

Seventeen Oranges

Bill Naughton



Warm up

Share with your classmates.

Imagine you are caught while sneakily eating something without your parent's permission.

- ▲ What would be your reaction at that moment?
- ▲ How would you manage that situation?



In the story "Seventeen Oranges" let us see if the narrator is able to cleverly manage a tricky situation or not.

Oranges! I was fond of them. I used to eat them all day and every day. But one day a police man found seventeen oranges hidden away in my pockets. He locked me up and I have never eaten an orange again.

I want to tell you the story.

I was driving a little pony-and-cart for the Swift Delivery Company, and I often went in and out of the docks.

- ▲ Where did the narrator work?
- ▲ What was the narrator's job in the docks?

I was not really a thief. But I usually left the docks with something under my apron. I had made the apron myself and it was a big one.

When there was a banana boat in the docks, I drove my little cart beside it.

Sometimes bunches of bananas fell to the ground. Often my friends kicked a bunch to me from the boat. I always picked up the bananas quickly and hid them under my apron.

Then I spent the rest of the day eating bananas. I liked bananas, but I like oranges best of all.

I only took things when I found them. But some people planned a theft very carefully. Clem Jones was a careful planner. Let me tell you about Clem.

One day Clem was coming out of the docks. He was carrying a box. 'What have you got in here?' asked Pongo the policeman.

'A cat,' replied Clem. 'Please don't make me open the box. The cat will run away.'

'A cat?' Pongo said. I don't believe you. Open the box.'

'But the cat will run away,' Clem said again.



'There isn't a cat in the box,' replied Pongo. 'Open it up.'

Clem got very angry, but finally opened his box. Out jumped a ship's cat. The cat ran back into the docks. Clem ran after the cat. He was shouting angrily.

- ▲ What was Clem Jones carrying in the box?
- ▲ What happened when the box was opened?

Two minutes later, Clem came back with the same box. He was holding the lid down tightly. Pongo laughed at him and Clem looked at him furiously. Clem looked angry all the way home. Then he smiled. He opened the box in the kitchen and took out a large Dutch cheese.



A ship's cat is a cat that rides along on trading, exploration and naval ships to catch mice and rats which can cause damage to ropes, electrical wirings, crew's food, grains in the cargo and wooden parts of the ship.

That was Clem's story. But I was not so lucky. Pongo, the policeman, caught me **red-handed** because my apron string broke. He noticed that my trouser pockets were somewhat bulging.





'Hey! Wait a minute,' Pongo shouted.

He caught me by the collar, took me into his cabin nearby and looked into my pockets. There were seventeen oranges. Pongo counted them and placed them carefully on the table.

'Too many people are stealing from the docks,' Pongo said, 'You've stolen these oranges and **concealed** them in your pocket. Have you anything to say?'

- ▲ Did the narrator believe Clem's story?
- ▲ What was the narrator carrying in his pockets?
- ▲ Who is Pongo?

I said nothing. I was very frightened, but I kept quiet. I had read a lot of detective stories to make the mistake of **blabbing**. Anything you say may be used as evidence against you. I knew that the best plan was to say nothing.

'So you won't say anything,' said Pongo. 'I'm going to bring another policeman here. He'll be a witness against you, when I bring up this case in the court.'

Pongo left the cabin and locked the door behind him. I was very worried.

I looked at the walls. I looked at the door. I looked at the seventeen oranges, and I looked at the apron with its broken string.

I'll lose my job, I thought. Perhaps I'll go to prison. What will my father say?

What will my father do?

I almost gave up the hope of escaping from the trouble. I was locked in the cabin and the oranges were on the table. Pongo had gone to bring a witness. I was in trouble.

'Oh, my God!' I said.

'What can I do?'

'*Eat the oranges*,' said a voice in my head. '*Eat the evidence.*'

'Eat them?' I asked.

'Yes,' said the voice in my head. '*Eat them and the evidence will be gone. Be quick! Eat them all.*'

- ▲ Why did Pongo want to bring another policeman?
- ▲ What did the voice in the narrator's head tell him to do?

I thought for half a second. Then I took an orange. I peeled it and put it in my mouth. Soon, only the **pips** were left.



- ▲ One orange contains our daily requirement of vitamin C.
- ▲ Oranges were first grown in India and then they spread to the other parts of the world.



'You have to swallow the pips too,' said the voice in my head *'You have to swallow the pips and the peel. You have to swallow all the evidence.'*

'Yes, of course,' I said.

I swallowed the pips and put some of the peel in my mouth.

'Don't eat it!' said the voice. *'There isn't time. Swallow it! Be quick! Swallow it!'*

I took a small knife from my pocket and cut the oranges into large **chunks**. I swallowed the pieces of oranges one after the other.

There were still three oranges on the table when I heard Pongo outside. I stopped. My stomach was nearly full.

'Be quick! Swallow them!' said the voice in my head.

I was lucky. Pongo and the other policeman had seen some carts at the

dock gate. They went and talked to the drivers. This gave me a few more minutes.

I must swallow all the oranges, I thought. Only three left!

I swallowed the first one, and then the second one.

Suddenly the door began to open. I went through a great deal of struggle and finally managed to finish off the last piece of the last orange. Pongo and the other policeman walked in.

'This is the thief.' Pongo said. *'I caught him with his pockets full of oranges.'*

- ▲ Why did the policemen arrive a little late to the cabin?
- ▲ What did the narrator do with the pips and peels?

Then Pongo looked at the table and at first, he could not figure out what had happened. *'Where are the oranges?'*

'I can smell them,' said the other policeman.





DO YOU KNOW?

Giving oranges during their New Year season is a festive ritual of the Chinese. They are usually given in pairs as a symbol of friendship.

I said nothing.

Pongo looked everywhere for the oranges. He looked in my pockets. He looked in my apron. But he didn't find one orange.

Finally, Pongo understood what had happened. But it was very difficult to believe.

'Seventeen oranges!', he said. 'Seventeen big oranges! How did you eat them all?'

I said nothing. Pongo was not able to send me to prison. There was no evidence.

Pongo became angry and shouted at me. But I didn't say a word. In the end, he had to let me go.

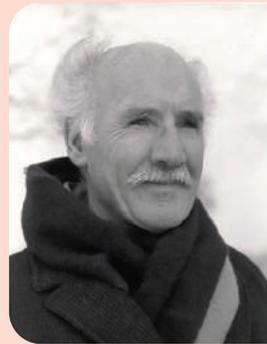
I told Clem Jones about the seventeen oranges.

'Pongo locked you in that cabin for half an hour,' said Clem. 'He had no right to do that.'

Perhaps Clem was right. I don't know. I didn't have time to think about it. I had eaten seventeen large oranges -

peels, pips and all. I felt very sick for a week and those oranges kept working away in my stomach.

About the Author



William John Francis Naughton, known as Bill Naughton (1910-1992) was an Irish-born British playwright and author. He worked

as a weaver, coal-bagger and lorry-driver before he started writing. His preferred environment was working class society, which is reflected in much of his work. He wrote many novels, short stories, plays and children's books. He is best known for the play *Alfie*. His 1977, children's novel *My Pal Spadger* is an account of his childhood in 1920s Bolton.



