

The Three Questions

By Leo Tolstoy

After completing this lesson, students will be able to:

- engage in extended discussions and take into account other speaker's viewpoints and presenting one's own with clarity identify the narrator and understand narrator's point of view
- add verbs in glossary
- respond to questions on a range of communicative skills discuss characters and themes of the specific story
- give an informal personal and analytical response to a text and provide some supporting textual reference comprehend the story and answer questions appended to the text
- understand modal verbs and their use in a sentence
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings and/or characters understand , identify conjunctions , their function and kinds
- use pre-reading and while-reading strategies to analyze and explore different layers of meaning read and use inference and deduction to recognize implicit meaning.
- punctuate a given text of a more complex level.
- understanding silent letters, use punctuation marks correctly understand and use noun and its kinds. Be familiar with more antonyms and their use in a sentence
- consult general reference materials; dictionary, thesaurus for precise Meaning/information understand and use phrasal verbs in sentences
- interpret the use of transitional devices in writing write a paragraph coherently
- write informative texts to convey complex ideas, concepts of the content narrate a typical day/event of one's life

- What is the basic function of a story?
- Recap the elements of a story as done in the earlier lessons.
- Being civil with others is a vital part of our religion.
Give an example from Islamic history.

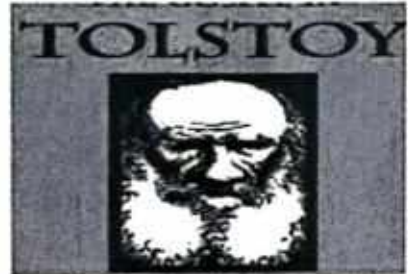
It once occurred to a certain king that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

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.

