

Unit 2

Two Gentlemen of Verona

I Come, let's discuss.

What are some of the essential things we need in our lives? What are those things without which we can't live at all? Air, water and food? Do we get food free as we get air? We have got to pay for our food, haven't we?

How do grown-up people make money? They work. What can young people do? Discuss in groups. The following points may help you.

- Parents give us all the money we need.
- My brother gives me some money.
- My sister supports me.
- I sometimes get money from my uncle.
-

Children also sometimes earn money by doing some work or other. What are some of the things children can do and earn money?

- selling newspapers
- part-time work as sales boy/ girl in a store
- running errands for elderly neighbours
- selling milk packets
- helping in farming
-
-

How do we spend the money we earn?

- to buy things for personal use
- to support parents/grandparents / others
- to contribute to charity
- to help friends
- to entertain oneself and others
-
-

II Let's read a story.

Now, let's read the story of two young boys working hard to make some money. Let's see why they do it.

TWO GENTLEMEN OF VERONA

A.J. Cronin

1 As we drove through the foothills of the Alps two small boys stopped us on the outskirts of Verona. They were selling wild strawberries.

2 "Don't buy," warned Luigi, our cautious¹ driver. "You will get fruit much better in Verona. Besides, these boys....."

He shrugged² his shoulders to convey his disapproval of their shabby³ appearance.

3 One boy had on a worn⁴ jersey and cut-off khaki pants; the other a shortened army tunic⁵ gathered in loose folds about his skinny frame. Yet, gazing at the two little figures, with their brown skins,

1 cautious (adj) : careful to avoid mistakes
 2 shrug (v) : raise and then lower the shoulder to show that one does not know or do not care about something

3 shabby (adj) = untidy
 4 worn (adj) = old and damaged
 5 tunic (n) = a loose armless outer garment

tangled hair and dark earnest eyes, we felt ourselves strangely attracted. My companion spoke to the boys, discovered that they were brothers. Nicola, the elder, was 13; Jacopo, who barely came up to the door handle of the car, was nearly 12. We bought their biggest basket, then set off toward town.

4 Next morning, coming out of our hotel, we saw our friends bent over shoeshine boxes beside the fountain in the public square, doing a brisk⁶ business.

5 We watched for a few moments; then as trade slackened⁷ we went over. They greeted us with friendly faces.

“I thought you picked fruit for a living,” I said.

“We do many things, sir,” Nicola answered seriously. He glanced at us hopefully. “Often we show visitors through the town ... to Juliet’s tomb... and other places of interest.”

“All right,” I smiled. “You take us along.”

6 As we made the rounds, my interest was again provoked⁸ by their remarkable demeanour⁹. They were childish enough, and in many ways quite artless. Jacopo was lively as a squirrel. Nicola’s smile was steady and engaging. Yet in both these boyish faces there was a seriousness which was far beyond their years.

6 brisk (adj) = lively, active

7 slackened (v) = slowed down

8 provoke (v) = cause a sudden reaction

9 demeanour (n) = behaviour

7 In the week which followed we saw them frequently, for they proved extremely useful to us. If we wanted a pack of American cigarettes, or seats for the opera or the name of a good restaurant, Nicola and Jacopo could be relied upon to satisfy our needs.

8 What struck one most was their willingness to work. During these summer days, under the hot sun, they shined shoes, sold fruit, hawked newspapers, conducted tourists round the town, and ran errands¹⁰.

9 One night, we came upon them in the windy and deserted¹¹ square, resting on the stone pavement¹² beneath the lights. Nicola sat upright, tired. A bundle of unsold newspapers lay at his feet. Jacopo, his head resting upon his brother’s shoulder was asleep. It was nearly midnight.

“Why are you out so late, Nicola?”

“Waiting for the last bus from Padua. We shall sell all our papers when it comes in.”

“Must you work so hard? You both look rather tired.”

“We are not complaining, sir.”

10 But next morning, when I went over to the fountain to have my shoes shined, I said, “Nicola, the way you and Jacopo work, you must earn quite a bit. You spend

10 run errands (v) = make short journeys, especially to buy something for others

11 deserted (adj) = without people around

12 pavement (n) = footpath

nothing on clothes. You eat little enough — when I see you have a meal it’s usually black bread and figs. Tell me, what do you do with your money?”

11 He coloured¹³ deeply under his sunburn, then grew pale. He looked to the ground.

“You must be saving up to emigrate¹⁴ to America,” I suggested. He looked at me sideways, spoke with an effort.

“We should greatly like to go to the States. But here, at present, we have other plans.”

“What plans?”

He smiled uncomfortably.

“Just plans, sir,” he answered in a low voice.

“Well,” I said, “we’re leaving on Monday. Is there anything I can do for you before we go?”

12 Nicola shook his head, but suddenly Jacopo said, “Sir,” he burst out, “every Sunday we make a visit to the country, to Poleta, 30 kilometres from here. Usually we hire bicycles. But tomorrow, since you are so kind, you might send us in your car.”

13 I had already told Luigi he might have the Sunday off.

However, I answered, “I’ll drive you out myself.”

13 coloured : blushed / turned pale with embarrassment
 14 emigrate (v) : go to another country to live
 15 glaring (v) : showing anger with a look

There was a pause. Nicola was glaring¹⁵ at his young brother in vexation¹⁶.

“We could not think of troubling you, sir.”

“It won’t be any trouble.”

He bit his lip, then, in a rather put out¹⁷ tone, he said, “Very well.”