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Glossary



- docks** (n) - an enclosed area of water in a port for the loading, unloading and repair of ships
- apron** (n) - a protective garment worn over the front of one's clothes and tied at the back





red-handed (adj) - used to indicate that a person has been discovered in the act of doing something wrong

concealed (adj) - the act of keeping something secret or hidden

blabbing (v) - to reveal secrets indiscreetly and thoughtlessly

pips (n) - small hard seeds in a fruit

chunks (n) - thick large pieces of something

A. From your reading of the text, choose the correct answers from the options given below.



- The narrator was very fond of _____
 - reading detective stories.
 - driving a pony-and-cart.
 - eating oranges.
 - munching away at something.
- The narrator was searched by the policeman, because _____
 - the oranges could be smelt.
 - he was singing songs.
 - he was carrying a box.
 - his pockets were bulging.

3. The narrator kept his mouth shut when questioned by Pongo, because _____

- anything said would be held as evidence against him.
- the oranges would fall out.
- he did not steal the oranges.
- he was scared of Pongo.

4. The voice in the narrator's head advised him to _____

- confess the truth to Pongo.
- eat all the oranges.
- deny his guilt.
- hide all the oranges.

5. Pongo found no trace of the oranges on the table, because _____

- Pongo's mate had stolen them.
- all the oranges were sold.
- the narrator had eaten them all.
- they disappeared mysteriously.

B. Answer the following questions briefly in one or two sentences.

- Why did the narrator call Clem Jones a careful planner?
- What was Clem Jones carrying in the box during his second attempt?
- Why did the policeman suspect the narrator?
- What did Pongo consider as evidence against the narrator?
- How did the narrator feel when he was alone in Pongo's cabin?
- What did the narrator do to get rid of the evidence?



7. What did Pongo do when he found no oranges on the table?
8. Why were the policemen not able to bring any charges against the narrator?
9. How did the narrator feel after eating seventeen oranges?
10. What happened to the narrator's love for oranges after the incident?

4. The narrator was quiet, when Pongo questioned him.
 - a) furious
 - b) noisy
 - c) silent
 - d) agitated
5. The narrator was in trouble because he took the oranges.
 - a) peace
 - b) difficulty
 - c) harmony
 - d) comfort

C. Answer the following in about 80-100 words.

1. Narrate the clever strategy followed by Clem Jones to deceive Pongo.
2. Describe the confrontation between the narrator and Pongo.

Vocabulary



D. Find the synonyms for the underlined words



1. The voice in his head asked the narrator to eat the evidence.
 - a) proof
 - b) contradict
 - c) disprove
 - d) refute
2. Clem looked at Pongo furiously.
 - a) politely
 - b) gently
 - c) angrily
 - d) calmly
3. When Pongo caught the narrator with the oranges, he was very frightened.
 - a) undaunted
 - b) afraid
 - c) valiant
 - d) brave

E. Find the antonyms for the underlined words in the following sentences.

1. Seventeen oranges were hidden in the narrator's pockets.
 - a) exposed
 - b) masked
 - c) concealed
 - d) buried
2. Clem Jones was ordered to open the box.
 - a) prepared
 - b) arranged
 - c) forced
 - d) requested
3. Pongo locked the narrator inside the cabin.
 - a) closed
 - b) sealed
 - c) released
 - d) chocked
4. Pongo carefully searched the narrator's pockets.
 - a) attentively
 - b) carelessly
 - c) cautiously
 - d) strictly
5. The narrator of the story felt very sick for a week.
 - a) healthy
 - b) disordered
 - c) feeble
 - d) unhealthy



Listening



*Listen to the play "The Red Peacock". The incidents described in the one act play happen as a result of people's responses and actions.

F. Complete the table with suitable responses.

CAUSE	ACTION	EFFECT
1. Krishna Deva Raya wants all the best things in the world.	He pays 1000 gold coins for the red peacock.	
2. Chatur Pandit is greedy and wants to get rich.		The king banishes him from the court for a month.
3.	He hires a painter and paints four peacocks red.	He proves that the king spends money needlessly.

G. Answer the following questions based on your listening.

1. Why did Chatur Pandit ask the king for 1000 gold coins?
2. Where did Chatur Pandit find the red peacock?
3. What sort of a person was Chatur Pandit?
4. *State whether the statement is true or false.*

Tenali was given three weeks to bring more red peacocks.

5. Why did the people feel that they were lucky to have Krishna Deva Raya as their king?

Speaking



H. Work in groups of four. Choose one of the situations given below. Discuss how the story would have been different if,

- i) Pongo had pardoned the narrator after scolding him.
- ii) Pongo had arrived on the scene before the last orange was eaten.
- iii) Pongo had forgotten to lock the door properly but the narrator only discovered it just before Pongo returned.

Share your ideas with the rest of the class.

Writing



I. Work in groups and discuss. Then write a diary entry in about 60-80 words describing your feelings and emotions for the given situations.

Imagine, you are Pongo.

1. Your feelings when you caught the boy.
2. Your feelings and emotions when you came back and found the oranges gone.

*Listening text is on Page 207





Reading



Now, read this hilarious anecdote from the life of a journalist and enjoy.

In 1977, Mr. Nicholas Scotti, a journalist from San Francisco, flew from America to Italy to visit his cousins. The plane stopped for an hour in JFK Airport in New York. Mr. Scotti thought he was at Rome Airport and got off the plane. Of course his cousins were not there to meet him.

Mr. Scotti spent two days in New York believing he was in Rome. In their letters his cousins always talked about the traffic problems and the famous building in Rome. Mr. Scotti decided to find their home without their help. On his journey round the city, Mr. Scotti asked a policeman to tell him the way to the bus station, Mr. Scotti asked him in Italian. Luckily, the policeman was an Italian from Naples, Italy and could reply in the same language.

On the next day, after 12 hours of travelling round by buses, Mr. Scotti was surprised that the policemen and drivers speak in English. A policeman tried to tell him that he was in New York, but Mr. Scotti didn't believe it and even got angry.

J. Complete the following table with information from the anecdote about Mr. Scotti's short trip.

Name	Nicholas Scotti
Occupation	
Reason for his trip	
Means of transport	
Destination	

K. Circle the best option.

- In New York Mr. Scotti left the plane because he thought he
 - had to change the plane.
 - was in Rome.
 - had to phone his cousins.
 - had to look at the airport.
- He decided to find his cousins' home without their help. He asked the policeman for information in Italian because he
 - thought he was in Italy.
 - knew the policeman.
 - didn't speak any other language.
 - liked the language.
- On the next day, Mr. Scotti was _____ at how the local people responded to his queries.
 - surprised
 - unhappy
 - glad
 - upset
- Circle three words that best describe Mr. Scotti
clever / unlucky / stupid / successful / miserable / happy

L. Have you experienced any unexpected turn of events in your life? What happened? How did you feel about it at that moment? How do you feel about it now? Write an article for your school magazine describing your experience in about 150 words.