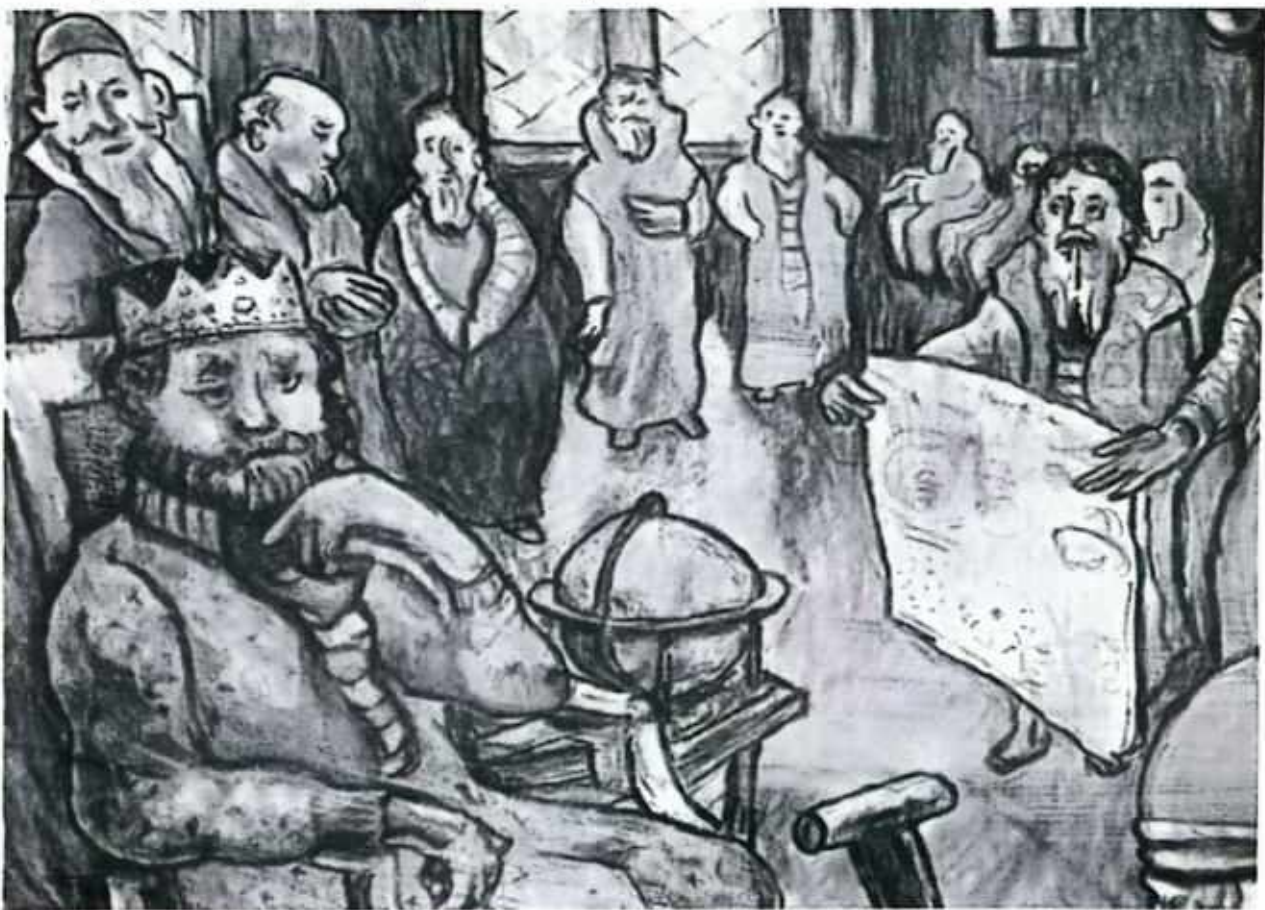


While-reading

- Guess the theme of the story.
- Has any question bothered student's mind for long?
- Has any of the students ever come into contact with a hermit?

Equally various were the answers to the second question. Some said the people 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.

While-reading



Why did the king put on simple clothes?

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 affairs 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."

While-reading



What did the king say to the wise man?

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-banded 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 cold. 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.

While-reading

What made the king feel happy?

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 for 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.

Post-reading

- What is the most important time in the life of a man?

About the Writer

Count Lev Nikolayevich Tolstoy (September 9, 1828- November 20, 1910) usually referred to in English as Leo Tolstoy, was a Russian writer regarded as one of the greatest authors of all time. He received nominations for the Nobel Prize in Literature every year from 1902 to 1906 and for the Nobel Peace Prize in 1901, 1902, and 1909. His fiction includes dozens of short stories such as "After the Ball" (1911), and several novellas such as The Death of Ivan Ilyich (1886), Family Happiness (1859) and Hadji Murad (1912). He also wrote plays and essays concerning philosophical, moral and religious themes.

In writing a short story, the author chooses a character through whose eyes the reader sees the whole story. This character chosen by the writer is the narrator of the story and it is infact this narrator's point of view that the author chooses to see and tell a story.

Narrator: The story is in a third-person narrative, told by an outsider not included in the story.

Theme: This story deals with the theme of wisdom, kindness, acceptance, and forgiveness. The story is based on the theme of knowledge because that is what the king was looking for.

Moral: The most important time is the present moment. No deed is better than helping others.

Summary: In the short story "Three Questions" Leo Tolstoy explores the theme of wisdom, acceptance, kindness, and forgiveness. The three questions were asked by the king to wise hermit. The message of this story is the true purpose of life is to help others. The best time to live life is in the present time. Leo Tolstoy relates an interesting story about a king who believes that if one knows the answers to three particular questions, one would never fail in life. He seeks answers to these questions. The story is about his journey toward finding solutions.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

words	Meanings	Synonyms
proclaimed	announce officially or publicly.	announced
magicians	persons with magical powers	
hermit	a person living in solitude as a religious discipline.	

dismounted	get off a horse, bicycle, or anything that one is riding.	
spade	a tool with a sharp-edged, metal blade and a long handle, used for digging	
approached	come near or nearer to ,contacted	
recommenced	begin or cause to begin again.	
stretched	straighten or extend one's body or a part of one's body to its full length	
revived	regain life, consciousness, or strength.	
crouched	adopt a position where the knees are bent and the upper body is brought forward and down	
threshold	doorstep, entrance	
intently	with earnest and eager attention.	



Reading and Critical Thinking

Answer the following

1. Discuss the three questions the king wanted answers for?
2. Was the king happy with answers he got from people?
3. Describe the reason that led the king to the hermit?
4. Analyze what was the hermit doing when king approached him?
5. Who was the wounded man and how was he wounded?
6. Explain why did the wounded man tell the king that he forgave him?
7. Evaluate how did the noble deed of helping the hermit save the king's life.
8. Analyze how did the hermit provide answers to the three questions?
9. Does the story have inspiring undertone?
10. Are you inspired enough to follow the lesson of forgiveness, kindness and ready acceptance of what comes in your way?

b) Choose the correct answer:

i. What was the proclamation by the king?

- a) announcement of a great reward
- b) announcement of a severe punishment
- c) announcement of his wedding
- d) declaration of a war

ii. What kind of men came to the king for answers?

- a) learned b) courtiers c) illiterate d) qualified

iii. Strike off the most important occupation not suggested as an answer to the third question?

- a) science b) warfare c) religious worship d) service



Oral Communication

Activity

Arrange the class in groups to discuss the characters of the king and the hermit within 10 minutes by jotting down the comparison and contrast in both the characters. Comment on the three questions that worry the King's mind.