14 The following afternoon we drove to the tiny village set high upon the hillside. I imagined that our destinations¹⁸ would be some humble dwellings¹⁹. But, directed by Jacopo, we drew up²⁰ at a large red-roofed villa, surrounded by a high stone wall. I could scarcely believe my eyes and before I could recover breath my two passengers had leaped from the car.

15 “We shall not be long, sir. Perhaps only an hour. May be you’d like to go to the cafe in the village for a drink?” They disappeared beyond the corner of the wall.

After a few minutes I followed. I found a grilled side-entrance and, determinedly, rang the bell.

A pleasant-looking woman with steel-rimmed spectacles appeared. I blinked²¹ as I saw that she was dressed in the white uniform of a trained nurse.

“I just brought two small boys here.”

16 vexation (n) : anger
 17 put out (adj) : offended/ annoyed
 18 destination (n) : place to which one travels
 19 dwelling (n) : house
 20 drew up : stopped
 21 blinked : shut and opened the eyes

“Ah, yes.” Her face lit up; she opened the door to admit me. “Nicola and Jacopo. I will take you up.”

16 She led me through a cool, tiled vestibule into the hospital – for hospital the villa had become. At the door of a little cubicle the nurse paused, put her finger to her lips, and with a smile bade me look through the glass partition.

17 The two boys were seated at the bedside of a girl of about twenty who, propped up on pillows, wearing a pretty lace jacket, was listening to their chatter²², her eyes soft and tender. One could see at a glance her resemblance²³ to her brothers. A vase of wild flowers stood on her table, beside a dish of fruit and several books.

18 “Won’t you go in?” the nurse murmured²⁴. “Lucia will be pleased to see you.”

I shook my head and turned away. I felt I could not bear to intrude²⁵ upon this happy family party. But at the foot of the staircase I drew up and begged her to tell me all she knew about these boys.

19 She was eager to do so. They were, she explained, quite alone in the world, except for this sister, Lucia. Their father, a widower, a well-known singer, had been killed in the early part of the war. Shortly afterward a bomb had destroyed their home and thrown the three children into the streets. They had always known

a comfortable and cultured life – Lucia had herself been training as a singer – and they had suffered horribly from near starvation and exposure to the cold winter.

20 For months they had barely kept themselves alive in a sort of shelter they built with their own hands amidst the rubble. Then for three years the Germans ruled the city. The boys grew to hate the Germans. When the resistance movement began secretly to form they were among the first to join.

21 When the war was over, and we had peace at last, they came back to their beloved sister. And they found her suffering from tuberculosis of the spine.

She paused, took a quick breath.

22 “Did they give up? I do not have to answer that question. They brought her here, persuaded us to take her into the hospital. In the twelve months she has been our patient she has made good progress. There is every hope that one day she will walk - and sing - again.

“Of course, everything is so difficult now, food so scarce and dear, we could not keep going unless we charged a fee. But every week, Lucia’s brothers have made their payment.” She added simply, “I don’t know what they do, I do not ask. Work is scarce in Verona. But whatever it is, I know they do it well.”

“Yes,” I agreed. “They couldn’t do it better.”

22 chatter (n) : rapid talk
23 resemblance (n): likeness

24 murmured : spoke in low voice
25 intrude (v) : interfere in an annoying way

23 I waited outside until the boys rejoined me, then drove them back to the city. They sat beside me, not speaking. For my part, I did not say a word — I knew they would prefer to feel that they had safely kept their secret. Yet their devotion had touched me deeply. War had not broken their spirit. Their selfless action brought a new nobility to human life, gave promise of a greater hope for human society.

(slightly simplified)

About the author

A.J. Cronin (1896-1974) was a doctor by training. He practised medicine in Wales and in London. It was while recovering from a breakdown in health that he wrote his first novel *Hatter's Castle*. It was a huge success. Cronin gave up practising medicine and took to writing as a career. He wrote a number of novels and short stories. Among his best-known novels are *The Citadel*, *The Key of the Kingdom*, and *The Spanish Gardener*. Some of his novels have been made into successful films.



The title of the story is that of one of the early plays of Shakespeare. The story recounts the hard life chosen by two young boys so that they could pay for the treatment of their sister afflicted with tuberculosis. The boys' sacrifice, their sincerity and devotion to the cause and the maturity they display in their actions gives a new hope for humanity.

Notes and references

Juliet's tomb : the place where Juliet, the woman Romeo loved, was buried. *Romeo and Juliet* is a play written by Shakespeare.

Verona : a city in Italy. Romeo and Juliet are believed to have lived there.
 vestibule : a wide passage
 cubicle : a very small enclosed division of a larger room
 tuberculosis : a serious disease that usually attacks the lungs. It is commonly known as T B

Words, phrases and idioms

set off : *start (a journey)*

Sheila set off early in order to avoid the traffic and to attend the interview in time.

make the rounds: *visit places as usual*

The tourists went to Ootty, and made the rounds in a day.

rely (up) on : *trust someone or something to do what you need or expect them to*

They think they can rely (up) on Manu not to tell anyone about the incident.

burst out : *laugh/ cry/ speak suddenly*

They burst out laughing looking at the face of the circus clown.

prop up : *prevent something from falling by putting something against it or under it*

The builders are trying to prop up the crumbling walls of the old building.

intrude upon : *interrupt someone or become involved in their private affairs in an annoying way*

It wouldn't look nice to intrude upon other people's privacy.

scarce (adj) : *not enough / much*

Fruit costs a lot in winter because they are scarce then.

dear (adj) : *expensive*

I bought papayas because apples were too dear.

III Read and respond.

The story may be divided into three sections for convenience.

<p>Section A (para 1 to 8) Section B (para 9 to 13) Section C (para 14 to 23)</p>

Section A

[The author and his companion meet the two boys and get to know them. Their readiness to work impresses the visitors.]