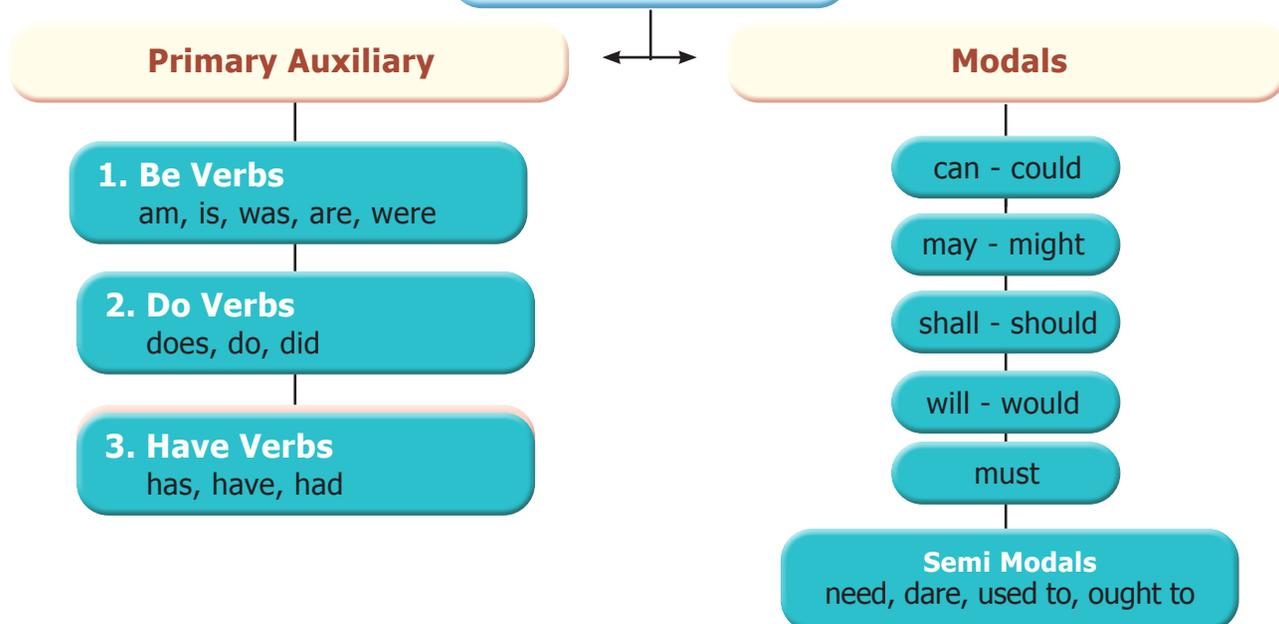


Phrasal Verbs A phrasal verb is a verb that has a main verb together with an adverb or a preposition or both, to create a completely new meaning.

A. Given below in Column A are some phrasal verbs taken from the text. Find the meanings by using a dictionary and complete Column B.

S. No.	Column A Phrasal Verb	Column B Meaning
1.	fond of	
2.	hidden away	
3.	lock up	
4.	laughed at	
5.	look at	
6.	bring up	
7.	gave up	
8.	went through	
9.	finish off	
10.	figure out	

Auxiliary Verb



Modals

Must

Expressing

- ▲ strong obligation
- ▲ logical conclusion
- ▲ certainty



Example

- ▲ You must stop when the traffic lights turn red.
- ▲ He must be very tired. He's been working all day long.



Must not

Expressing

- ▲ prohibition

Example

- ▲ You must not smoke in the hospital.



Can

Expressing

- ▲ ability ▲ permission ▲ possibility

Example

- ▲ I can swim.
- ▲ Can I use your phone please?
- ▲ Smoking can cause cancer.



Could

Expressing

- ▲ ability in the past
- ▲ polite permission
- ▲ possibility

Example

- ▲ When I was young I could run fast.
- ▲ Excuse me, could I just say something?
- ▲ It could rain tomorrow!



May

Expressing

- ▲ permission
- ▲ possibility / probability

Example

- ▲ May I come in?
- ▲ Where are my keys? They may be in the car.



Might

Expressing

- ▲ polite permission
- ▲ possibility / probability

Example

- ▲ Might I suggest an idea?
- ▲ I might go on holiday to Australia next year.



Need not

Expressing

- ▲ lack of necessity/ absence of obligation

Example

- ▲ I need not buy tomatoes. There are plenty of tomatoes in the fridge.



Should/ought to

Expressing

- ▲ 50 % obligation
- ▲ advice
- ▲ logical conclusion

Example

- ▲ I should / ought to see a doctor. I have a terrible headache.
- ▲ You should / ought to revise your lessons
- ▲ He should / ought to be very tired. He's been working all day long.



Uses of Auxiliary verbs



B. Can You do It?

- ▲ Talking about the abilities of your class members is a great way to review the use of the modal *can*.
- ▲ Work in pairs and discuss things a person might be able to do. Include things that some people can do and others cannot do, and make a list on the board.

Can you?

Example: Can you play the guitar?

Now you try:

- Can you -----?
- Can you -----?
- Can you -----?
- Can you -----?

- ▲ Once your list has 30-50 abilities, it's time to prepare for the game.
- ▲ Each of you will be given a blank paper and fill in the spaces with one of the abilities you listed on the board.
- ▲ Then, when the teacher says go, go around the classroom asking each other "Can you _____?", asking about one of the activities listed on the board.
- ▲ If the person you ask can do that activity, you mark off the square with his/her name.
- ▲ If the person asked cannot do it, move on and ask another person about that ability or another one on your paper.
- ▲ You can only ask each person about one ability before moving on to ask another classmate, but you can come back to the same person as often as you like.
- ▲ When someone gets five spaces in a row, he calls "BINGO."

Write it on the paper

Can you play Cricket?

Mugunthan

Can you sing songs?

Malar

Write down all the 'can do activities' from the board and write down your classmates' names in the box



C. Do's and Don'ts (Necessity, Obligation and Permission)

Choose the correct option.

1. We use _____ (should/must/ought to) when something is compulsory, obligatory and important.
2. We use _____ (should/must/ought to) when something is the right thing to do.
3. We use _____ (should/must/ought to) when something is suggested or recommended.

D. Complete the sentences with one of the modal verbs given below.

can, can't, could, couldn't, may, shouldn't

1. Students _____ be quiet when they write the examination.
2. You _____ wear a coat, it's quite warm.
3. _____ open the window? It is very hot in the room.
4. I _____ go to the school yesterday because I was ill.
5. When she was eighteen, she _____ run fast.
6. You _____ drive fast. It's not safe.
7. Sachin is a famous cricketer. He _____ bat well.

E. You are Aadhav. While you were away on a holiday, your house was burgled. Use appropriate modals and complete the letter to your friend telling him/her about it.