Class discussion

Each group leader relate their points to the other groups thus fostering a healthy class discussion.



Vocabulary and Grammar

Modal Verbs: Just as the King's life was saved by helping the hermit similarly connected to the idea are special kinds of helping verbs which are discussed as under.

Modal verbs

The modal verbs are special kinds of helping verbs that include can, must, may, might, will, would, should. They are used with the main verbs to express ability, obligation, possibility, willingness thus signifying the mood of the subject. Below is a list showing the most useful modals and their most common meanings:



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 come 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 really hungry by now.
should to give advice	You should avoid argument.
would to request or offer	Would you like a cup of tea?
would in if-sentences	If I were you, I would say sorry.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals must and can need substitute verbs to express obligation or ability in the different tenses.

Future	You'll have to work hard if you want to pass the exams.
Infinitive	I don't want to have to go.
Past simple	I couldn't/wasn't able to walk until I was 3 years old.
Present perfect	I haven't been able to solve this problem. Can you help?
Future	I'm not sure if I will be able to come to your party.
Infinitive	I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: Must I come? (Do I must come?), or: He shouldn't smoke (He doesn't should smoke). This kind of use is wrong.

a) Choose the correct answer for each blank.

1- _____ you speak French? - Only a few words, but my English is pretty good.

a - Can

b - Could

c - May

2- You _____ eat so much sweets. It's not good for you.

a - don't have to

b - mustn't

c - shouldn't

3- I _____ talk already before I was two years old.

a - could

b - should

c - would

4- I _____ help you, but I don't want to.

a - can

b - could

c - would

5- _____ you open the window, please.

a - Can

b - May

c - would

6- If you continue to practice so hard, you _____ beat me before too long!

a - can

b - could

c - will be able to

Conjunctions: Conjunctions are bridging words that link other words, phrases, or clause in a sentence making it completely understandable and coherent. For example: but, and, yet, or, because, nor, although, since, unless, while, where etc.

She bought a shirt and a book.

She went to doctor because she was ill.

She came but she was very late.

He operated upon the patient in emergency since he was in an excessive pain.

Using conjunctions helps form elegant and flowing prose while avoiding the incoherence of single idea sentences.

Types of Conjunctions

Coordinating Conjunctions

Coordinating conjunctions are words like "and," "nor," "or" and "so" and they link equal parts of a sentence, be it words, phrases, or independent clauses. For example:

He was late for school, so he took a shortcut.

Her favorite colors were purple and red.

Overall there are seven coordinating words which can be easily memorized by a simple mnemonic **FANBOYS** which are as follows

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples:

- I want a drink or a juice with lunch.
- Shirley writes short stories and novels.
- I can go with you to the doctor but not to the hair dresser.

Subordinating Conjunctions

Subordinating conjunctions link a dependent clause to an independent clause words such as "because", "since" and "after", help to show the relationship between the two clauses and emphasize the main idea of the freestanding/independent clause .

Some of the common subordinating conjunctions form another easy to

remember fun mnemonic ON A WHITE BUS:

- O = once, only if
- N = now that
- A = as, although, after
- W = while, when, whereas, whenever, wherever, whether
- H = how
- I = if, in case, in order to, in the event that
- T = though
- E = even if, even though
- B = because, before
- U = unless, until
- S = so, so that, since, supposing

Examples of Subordinating Conjunctions in a Sentence

Below are a few examples of how to use a subordinating conjunction:

- **Because** it was stormy, we had to cancel our journey .
- My curtains were all wet **after** leaving the window ajar last night.
- **Unless** I get over my fear of blood , I will never become a doctor.

Correlative Conjunctions

Correlative conjunctions work in pairs to join together words or phrases that have equal importance within a sentence, like "either/or", "such/that" and "not only/but also". There is a relationship between the two elements of the pair signifying matching or contrasting ideas For example:

You can have either chocolate or vanilla ice cream.

He not only plays the guitar but also the drums.

Here are some of the most commonly used pairs as conjunctions:

- Either/or
- Neither/nor
- Not only/but also
- So/as
- Whether/or
- both/and

While using correlative conjunction, place the correlative words immediately before the words that need to connect. For examples:

- You can **either** sell it **or** rent it.
- **Not only** am I done cooking the meal, **but** I have also done cleaning my kitchen.
- **Both** my mother **and** brother are engineers.

b) Complete each sentence using the subordinating conjunction from the parenthesis.