Section B

[The author meets the boys late at night. He remarks that they earn a lot. One boy asks him to take them to the country in his car.]

Section C

[They drive to the country. The author comes to know about the boys and their family from a nurse in the hospital where their sister is being treated for tuberculosis.]

a Read section A. Mark whether the following statements are true with a or false with a .

- The driver approved of their buying fruit from the boys.
- The author's companion found out that the boys were brothers.
- The boys' only job was selling fruits.
- The visitors were fascinated by the remarkable behaviour of the boys.

Answer the following questions in a sentence or two each.

- Where did the author meet the two boys for the first time? What were they doing?
- Why did Luigi, the driver try to stop the author from buying fruit from the two boys?

- Why were the author and his companion attracted to the boys?
- Why was the author surprised to see Nicola and Jacopo working as shoeshines?
- How were the boys useful to the author?
- Why did the author say that what struck one most was their willingness to work?

b Read section B. Complete the sentences suitably.

- The author says that the square was deserted because it was _____
- They wanted to sell newspapers when _____
- Every Sunday the boys made a trip to the _____
- When the author agreed to take them to the countryside, Nicola _____

Answer the following questions in a sentence or two each.

- Why were the boys out in the deserted square at night?
- Were the boys quite happy to work? Which sentence tells you this?
- What made the author think that they were earning much?
- Why did Nicola say "just plans" when the author asked them what their plans were?
- Who asked the author to drive them to Poleta? Did the other brother approve of the request? Why?

Read section C. Now complete the following statements by choosing the right option from those given below.

- The boys and the author drove to the tiny village _____
 - near the river
 - in the valley
 - upon the hillside

- 2 When the author was asked to peep into Lucia's room he politely refused because _____
- he did not want to intrude into their privacy
 - he thought that the boys would object
 - Lucia would not welcome a stranger
- 3 The boys were the first to join the resistance movement against the Germans because _____
- the Germans ruled the city
 - the Germans had ruined their family
 - the Germans did not rebuild their home
- 4 The author did not speak to the boys on their return journey because _____
- he thought the boys would prefer to keep the secret
 - he thought the boys were ashamed of their sister's condition
 - he thought they would tell him the truth

Answer the following questions in a sentence or two each.

- Did the boys try to prevent the author from finding out the real purpose of their visit to Poleta? Did they succeed?
- How did the war affect the boys' family?
- How did the boys take care of their sister?
- Do you think the two boys enjoyed what they were doing? Why do you think so?
- How does the story of the *Two Gentlemen of Verona* give promise of greater hope for human society?

IV Read and write.

- Write a paragraph on the early life of the two boys during the war. You may use the following hints:

Father a widower well-known singer killed in war ... bomb blast destroyed house ... boys and sister left to the streets ... suffered horribly ... starvation

- Write a note on the character of Nicola and Jacopo. The following hints will help you:
motherless loss of father sufferings loss of their house ...made their own shelter ... willing to do any job ... their devotion to their sister dedication patriotic ... proud ... did not want sympathy

- Narrate the story of *Two Gentlemen of Verona* beginning with their experiences during the war in about 200 words.

You may use the following hints for your essay.

Nicola and Jacopo .. sons of a well-known singer and widower ... only sister Lucia ... father killed ... house destroyed ... children left to the streets starved horribly a shelter.... built by themselves ... boys did different jobs

The visitors make friends their willingness to work one midnight deserted square ... wanted to sell newspapers earning money ... request author to take them to the country.

Drive to the country ... the boys leave the author waiting ... he follows ... discovers the secret.

Discuss and write.

- Yet in both these boyish faces there was a seriousness which was far beyond their years. Does this sentence signal anything to you?

Now use the following hints. Discuss in your group and write the answers.

Boys simple ... aged 13 and 12 ... sense of responsibility though too young doing any

job ... their selfless action and devotion ... their sister's treatment ... hard-earned money...

2 "Just plans, sir." ... Why does Nicola say it in a low voice? Does he want to hide anything?

Use the following hints:

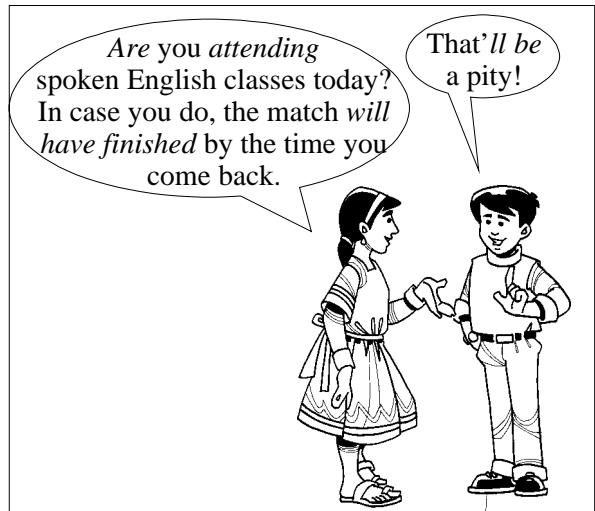
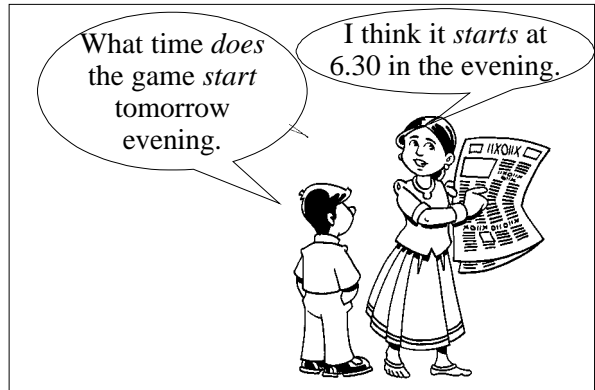
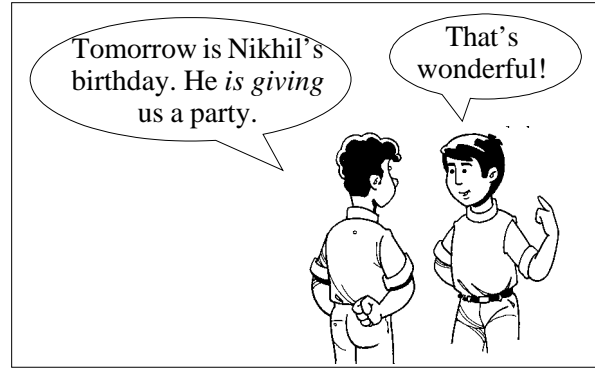
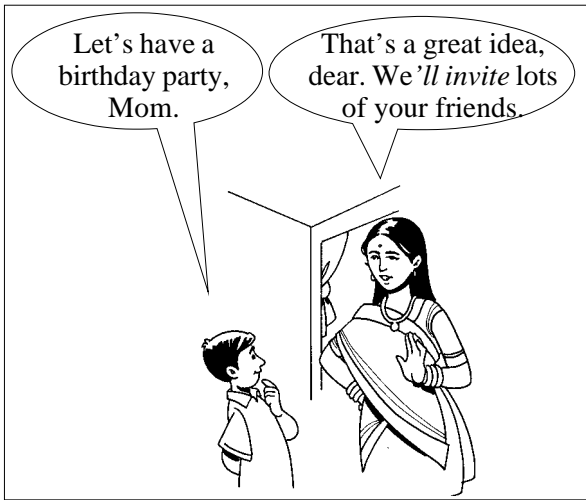
earning money by doing different jobs- eating a little ... 'must be saving money' ... the remark of the author ... does not want to reveal secret ...

▶▶ You will find a few more related tasks in the **Practice Book**. * Don't forget to do them.

VI Let's put it this way.

a Expressing future

Let's listen to the exchanges. They use different expressions to talk about the future.



Practise the dialogue with your partner

* Note to the teacher: The tasks given in the Practice Book are an integral part of this unit. Please see to it that they are done under your guidance.

a Ranjini is planning to go on a holiday. You ask her about her plans. Use the items in box A to make your enquiries. Let her answer your enquiries using hints given in box B. The first set has been done for you. Don't forget to follow the same pattern.

A

1	(where / go) <u>Where are you going?</u>
2	How long / stay _____
3	When / go _____
4	Go/alone _____
5	Travel / by car _____
6	Where / stay _____

B

Bangalore
<u>I am going to Bangalore.</u>
5 days
Next Monday
No... with a friend of mine
No... by train
with my uncle

b Frame answers to the following questions. You may follow the pattern in the example given below.

1	Have you washed the car?
2	Have you met Asha?
3	Have you read the newspaper?
4	Have you had dinner?

(later)
<u>Not yet, I am going to wash it later.</u>
(tomorrow)
Not yet
(this afternoon)
Not yet
(soon)
Not yet

- We use the simple present to talk about future events which are part of a fixed time table or programme.
e.g. The match begins at five in the evening tomorrow.
- We use the present continuous when we speak of what we have arranged to do.
e.g. She is going to Chennai next week.
- We use *going to + verb* when we have decided to do something
e.g. I am going to make tea for all of you.
- When we predict a future happening or situation we use *will + verb*.
e.g. Rain-clouds are gathering. It will rain.
- We use the future continuous to say that an activity will be in progress at a given time in the future.
e.g. The Prime Minister will be flying into London at 4.30 p.m. tomorrow.
- We use the future perfect to say that an action will already be completed at a given future time.
e.g. You will have passed your SSLC exam by next May.

B Reporting questions

i Read the following.

“Well,” I said, “we are leaving on Monday. Is there anything I can do for you before we go?”

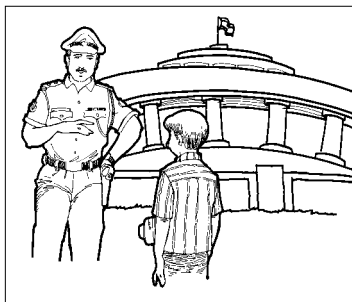
What does the author tell the boys? How do you report this?

The author told the boys that he and his companion were leaving on Monday. He asked him whether there was anything he could do for them before they went.

ii This is an example of reporting questions. Now, look at the following.

Rakesh had a bad experience recently while on a holiday in Delhi. He was out in front of Parliament House when suddenly he was surrounded by a group of policemen. One of them took Rakesh aside and questioned him.

Here are the questions the policeman asked him:



- 1 What are you doing here?
- 2 Why are you carrying a camera?

- 3 Don't you see the notice warning people not to enter the area with a camera?
- 4 Have you been taking photos?
- 5 What is your name?
- 6 Do you have an identity card?

[Back from his holidays Rakesh narrated to some of his friends what had happened to him.]

I was standing a few metres away from Parliament House when suddenly a jeep roared up to me and screeched to a halt. I was surrounded by a group of policemen.

One of them asked me what I was doing there. Then he pointed at my camera and asked me why I was carrying it. I tried to explain that I was on a holiday. Then he wanted to know whether I had not seen the sign warning people not to enter that area with a camera. I told him that I hadn't seen it. Then he asked me if I had been taking photos of Parliament House. I said that I didn't know that photography was prohibited there. Then he wanted to know my name and asked me to produce my identity card.