No. 36, Gandhi Road
Chennai – 45
04 August 2018

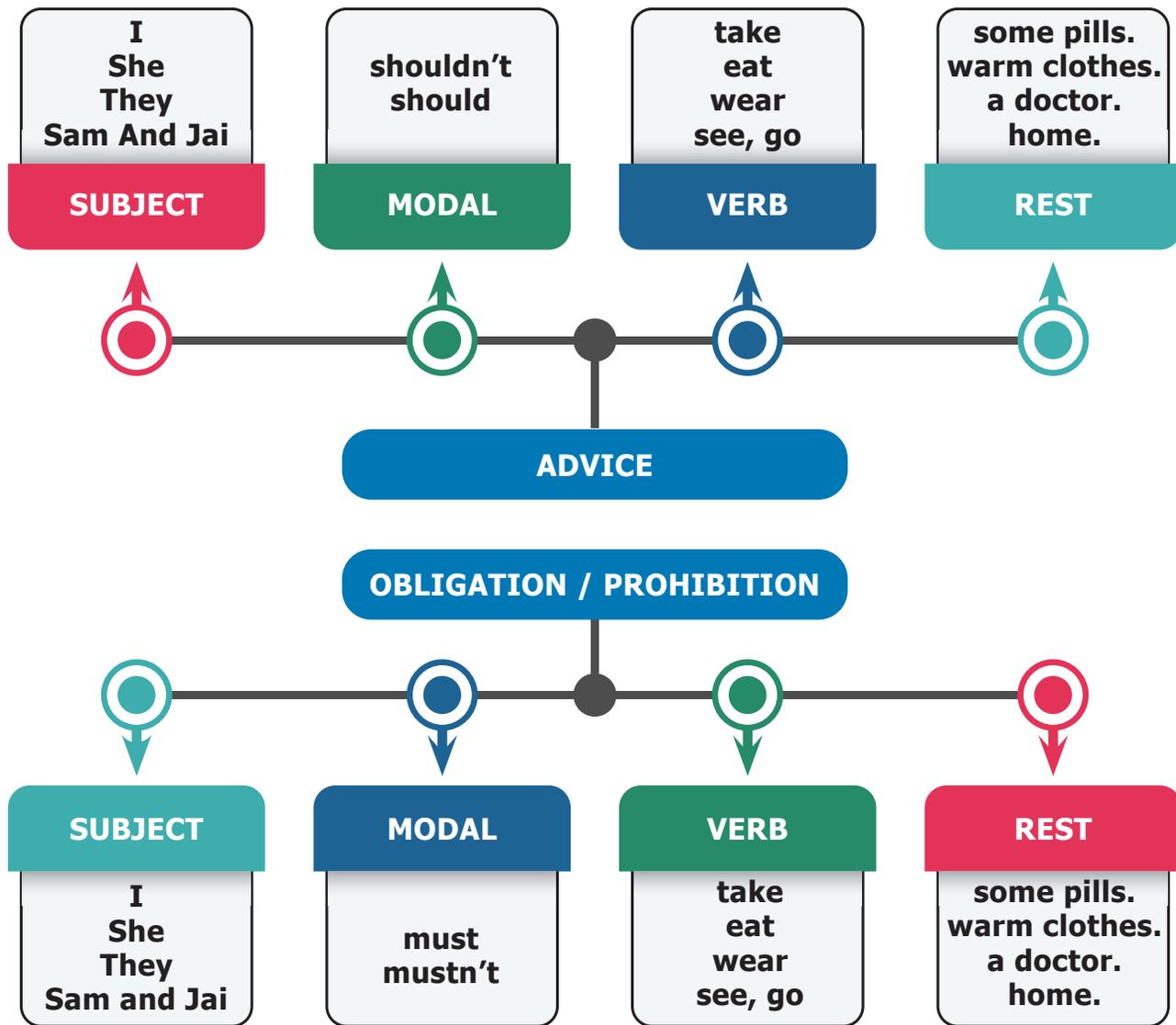
Dear Ramesh,

How are you? I feel sad to inform you that my house was burgled last week when I was on a holiday. Burglars _____ have known from the accumulated newspaper pile that I had gone away. When I came back last Sunday, I found the back-door lock broken. I _____ have forgotten to bolt the back-door from inside and they _____ have entered through it. My room was ransacked. They took my laptop and other valuables. I _____ have deposited the jewellery in a bank locker to avoid this loss. I _____ have informed my neighbours about my week-long trip. Well, I have registered an FIR with the police. They are investigating the case. They have assured that I _____ get my jewels back. The burglars _____ be caught very soon. Convey my regards to all at home.

Yours lovingly,
Aadhav



F. Match the Squares to form proper sentences.



G. Fill in the blanks with appropriate modals.

(will, shall, would, should, can, could, may, might, ought to)

Milk is a nutritious food enriched with vitamins and proteins. We _____ take milk regularly so that we _____ not develop deficiencies in our body. Aged persons, children and patients _____ take milk in sufficient quantities as it provides strength to their body. We _____ supplement it with fruits, vegetables and pulses for proper growth of the body. But we _____ consume milk of good quality. Otherwise it _____ cause harm to the body. We _____ be very careful while selecting our food items because there are chances that these _____ be adulterated. We _____ protect our health.

Unit 4 Poem

The Spider and the Fly

Mary Botham Howitt



Warm up

If your little brother or sister does not like to eat any of these following vegetables



- ▲ How will you make him or her eat them?
- ▲ What are all the flattering or tempting words you might use to convince them?
- ▲ Work in pairs and enact that moment in front of your classmates.

Read the poem with your partner while one takes up the role of the Spider and other the Fly.

"Will you walk into my parlour?" said the Spider to the Fly,
"Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've many curious things to show when you are there."

"Oh no, no," said the little Fly, "to ask me is in vain,
For who goes up your winding stair
can never come down again."

"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the Spider to the Fly.
"There are pretty curtains drawn around; the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in!"

"Oh no, no," said the little Fly, "for I've often heard it said,
They never, never wake again, who sleep upon your bed!"

Said the cunning Spider to the Fly, "Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry, good store of all that's nice;
I'm sure you're very welcome — will you please to take a slice?"





"Oh no, no," said the little Fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"

"Sweet creature!" said the Spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!
I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good morning now, I'll call another day."

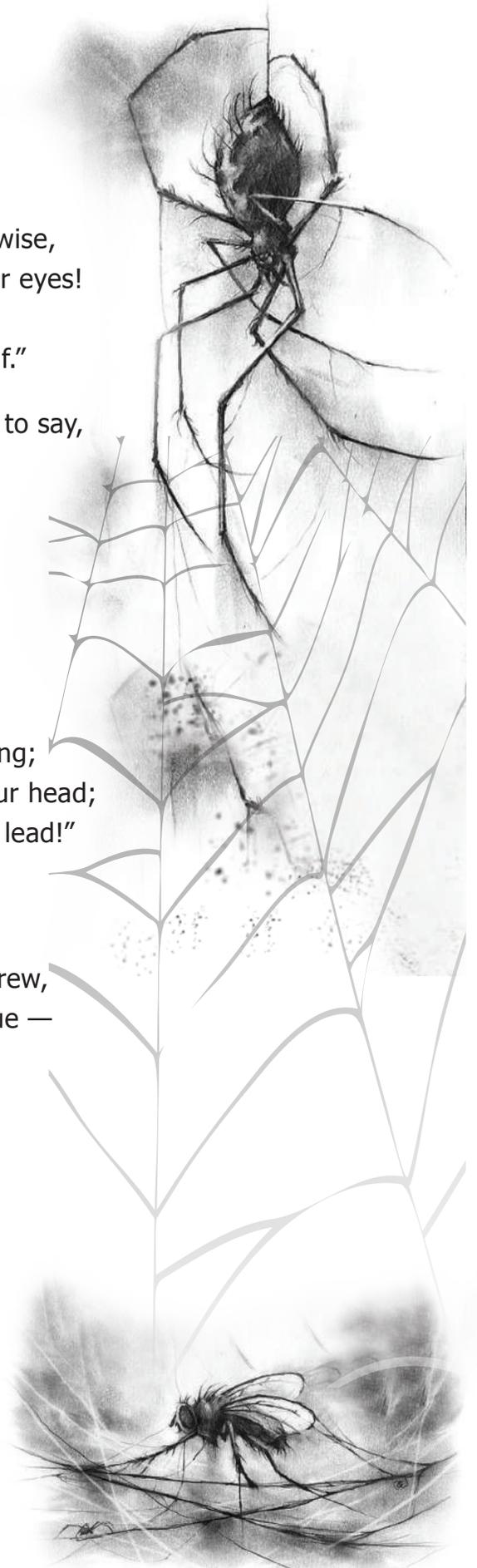
The Spider turned him round about, and went into his den,
For well he knew the silly Fly would soon come back again:
So he wove a subtle web, in a little corner sly,
And set his table ready, to dine upon the Fly.

Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty Fly, with the pearl and silver wing;
Your robes are green and purple — there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"

Alas, alas! how very soon this silly little Fly,
Hearing his wily, flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue —
Thinking only of her crested head — poor foolish thing!

At last,
Up jumped the cunning Spider, and fiercely held her fast.
He dragged her up his winding stair, into his dismal den,
Within his little parlour — but she ne'er came out again!

And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:
Unto an evil counsellor, close heart and ear and eye,
And take a lesson from this tale, of the Spider and the Fly.





About the Author

Mary Botham Howitt (1799-1888) was an English poet. She was born at Coleford, in Gloucestershire. She was educated at home and read widely. She commenced writing verses at a very early age. Together with her husband William Howitt, she wrote over 180 books.



Glossary



- parlour** (n) - a tidy room in a house used for entertaining guests
- winding** (v) - a twisting movement or course
- weary** (v) - very tired, especially from hard work
- pantry** (n) - a room where beverages, food, dishes are stored
- subtle** (adj.) - delicate or faint and mysterious
- flattering** (v) - to praise or compliment insincerely
- counsellor** (n) - a person who advises

A. Read the following lines from the poem and answer the questions in a sentence or two.

- "*The way into my parlour is up a winding stair,
And I've many curious things to show when you are there*"
 - How can the fly reach the spider's parlour?
 - What will the fly get to see in the parlour?
- "*Oh no, no," said the little Fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"*"
 - Is the fly willing to enter the spider's pantry?
 - Can you guess what was in the pantry?
- "*Sweet creature!" said the Spider, "You're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!"*"
 - List the words used by the spider to describe the fly.
 - Why does the spider say that the fly is witty?





4. "The Spider turned him round about, and went into his den,
For well he knew the silly Fly would soon come back again:"

- a) Why is the poet using the word 'den' to describe the spider's web?
- b) Why was the spider sure that the fly would come back again?

5. "With buzzy wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue —"

- a) Who does 'she' refer to?
- b) What was 'she' thinking of?

6. "And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:"

- a) Who does 'I' refer to?
- b) What is the advice given to the readers?

B. Complete the summary by filling in the spaces with suitable words.

The poem begins with the spider's _____ of the fly. He _____ to the fly to come into its home. The spider describes his parlour as the _____ one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was _____ and refused to get into his home. Now the spider pretends to be a _____ and asks her to come and rest in his home. He offers her _____ and a _____ to rest. This time also the fly _____ the spider's offer very politely. The next weapon that the spider uses is _____. The spider praises the _____ and _____ of the fly and also praises her _____. He invites her to look at herself in the _____ which is in his parlour. The fly is _____ by the words of the spider and she falls a _____ to his _____.

C. Answer the following questions in about 80-100 words.

1. Write a character sketch of the spider.
2. What happens if we fall a prey to flattery? Give instances from the poem 'The Spider and the Fly'.
3. In your own words give a detailed description of:
 - a) The Spider's Parlour
 - b) The Fly's Appearance

Appreciate the poem



Anthropomorphism

means to endow a non-human character with human traits and behaviour. For example: Throughout the poem, we see the spider and

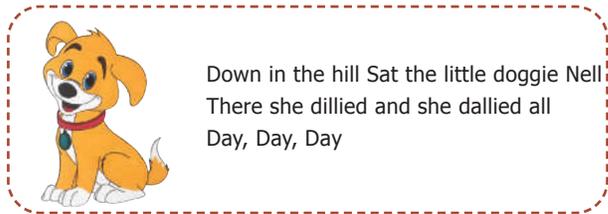
the fly behave like human beings. We see a pantry, bed, mirror, and stairs and so on.

Figures of speech

1. Consonance: Repetition of similar consonant sounds in the neighbouring words.

(e.g.) T'is the prettiest little parlour that ever you did spy;

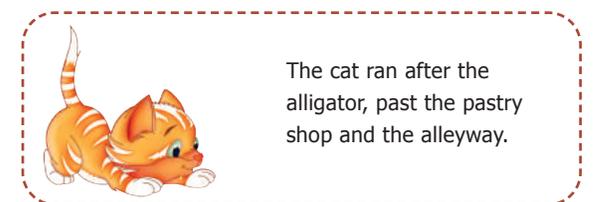
Pick out one more instance of consonance from the poem.



2. Assonance: Repetition of similar vowel sounds in the neighbouring words

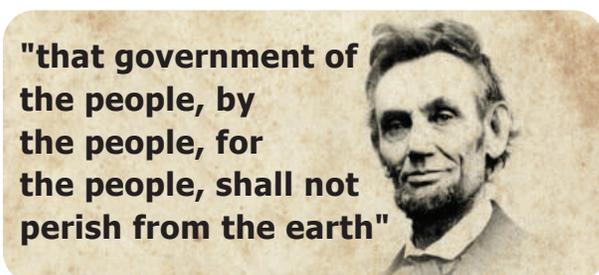
(e.g.) 'T is the prettiest little parlour that ever you did spy;

Pick out one more instance from the poem.



3. Anaphora: Repetition of a word or a phrase at the beginning of a sequence of sentences, paragraphs and lines.

(e.g.) How handsome are your gauzy wings, how brilliant are your eyes!



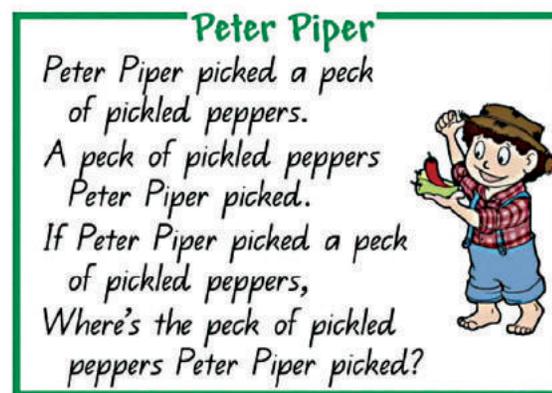
Identify the figures of speech.

"Your eyes are like the diamond bright, but mine are dull as lead!"

4. Alliteration: Repetition of consonant sounds at the beginning of words

Pick out the words in alliteration.

"Sweet creature!" said the Spider, "You're witty and you're wise,"



Listening



D. *Listen to the passage and fill in the blanks with appropriate answers.

1. Without trust there is no _____.
2. _____ is a very rare thing to find in life.
3. When people betray you learn from the _____.
4. Don't let _____ on the road _____.
5. If we keep moving forward you will have a wonderfully _____.

*Listening passage is on Page 208



Speaking



E. The cunning spider was waiting for a chance to pull the fly into its web and it used all the possible ways to trap her. Have you ever been trapped by flattery to do something you did not want to do? Discuss in pairs and share your experience in the class.