- i. I visit the Badshahi Mosque _____ I go to Lahore. (once, whenever, wherever)
- ii. This is the place _____ we stayed last time we visited. (where, when, how)
- iii. _____ you win first place, you will receive a prize. (wherever, if, unless)
- iv. You won't pass the test _____ you study. (when, if, unless)

c) Complete each sentence using the correct correlative conjunction pair from the parenthesis.

- i. I plan to take my vacation _____ in June _____ in July.
(whether / or, either / or, as / if)
- ii. _____ I'm feeling happy _____ sad, I try to keep a positive attitude.
(either / or, whether / or, when / I'm)
- iii. _____ flowers _____ trees grow _____ during warm weather.
(not only / or, both / and, not / but)
- iv. It's _____ going to rain _____ snow tonight.
(as / if, either / or, as / as)

d) Complete each sentence using the correct coordinating conjunction from the parenthesis.

- i. My car has a radio _____ a CD player. (but, or, and)
- ii. Do you like chocolate _____ vanilla ice cream better? (or, nor, and)
- iii. I have to go to work at six, _____ I'm waking up at four. (but, so, yet)
- iv. Nadia doesn't like to drive, _____ she takes the bus everywhere. (but, yet, so)

e) Punctuate the given lines.

what does this charles look like my husband asked laurie whats his other name
he s bigger than me laurie said and he doesnt have any rubbers and he doesnt
ever wear a jacket

f) Give antonyms of the following.

casual _____ fresh _____ whisper _____
deprive _____ quickly _____ widened _____

g) Use the given phrasal verbs in sentences.

hold on _____
hold fast _____
keep on doing _____
keep out _____
keep on _____
let down _____
let in _____
let go _____
let loose _____



Writing

- Write a coherent paragraph about something extraordinary you witnessed, such as a match or an accident (road /rail).
- **How to write a story in 5 steps**
 - 1 Find inspiration. The first step in writing a story is coming up with an idea.
 - 2 Brainstorm. Once you have an idea for a story, brainstorm. ...
 - 3 Outline. Next, create an outline for your story. ...
 - 4 Write the first draft. It's time to write. ...
 - 5 Revise and edit your story.
- Write a story on your own using transitional words as first, next, then, after that, finally to describe the sequence of the events in the story. Also incorporate the following modal verbs in your sentences.

can	could	may	might	will
would	must	shall	should	ought to

A book review and a book report are two different types of writing that are often confused with each other.

Book report vs. Book review

Book Report:

- | Simple
- | Identical to book summary
- | Narrates or re-tells the story
- | Sums up the book plot and major themes
- | 200-250 words
- | Considered a K-12 level assignment

Book Review:

- | Requires great intellectual effort
- | Contains a thorough analysis and evaluation of the book. You need to:
 - Examine the book's contents
 - Understand the plot
 - Grasp the main message of the book
 - Determine strong and weak sides of the book
 - Share your personal opinion about the book
- | 250-1000 words or more
- | College-level assignment or higher

Teacher's Point



- Help students in arranging a role play of the story in the class. Ask them to follow the intonation pattern understanding the correct pronunciation of the new vocabulary included in the text.
- Help them in understanding and practicing the essential story building steps incorporating modal verbs, conjunctions and its kinds.

Book Review

Feature	Book Review	Book Report
Purpose	To evaluate and critique a book	To summarize and inform about a book
Content	Summary, analysis, and opinion	Summary, main ideas, and factual information
Audience	General readers	Teachers, professors, or classmates
Tone	Personal and subjective	Objective and unbiased
Length	Varies depending on the publication	Typically 1-2 pages

A book review is a critical evaluation of a book. It should provide a summary of the plot, characters, and themes, as well as an analysis of the author's writing style, strengths, and weaknesses. The reviewer should also give their own opinion of the book and whether or not they would recommend it to others.

Steps to write a book review:

- Start with a strong introduction that grabs the reader's attention.
- Provide a brief summary of the plot.
- Analyze the author's writing style and techniques.
- Discuss the book's strengths and weaknesses.
- Give your own opinion of the book and whether or not you would recommend it to others.

Book Report

A book report is a summary of a book. It should provide the basic information about the book, such as the author, title, and plot, as well as the main ideas and arguments presented in the book. The purpose of a book report is to inform the reader about the book, not to evaluate it.

Steps to write a book report:

- Start with the bibliographic information about the book, such as the author, title, and publisher.
- Provide a brief overview of the plot.
- Summarize the main ideas and arguments presented in the book.
- Discuss the book's significance and relevance.
- Conclude with a brief summary of your overall impression of the book.

Activity

Take a book of your choice (either fiction or non-fiction) .Write its review and a report by following their steps separately.