Quite often we have to tell others what we or someone else said. On such occasions we use reported speech.

iii Make a sentence from each of the questions given below. The first one is done for you.

- | | | |
|---|-----------------------------|------------------------------------|
| 1 | Where has Rafi gone? | Sumi asked me where Rafi had gone. |
| 2 | Where is the post office? | The tourist asked me _____ |
| 3 | What does this word mean? | He wanted to know _____ |
| 4 | What time did they leave? | The policemen enquired _____ |
| 5 | Did Sumi receive my letter? | Do you know _____ |

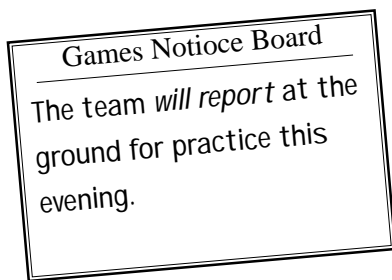
C Expressing commands

Study the expressions given in italics.

1



2



3 Police officer to Sunil:

“Your dog is scaring the people on the road. They are afraid of it. You must keep your dog within your premises.”

Officer to his assistant:

“The Managing Director wants a report of the work done at the end of the day. I have to send it to him. You must report to me every day.”

‘Shall’, ‘will’ and ‘must’ are used to express commands. ‘Will’ is generally used with third person (singular) pronouns.

2 Expressing requests

Study the dialogue carefully.

Rani : I am feeling very thirsty. Can I have a glass of water?

Rini : Of course. Here you are... It is very warm today, isn't it? Could you open the window, please?

Rani : Certainly. May I have some more cold water?

Rini : By all means. Would you like to eat something?

Rani : Can I have one or two idlis?

Rini : Certainly. Eat all you want! Will you post these letters for me on your way?

Rani : Certainly. Now then, would you mind lending me a hundred rupees?

Rini : Okay!

We can make requests with *can/ could/ will/ would/ won't/ may + verb*. *Would you mind + verb + ing, would, could + verb* are more polite than some other forms.

D Do as suggested.

a Rewrite the following sentences using the words given in brackets. One has been done for you.

1 Keep a record of the number of students attending each class. (shall)

Ans: You shall keep a record of the number of students attending each class.

2 The NCC cadets _____ attend parade at 8 am. (shall)

3 Don't mention this to anyone so that others may not know. (will)

4 Notice to passengers. _____ cross the line by the footbridge. (must)

b Frame suitable requests for the situations given below using the words in brackets. One has been done for you.

1 It is cold in here. Ask the waiter to shut the window. (could)

Could you shut the window, please? _____

2 You want to know the time but you don't have a watch. Ask someone in the street. (could)

3 You need someone to help you. Ask a friend (would)

4 You are a tourist. You want to go to the railway station but you don't know where the railway station is. You ask a stranger. (could)

5 You are carrying a lot of things. You can't open the door yourself. You ask a man standing nearby. (would ... mind)

6 You are trying to concentrate on your work. You ask the others to keep quiet. (would)

7 You are eating. You want some more rice. Ask your host for more. (may)

E Phrasal verbs

Expressing ideas idiomatically

Read the following sentences.

1 We bought their biggest basket, then *set off* toward town.

2 One night we *came upon* them in the windy and deserted square.

3 He bit his lip, then in a rather *put out* tone he said, 'Very well.'

4 I shook my head and *turned away*.

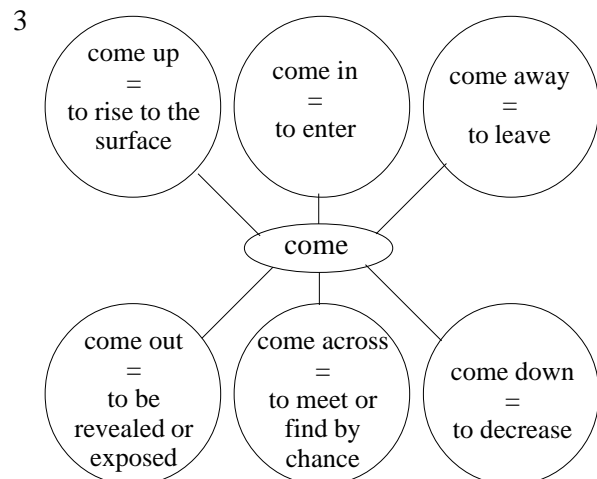
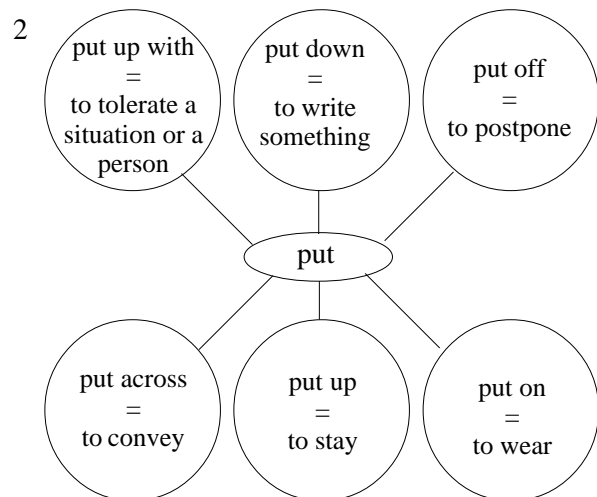
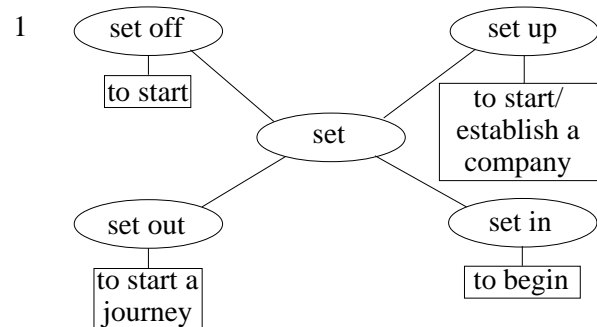
In each of the above sentences the words in italics form a phrase. It is a compound and it consists of a verb and a word which has an adverbial function. The verb does not always keep its basic meaning. For example, the meaning of *set* cannot be guessed from *set off* which means 'to start'.