Writing



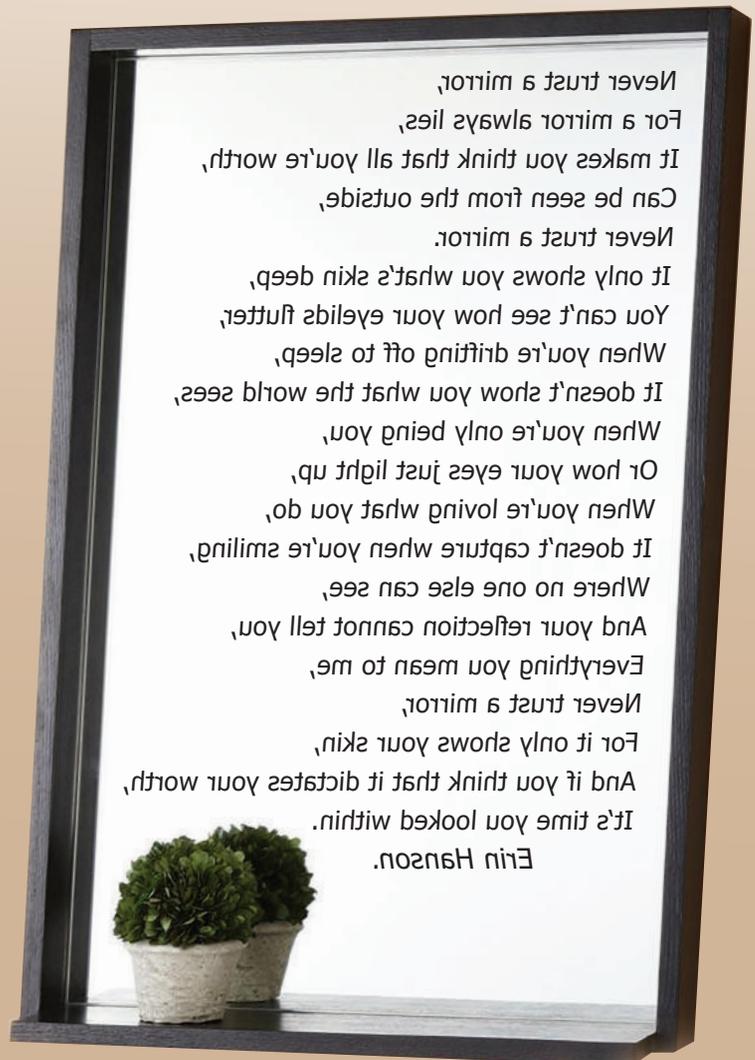
F. The fly gives into flattery and becomes the spider's prey. If you are asked to give a happy ending to the poem, how will you save the fly? Write in your own words.

Read and Enjoy

Never Trust a Mirror

Never trust a mirror,
 For a mirror always lies,
 It makes you think that all you're worth,
 Can be seen from the outside,
 Never trust a mirror.
 It only shows you what's skin deep,
 You can't see how your eyelids flutter,
 When you're drifting off to sleep,
 It doesn't show you what the world sees,
 When you're only being you,
 Or how your eyes just light up,
 When you're loving what you do,
 It doesn't capture when you're smiling,
 Where no one else can see,
 And your reflection cannot tell you,
 Everything you mean to me,
 Never trust a mirror,
 For it only shows your skin,
 And if you think that it dictates your worth,
 It's time you looked within.

Erin Hanson.



Unit 4 Supplementary

The Cat and the Painkiller

(An Extract from **The Adventures of Tom Sawyer**)

Mark Twain



Warm up

There has always been a close bonding between children and animals. Studies have revealed that living with pet animals increases empathy, compassion and self-esteem among children.

- ▲ Do you have a pet at home?
- ▲ If yes, what animal is it and what is its name?
- ▲ Did you have any humorous moments with it? If yes, what was it?
- ▲ How do you care for your pets?



A Note about the Novel

"The Adventures of Tom Sawyer" is a novel about a young boy Tom Sawyer growing up along the Mississippi River at St. Petersburg. Tom Sawyer lives with his Aunt Polly and his brother Sid. He is up to all sorts of mischief. But very cleverly he escapes from the punishments that are given to him. He finds school life miserable. But after Becky Thatcher's arrival in town, he is a bit happy to go to school. Even that happiness does not last long as Becky falls ill and does not come to school for a very long time. Bored of school, Tom, with his best friends Joe Harper and Huck runs away to an island in the Mississippi called Jackson's Island to become a pirate. People in their home town think that they are dead, but to the pleasant shock of everyone they arrive at their own funeral.

"The Cat and the PainKiller" is one of the episodes of Tom Sawyer where we find him playing pranks on his Aunt Polly, who loves him very much, but does not show her love outwardly in order to make Tom a good boy.





Now read the extract "The Cat and the Painkiller" to enjoy the pranks played by Tom Sawyer on Peter, the cat.



Becky Thatcher, his friend, had stopped coming to school. This disturbed Tom. He became unhappy. The charm of life was gone; there was nothing but boredom left. He put his hoop away, and his bat; there was no joy in them anymore and so his aunt Polly was concerned. She was **infatuated** with patent medicines and all new methods of producing health or mending it. She was an incurable experimenter in these things.

She began to try all manners of remedies on Tom. The water treatment was new, now, and Tom's low condition was a windfall to her. She had him out at daylight every morning, stood by him up in the wood-shed and drowned him in cold water; then she rubbed him hard down with a towel like a file; then she rolled him up in a wet sheet and put him away under blankets.

