किया, विनती किया

## B. LET'S COMPREHEND

### B.1. THINK AND TELL

#### B.1.1. Answer the following questions orally:

1. What did the king think of himself?
2. What did the king want his officers and servants to find out?
3. How much time did the king allot to his minister?
4. How many fingers did the king raise the second time?

### B. 2. THINK AND WRITE

#### B.2.1. Write 'T' for true and 'F' for false statements:

1. The king was indeed rich and powerful.
2. The minister's daughter helped her father.
3. The minister was confident that the shepherd would guess correctly what was there in the king's heart.
4. The fool could really read the king's mind.



**B.2.2. Answer each of the following in two or three sentences:**

1. What impression do you form of the king? Give your reasons for your answer.
2. Did the fool understand the king? Give reasons for your answer.
3. Do you see any change in the king's view about himself in paras 1 and 6?

**B.2.3. Answer the following questions in detail:**

1. What did the king want to convey when he raised one finger? What was the shepherd's response to it?
2. Why did the shepherd raise two fingers? What did the king conclude from this?
3. What did the king mean when he raised three fingers? How did the fool respond to this? What does it show about his ability to guess?
4. What made the king think that others could guess what he was thinking? What does it show about his character?
5. Why do you think the minister's daughter chose the shepherd for the task?
6. How can you say that the king was satisfied with the shepherd's answer?

**C. WORD STUDY****C.1. Fill in the blanks in the following sentences with the suitable words from the box:**

**fool, shepherd, rich, denied, reactions, powerful, pleased, guess**

1. Once there was a king who was \_\_\_\_\_ and \_\_\_\_\_
2. Many people tried to \_\_\_\_\_ what was in the king's





You're already late.

The meeting has already begun.

“All ready” is not the same as “already”. It simply means fully ready or prepared (“All is/are ready.”).

### Compare:

When is your friend coming? He has already come.

Are you all ready? Yes, we're.

**Now make two sentences each with “already” and “all ready” differentiating between the two.**

### D.1.2. Insert 'already' at the appropriate places in the following sentences:

1. She is late for the train.
2. The patient had died before the doctor arrived.
3. Have you finished the work?
4. They had been enjoying the benefits of winter since their childhood.
5. He had not exhausted the funds when he received the lottery money.

### D.2. Use of simple past (or past indefinite) tense

#### Read the following paragraph:

Once there was a rich and powerful king. He **thought** that no one in the world was as powerful as he was. But he **told** no one about it. One day he **began** to wonder whether other could guess what he was thinking. So he **called** all his officers and servants and **asked** them to tell him what thought was in his heart. Many of them **made** guesses. But no one **could** satisfy the king with his answer.

The words in bold in the above paragraph are in Simple Past Tense. You  
© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).  
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

should notice that in the simple past tense regular verbs are usually formed by -ed ending. It is the same for all persons, singular and plural.

The Simple Past is also used for the following:

1. For activities or situations that were completed in the past at a definite time.

*Example: I came home at 6 o'clock.*

2. For repeated activities.

*Example: Anuj: I walked to school everyday.*

3. (Sudden) actions **taking place in the middle of another action.**

*Example: I was sitting in a meeting, when my mobile suddenly rang.*

4. In stories to describe **events** that follow each other.

*Example: The man entered the hall and looked around. He took off his coat and put it on a chair. He was at home.*

In the above sentences, the verb forms express the simple past or past indefinite tense.

**D.3. Complete the sentences with the simple past forms of verbs. Remember that you may need to use past continuous forms in some cases. Verbs in their present forms have been given in brackets.**

Everyday Anshu travels to Patna. Yesterday he was driving his car, when he \_\_\_\_\_ (see) a dog in the middle of the road. The dog \_\_\_\_\_ (watch) the car. Anshu \_\_\_\_\_ (stop) and \_\_\_\_\_ (get) out of his car. As he was getting out, the dog \_\_\_\_\_ (run) away. Anshu \_\_\_\_\_ (go) back to his car. While he \_\_\_\_\_ (get) in the car, the dog \_\_\_\_\_ (appear) again and \_\_\_\_\_ (sit) down in the middle of the road. Anshu \_\_\_\_\_ (start) the engine, but the dog \_\_\_\_\_ (not move). Anshu \_\_\_\_\_ (jump) out of the car and \_\_\_\_\_ (shout) at the dog. The dog \_\_\_\_\_ (bark) at him and \_\_\_\_\_ (start) to run. Anshu \_\_\_\_\_ (follow) the dog. Suddenly he \_\_\_\_\_ (see) a woman lying on the grass. She was bleeding.



**D.4. Making a question and a negative answers.****D.4. Making questions and negative answers.**

Look at the question and negative answer for the following statements:

**Example:** We saw a monkey on the roof.

**Question:** Did you see a monkey on the roof?

**Negative:** We did not see a monkey on the roof.

Write questions and negative answers for the following statements:

1. She lost her pen.

**Q:** \_\_\_\_\_ her pen?

**N:** She \_\_\_\_\_ her pen.

2. Ayesha drove her car slowly.

**Q:** \_\_\_\_\_ slowly?

**N:** Ayesha \_\_\_\_\_ slowly.

3. They were making noise in the classroom.

**Q:** \_\_\_\_\_ noise in the classroom?

**N:** They \_\_\_\_\_ noise in the classroom.

4. My mother came early from office.

**Q:** \_\_\_\_\_ early from office?

**N:** My mother \_\_\_\_\_ early from office.

5. Kumar was sleeping in the chair.

**Q:** \_\_\_\_\_ in the chair?

6. He ran away.

**Q:** \_\_\_\_\_ away?

**N:** He \_\_\_\_\_ away.

## **E. LET'S TALK**

### **Work in groups:**

Think of an incident in your life when you became arrogant, proud, overconfident or angry. Share your experience with your classmates. What was the result? Do you think these are good qualities in a human being? Justify.

## **F. COMPOSITION**

### **Write a paragraph on the following:**

'Power makes people arrogant.'

You can take examples from the story you may have just read.

## **G. TRANSLATION**

**Translate the fourth paragraph of the story in your mother tongue.**

## **H. ACTIVITY**

**H.1.** Divide the class into groups. One student from one group will make a sign and students from another group will try to find out what it means or suggests. Students of the group who succeed in decoding the sign more times will be the winner.

**H.2.** Visit a deaf and dumb school. List some of the ways in which they communicate with each other.