We *came upon* them in the windy and deserted square. (= find someone by chance)

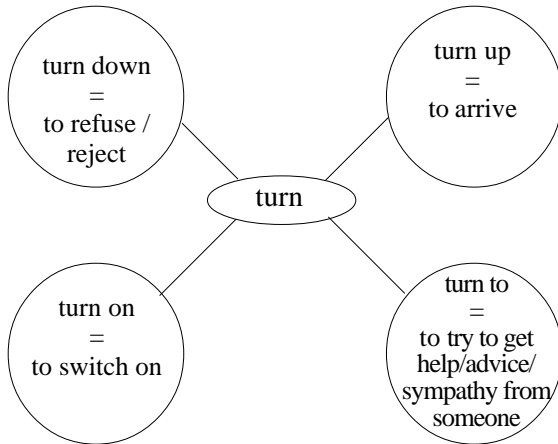
He bit his lip, then in a rather *put out* tone he said 'Very well'. (= angry or annoyed)

I shook my head and *turned away*. (= looked/moved in another direction)

a Look at the following phrasal verbs formed from core words given below.



4



Now, frame suitable sentences of your own using the phrasal verbs given above.

▶▶ You will find a few more tasks based on these functions in the **Practice Book**. Try and do them. Your teacher will help you.

VI Say it this way.

a Meenu has a stomach-ache. She is being examined by a doctor. The doctor asks her the following questions.

- 1 What is your problem?
- 2 How long have you been suffering from stomach-ache?
- 3 How often does it occur?
- 4 Have you taken any medicine so far?
- 5 What do you eat?

[Meenu and her mother are back home. Her aunt asks them about their meeting with the doctor.]

Aunt : Have you met the doctor?

Mother : Yes, we have.

Aunt : What did the doctor ask you?

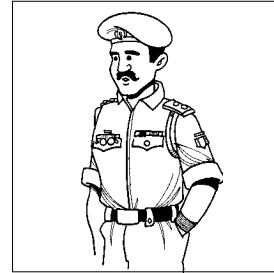
Meenu : She asked me what my problem was. She was very kind to me and wanted to know how long I had been suffering from stomach-ache.

Mother : She also enquired of her how often it occurred and whether Meenu had taken any medicine so far.

Meenu : She asked me what I eat. Then she gave me some medicines and asked me to meet her after a week.

Practise the dialogue with your partner.

b Independence Day celebrations



Chief Officer: Cadets, we will celebrate the Independence Day colourfully this time. Everyone shall be in perfect uniform. We shall have a social service programme too.

Cadet A : Timings, sir?

Officer : You shall be here at 8:00 a.m. Flag hoisting shall be at 8:30. After flag hoisting all the cadets shall move to the Government hospital for cleaning the premises. All cadets shall bring the necessary implements with them. Wish you all the best!

c At a bank

Clerk : Can I help you?



Customer : Thank you. I'd like to open an account.

Clerk : Please be seated.

Customer : Thank you. Could you please tell me how to go about opening an NRI account?

Clerk : Please meet the Assistant Manager. He would help you.

Customer : Thank you.

Clerk : You're welcome.

d Have a nice time

Sheela : Are you doing anything this weekend?

Nikhil : Yes, we are going to Ooty.

Sheela : Who'll be in your party?

Nikhil : All members of my family.

Sheela : When are you leaving?

Nikhil : Saturday morning. Our bus leaves at 5 and reaches there by 12 noon. We are going to stay at Holiday Inn.

Sheela : Have a nice time!

Nikhil : Thank you.

VII Listen and do.



You will now listen to a passage. Listen carefully.

Laughter*

You have now listened to a talk on laughter.

Now here are a few simple tasks for you to do.

a Fill in the blanks to complete the following sentences with the right option from a, b or c.

1 Laughter is a kind of

- a crazy outburst.
- b emotional release.
- c foolish activity.

2 The speaker says you are sure to find on the shelves of a library or bookstore

- a many unwanted books.
- b no books at all.
- c titles on how to use laughter as medicine.

3 Spontaneous laughter is

- a an opening wide of the soul.
- b disapproved of by many people.
- c not of much value.

4 Laughter, according to the author, helps improve

- a only lung capacity.
- b only oxygen levels in the blood.
- c both lung capacity and oxygen levels in the blood

5 Conditions of asthma and bronchitis are

- a complicated by laughter.
- b relieved by laughter.
- c unaffected by laughter.

b Now answer the following questions:

1 What is the common human experience mentioned in the talk?

2 What is stress due to?

3 What are some of the painful human emotions relieved by laughter?

4 How does laughter work on the human physiological system?

5 What are said to produce disease-destroying antibodies?

6 Can you name the body's natural painkillers?

7 How does the mental health of a person improve through laughter?

8 Is laughter helpful in fighting a great many common ailments? Can you name some of them?

9 What is the biggest benefit of laughter?

* Note to the teacher: Please see Appendix I. You may also refer to the general guidelines on Listen and do given in the Teachers' Sourcebook.