Yet not withstanding all this, the boy grew more and more sad and pale

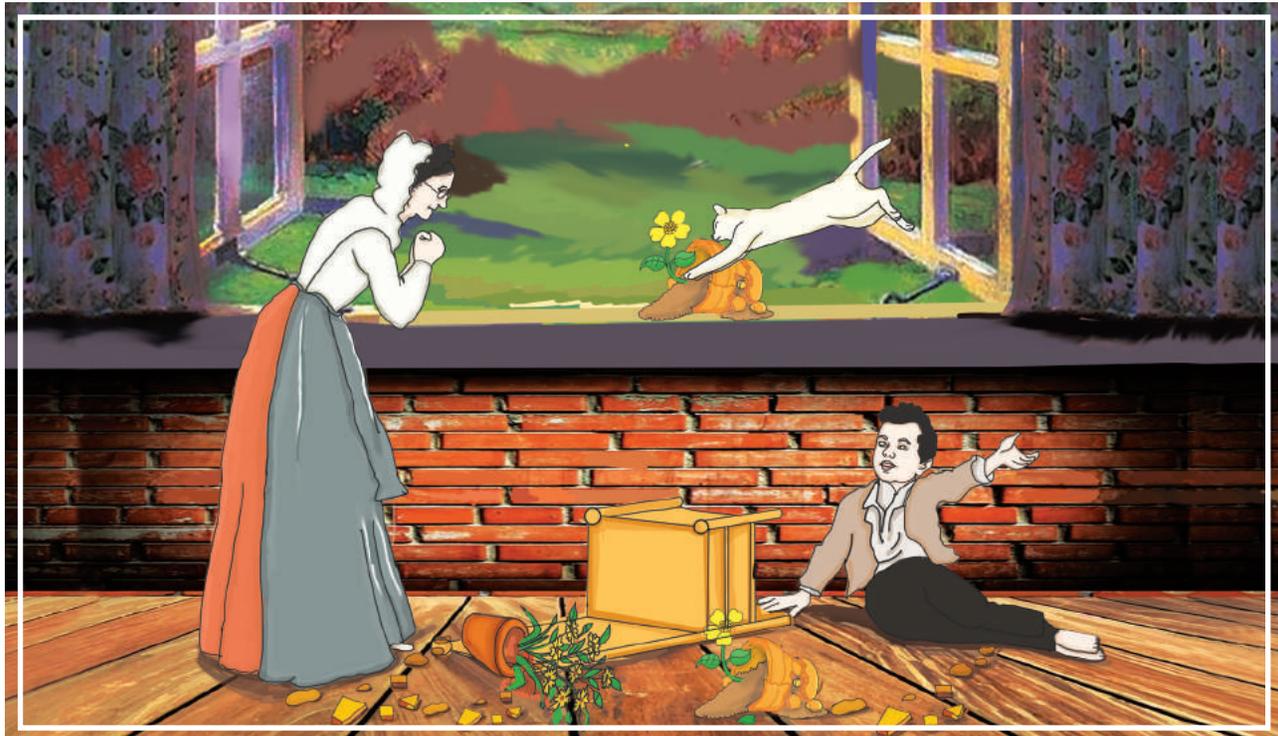
and dejected. She added hot baths, sitz baths, shower baths, and **plunges**. The boy remained bored. She began to assist the water with a slim oatmeal diet and blister-plasters. She calculated his capacity and filled him up every day with **quack** cure-alls. He became fed up and so he thought over various plans of relief, and finally hit upon that of **professing** to be fond of pain-killer. He asked for it so often that he became a nuisance, and his aunt ended by telling him to help himself and quit bothering her.

She found that the medicine did really diminish, but it did not occur to her that the boy was mending the health of a crack in the sitting room floor with it.



One day Tom was in the act of dosing the crack when his aunt's cat Peter





came along purring, eyeing the teaspoon greedily, and begging for a taste. Tom said, 'Don't ask for it unless you want it, Peter'.

But Peter signified that he did want it.

'You better make sure.'

Peter was sure.

'Now you've asked for it, and I'll give it to you, because there ain't anything mean about me; but if you find you don't like it, you mustn't blame anybody but your own self.'

Peter was agreeable. So Tom opened his mouth and poured down the pain-killer. Peter sprang a couple of yards in the air, and then delivered a war-whoop and set off round and round the room, banging against furniture, upsetting flower-pots, and making general confusion. Next he rose on his hind feet and danced around, in a **frenzy** of enjoyment, with

his head over his shoulder and his voice proclaiming his happiness. Then he went tearing around the house again spreading chaos and destruction in his path. Aunt Polly entered in time to see him throw a few double **somersaults**, deliver a final mighty hurrah, and sail through the open window, carrying the rest of the flower-pots with him. The old lady stood **petrified** with astonishment, peering over her glasses; Tom lay on the floor expiring with laughter.

'Tom, what on earth ails that cat?'

'I don't know, aunt,' gasped the boy.

'Why, I never see anything like it. What did make him act so?'

'Deed I don't know, Aunt Polly; cats always act so when they're having good time.'

'They do, do they?' There was





something in the tone of that made Tom apprehensive.

'Yes'm. That is, I believe they do.'

'You do?'

'Yes'm.'

The old lady bent down and took the teaspoon and held it out! Tom winced and dropped his eyes. Aunt Polly raised him by the usual handle – his ear – and cracked his head soundly with her thimble.

'Now, sir, what did you want to treat that poor dumb beast so, for?'

'I done it out of pity for him - because he hadn't any aunt.'

'Hadn't any aunt! – you numbskull. What has that got to do that with it?'

'Heaps. Because if he'd had one she'd burnt him out herself! She'd a roasted bowel out of him 'thout any more feeling than if he was a human!'

Aunt Polly felt a sudden painful regret. This was putting the thing in a new light; what was cruelty to a cat might be cruelty to a boy too. She began to soften; she felt sorry. Her eyes watered a little, and she put her hand on Tom's head and said gently:

'I was meaning for the best, Tom. And, Tom, it did do you good.'

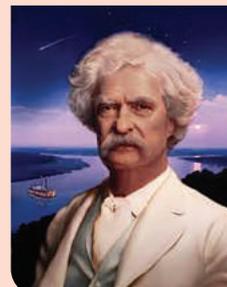
Tom looked up in her face with just a recognisable twinkle peeping through his gravity.

'I know you was meaning for the best, aunty, and so was I with Peter. It

done him good, too. I never see him around so since'

'Oh, go 'long with you, Tom, before you annoy me again. And you try and see if you can't be a good boy, for once, and you needn't take any more medicine.'

About the Author



Samuel Langhorne Clemens (1835-1910), better known by his pen name Mark Twain, was an American writer, humourist, entrepreneur,

publisher and lecturer. Twain was raised in Hannibal, Missouri, which later provided the setting for his novels. His famous works are [The Adventures of Tom Sawyer](#) and [The Adventures of Huckleberry Finn](#).



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Glossary



infatuated (v) : inspired with an intense but short-lived passion or admiration for someone or something

plunges (n) : act of casting or thrusting forcibly or suddenly into something liquid





- quack** (n) : a fraudulent or ignorant pretender to medical skill
- professing** (v) : claiming often falsely, that one has a quality or feeling
- frenzy** (n) : a state of uncontrolled excitement
- somersaults** (n) : an acrobatic movement either forward or backward in which the body rolls end over end, makes a complete revolution
- petrified** (adj.) : extremely frightened

A. Choose the most suitable option.

1. Tom was disturbed because _____
- a) he didn't sleep well.
b) his scores were low at school.
c) his friend Becky Thatcher had stopped coming to school.
d) he had picked up a fight with Becky Thatcher.
2. Aunt was an experimenter in _____
- a) trying new recipes.
b) designing fashionable frocks.
c) modern gardening techniques.
d) trying out new medicines.



3. Tom used the pain-killer to _____
- a) take care of his health.
b) mend the crack on the sitting room floor.
c) cure Becky Thatcher.
d) help his aunt.
4. Peter sprang a couple of yards in the air as _____
- a) he had a teaspoon of the pain-killer.
b) his tail was caught in the mouse trap.
c) Tom threw him out of the window.
d) Aunt gave him a push.
5. Finally Aunt Polly said to Tom that he _____
- a) need not take any more medicine.
b) has to go to school regularly.
c) should not meet any of his friends.
d) must take medicines every day.

B. Identify the character or speaker of the following lines.

1. He banged against furniture, upsetting flower-pots and making general havoc.
2. She stood petrified with astonishment peering over her glasses.
3. 'That is, I believe they do.'
4. 'What has that got to do that with it?'
5. 'I done it out of pity for him.'



C. Based on your reading, rearrange the following sentences in the correct sequence.

1. Since all her methods failed, finally she gave him a pain-killer.
2. He told his aunt that Peter had no aunt, so he gave him the medicine.
3. The pain-killer triggered adverse reactions on Peter.
4. It jumped out of the open window.
5. Tom was dull and depressed.
6. This incident upset Aunt Polly and she questioned him.
7. But, Tom gave that painkiller to the cat Peter.
8. So, Aunt Polly tried different types of remedies on him.

D. Based on your understanding of the story, write the answers for the following questions in a sentence or two.

1. Why did Tom lose the charm of his life?
2. Why did Aunt Polly try different remedies on Tom?
3. How did the medicine diminish?
4. Did Tom compel Peter to have the painkiller?
5. Why did Peter wish to taste the painkiller?
6. How did Aunt Polly discover the reason for Peter's absurd behaviour?
7. What was the reason given by Tom for giving the painkiller to the cat?
8. Why did Aunt Polly's eyes water?

E. Answer the following questions in about 80–100 words.

1. Describe the different types of remedies tried by Aunt Polly on Tom.
2. Narrate the funny sequence between Tom Sawyer and Peter, the cat.

F. Complete the summary of the extract using the appropriate words from the box below.

pain-killer	stopped	cruelty	remedies	teaspoon	school
summersets	Peter	pretended	dejected	health	crack

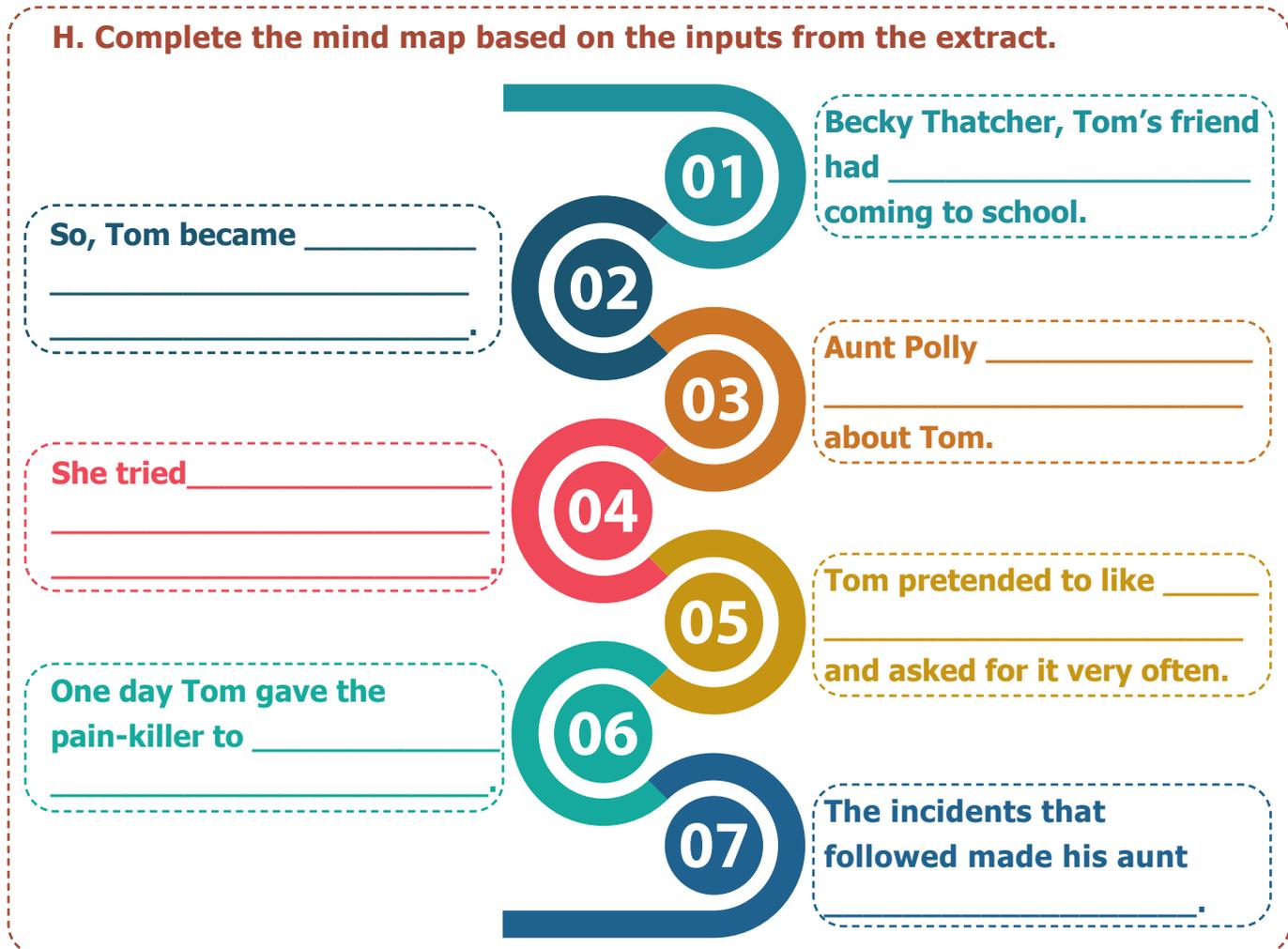
Tom Sawyer felt _____ as Becky Thatcher had stopped coming to _____. His Aunt Polly was very concerned about his _____ condition. So, she began to try various _____ on him. Tom became fed up with his Aunt's brand of remedies and _____ to like the pain-killer. He started to ask for it very often. But, Tom used the medicine to mend

the _____ on the floor. One day, Tom gave the pain-killer to his Aunt's cat, _____. The _____ had an adverse effect on the cat and it started to jump around the room. Aunt Polly entered the room in time to see the cat throw a few _____ and sail through the open window. She found the _____ with a little pain-killer sticking to it and knew that Tom had treated the cat with it. She realised that, what was _____ to the cat should be the same to the boy too and _____ giving medicines to him.

G. In the story we find a lot of American slang usage of English. Complete the tabular column with standard English. One has been done for you.

Finally hit 'pon.	
There ain't anything mean about me.	There isn't anything mean about me.
'Deed I don't know.	
Yes'm. That is, I believe they do.	
'She'd a roasted bowel out of me.'	
'Oh, go 'long with you, Tom.'	

H. Complete the mind map based on the inputs from the extract.



Role play

I. Students can volunteer and take roles of Tom and Peter and enact the story in class. The other students who witness the role play can discuss the following.

- How well did your classmates enact the story?
- Which part did they do well?
- Which part of their role play, according to you, could have been enacted better?
- If asked to give suggestions to improve their acting skill, what would you suggest?





ICT CORNER

Modals

The website "Agenda Web" contains a lot of English language and grammar related activities and worksheets. The specific link provided here will help the students to try various activities on Modals

Learn English online
grammar, listening, reading, songs ...

Mixed modals - 1

Exercises - modal verbs
not available for all phones

1. Modal verbs - multiple choice
2. Modal verbs - exercises
3. Mixed modals - exercises
4. Modal verbs - exercises
5. Modal verbs: gap-fill exercises
6. Modal verbs - short answers
7. Have to / can / should
8. Modals - permission and requests

Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Read the options given under "Exercises by Level" tab.
3. Click any one of the modal exercises given and the activity will be opened in a new tab of the browser.
4. Answer the questions by selecting the given options and immediate feedback with answers will be given at the end of each activity.
5. You can also download and use the resources offline by accessing the "Worksheets - handouts" tab.

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<https://agendaweb.org/verbs/modals-exercises.html>