VIII Try and use these words/ phrases.

I Pick out words or expressions from the story which mean the following. One has been done for you.

- musical play _____
- visit places as usual _____
- a wide passage vestibule_____
- a man whose wife is dead _____
- broken stones _____

II Fill in the blanks choosing appropriate words from the box given below.

- grabbed
- murmured
- cautiously
- drew up
- deserted
- briskly

I was walking ... but ... along a jungle track, when I came near a ... old cottage. From where I did not know, two monkeys ... close to me. One of them ... something in the other's ear, or so it seemed to me. In a moment, the bigger monkey ... the packet I had from my hands and the two disappeared into the woods.

IX Do these activities.

A Discuss

What are the hallmarks of a gentleman? In other words, what differentiates a gentleman from others?

You may discuss the questions given in the box below.

- Is he well dressed?
- Is he very polite?
- Has he good manners?
- Is he honest?
- Is he handsome?
- Is he tall?
- Is he well educated?

Here are some more points for you to make your discussion more lively.

- Does a gentleman come from a noble family?
- Does he need to be tall?
- Is not a gentleman one who has great consideration for others and their feelings?
- Does he care not to hurt other's feelings?
- Must a gentleman sympathize with everybody?
- Must a gentleman always agree with others?
- Must he hide his feelings, for example, of anger or hatred?

B Arrange a debate on child labour. A few points both *for* and *against* are given below to help you. Put them in logical order. Add more if you can.

Child labour

<i>against</i>	<i>for</i>
growth of personality affected physical, mental and spiritual development impaired burden to society may become anti-social may remain uneducated may add to social evils a curse to society	some protection against hunger — earn bread for self and other members of the family learns a job trains to be self-supporting and self-sufficient no burden to society not necessarily anti-social a boon to society

C Jacopo and Nicolo chose to do all kinds of odd jobs to save money for the treatment of their sister Lucia. They sold fruits, newspapers, conducted tourists round the town, polished shoes and ran errands. What do you think of doing such work yourselves? What are your views on the dignity of labour?

Use the following hints to write a paragraph on the dignity of labour.

- All jobs are important.
- Doing any work is useful.
- Sitting idle is bad.
- Whatever be your work, do it earnestly.

- Don't think that work like cleaning, and washing, working on a farm and so on are below one's dignity.

C Project

You have already learnt a lot of phrasal verbs. Now, prepare a dictionary of phrasal verbs using the following 'root verbs' after consulting your dictionary. You may add to the list. Make sentences of your own for each of them.

call	come	get
give	go	keep
put	run	set
take	turn	...

X Read aloud

Read the following passage with proper pauses marking sense groups, stress, rhythm and intonation. Your teacher will help you.

a

- 1 Nicola and Jacopo were brothers.
- 2 They were 13 and 12.
- 3 They did | whatever odd jobs | they could do.
- 4 They sold fruits | hawked newspapers |, polished shoes |, conducted tourists around the town | and ran errands for a living.
- 5 They earned money | doing all odd jobs | but they spent very little on food | and wore shabby clothes | and helped their sister | who was undergoing treatment | in a hospital | in the country.

b Your breakfast

Suma : Good morning Indu. How are you?
 Indu : Good morning, Suma. I'm fine and how are you?
 Suma : Fine. How's everything? Had a scrumptious breakfast?
 Indu : Yes indeed! Thanks to my granny. How did you guess?

Suma : The aroma still lingers about you, doesn't it?
 Indu : You have a good nose, really. See, I can't always take spicy foods. They don't agree with me.

Suma : Why, I never thought you are on a diet, I mean, a restricted one.

Indu : Don't you frighten me. I only meant I chose what I ate...

Role-play the dialogues given above.

XI Study skills

Look at the following sentences.

Nicola and Jacopo conducted tourists round the town and ran errands.

The meaning of *ran errands* is

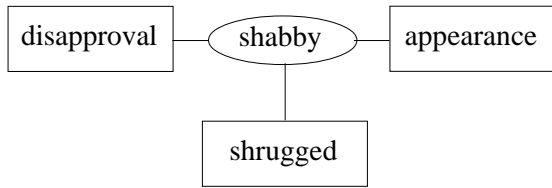
a Now read the following sentences where you come across the word *run*. It has different meanings in different contexts. Look up the words in your dictionary and find out their meanings.

- 1 Mr Suresh *is running* a restaurant in the city.
- 2 Don't touch the machine while it *is running*.
- 3 Indian Railways usually *run* special trains to different places during festival seasons.
- 4 Big drops of tears *ran* down Sumi's cheek.
- 5 He has a *runny* nose because of a bad cold.

b Guess the meaning.

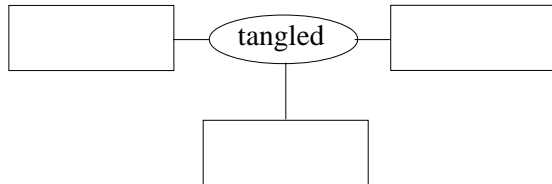
While reading a passage you will probably meet some words that may be unfamiliar to you. You need not always look up these words in your dictionary. Instead, you can try and puzzle out their meaning with the help of clues from the passage itself. Look at the following example.

"He shrugged his shoulders to convey his disapproval of their shabby appearance. (para 2)



The driver shrugged his shoulders. This was a sign of disapproval. So their appearance must have been bad or unattractive. You can puzzle out that *shabby* means ‘untidy’ or ‘poorly dressed.’

Now read para 3 and puzzle out the meaning of the word *tangled*. What are the words that can help you guess the meaning of *tangled*. Fill in the squares below first and then guess the meaning.



The word probably means

XII Let’s now complete the tasks in the Practice Book.

A few more tasks based on this unit have been given in the **Practice Book**. They also form an integral part of this unit. Don’t forget to complete them. Your teacher will help you.

Poem 2

Home they Brought her Warrior Dead

I Let's start.

Do you love your country? Are you proud of it? Is patriotism a noble sentiment? Do you remember the soldiers who laid down their lives for the nation? (Kargil war). Did many people gather together to pay their last respects to the soldier when his dead body was brought home?

Here is a small but beautiful poem about a soldier's wife. The man had to go away from

home leaving his wife and child. Unfortunately, he got killed in battle.

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main idea. Enjoy the music and rhythm of the poem.

Home they brought her warrior dead:
She nor swoon'd, nor utter'd cry:
All her maidens, watching, said,
"She must weep, or she will die." 4
Then they praised him, soft and low,
Call'd him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved. 8
Stole a maiden from her place,
Lightly to the warrior stept,
Took the face-cloth from the face;
Yet she neither moved nor wept. 12
Rose a nurse of ninety years,
Set his child upon her knee-
Like summer tempest came her tears-
"Sweet, my child, I live for thee." 16

Tennyson



III A few words / phrases for us to note

- warrior** : soldier, one who goes to war
- swoon'd** : lost consciousness, fainted (past tense of *swoon*)
- maiden** : woman attending on a rich lady or lady of high rank
- soft and low** : in a soft and low voice
- stole** : moved quietly (past tense of *steal*)
- stept** : stepped, walked

- face-cloth** : a piece of cloth laid over the face of a dead body.
- rose** : got up from her place.
- a nurse** : probably she had been nurse to the lady when she was a child.
- set** : placed (set, set, set)
- like summer tempest** : suddenly and forcefully
- sweet my child** : my sweet child

IV Let's understand the poem.

a Which of the following statements will you choose to write a summary of the poem? Put a ✓ against them and a X against those statements which you leave out.

- | | |
|---|---|
| <input type="checkbox"/> The dead body of the soldier was brought home to his wife. | <input type="checkbox"/> A bright idea struck one of her maidens. She removed the cloth that covered the face of the soldier. |
| <input type="checkbox"/> His wife neither cried nor showed any sign of deep sorrow; nor did she fall unconscious. | <input type="checkbox"/> When she saw her husband's face she wept. |
| <input type="checkbox"/> She wept bitterly. | <input type="checkbox"/> An old nurse took the soldier's child and placed it on its mother's knee. |
| <input type="checkbox"/> People around her were anxious that she should weep. | <input type="checkbox"/> Instantly she burst into tears. |
| <input type="checkbox"/> They said if she did not express her sorrow freely in words or tears, she might even die. | <input type="checkbox"/> The nurse said that she would live for the sake of the child. |
| <input type="checkbox"/> They did not try to make her weep. | <input type="checkbox"/> When her child was placed on her knee, her tears came like summer tempest. |
| <input type="checkbox"/> They praised her husband in order to move her to tears. | <input type="checkbox"/> Her pent-up grief exploded into tears. |
| <input type="checkbox"/> They said that he was a faithful friend and a noble enemy. | <input type="checkbox"/> She said she now lived only for the sake of her sweet child. |
| <input type="checkbox"/> When they praised her husband, it had an immediate effect on her and she burst into tears. | |

b Write a summary of the poem choosing sentences from those you have marked with a tick. Don't forget to use linking words wherever necessary.

V Let's enjoy the poem.

a Read the poem again and answer these questions.

- | | |
|---|--|
| 1 How was her warrior brought home? | 3 Why were her attendants afraid that she would die? |
| 2 How did the lady react when she saw the dead body of her husband? | 4 What did her attendants do to make her weep? |

- 5 What did one of her maidens do when the soldier's wife remained in a state of shock?
- 6 Who succeeded where the attendants failed?
- 7 What did the old nurse do?
- 8 How did the soldier's wife respond when her child was placed on her knee?

b Comment on the following.

- 1 What does the last line of the poem suggest? Which weighs more with the lady: her grief at the death of her husband or her love for her child?
- 2 Which proved to be a greater worry to the people — the death of the patriot or the life of his wife? (They thought she was likely to die of shock.)

VI Let's study the poet's craft.

- 1 How does each line in a stanza end? Do the first and the third lines and the second and the fourth lines end with the same sound?
- 2 Is the same rhyme scheme followed throughout the poem?
- 3 A *simile* compares two separate things. Indicate the points of comparison, taking examples, from the poem.
- 4 Read the poem with proper stress, rhythm and intonation.

Rhythm pattern

'Home thĕy 'brought hĕr 'warriŏr 'dead
 'She nŏr 'swoon' d nŏr 'uttĕr' d 'cry
 'All hĕr 'maidĕns, 'watchĭng 'said,
 'She mŭst 'weep ŏr 'she wĭll 'die.'

- 5 Try and find out whether the same pattern is followed throughout the poem.

VII Let's follow up.

- 1 Write in about 150 words how somebody's presence of mind helped to avert a mishap.
- 2 Have you ever attended the funeral or witnessed the scene of death of someone near and dear to you? Can you try and write a few lines of verse on it?
- 3 Look for poems of a similar theme in English or some other language.

VII About the poet

Alfred Lord Tennyson was born in 1809 and died in 1892. He was one of the most popular among the Victorian poets. His first volume of verse was published in 1827. He



continued to write for 65 long years. For nearly half a century he was the unchallenged king of English poetry.