

UNIT 4

Seventeen Oranges

■ Bill Naughton

PROSE

Warm Up

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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?**

I would be embarrassed to see my parents.

- **How would you manage the situation?**

I would ask for excuse from my parents and tell them that I was very much tempted so I took that to eat.



Summary

The narrator was a teenager. He loved oranges. He was working for the Swift Delivery Company, and often went in and out of the docks. In fact, he was not a thief. He took things only when he found them. Yet it was his habit to steal something whenever he left the docks, hidden under his apron. It was a big apron. When there was a banana boat in the docks, he drove his little cart beside it. Sometimes bunches of bananas fell to the ground. Often his friends kicked a bunch to him from the boat and he picked up the bananas and quickly hid them under his apron. But bananas were not his craze; oranges were.

Some people planned a theft very carefully. Clem Jones was a careful planner. One day Clem was coming out of the docks. He was carrying a box. Pongo, the policeman asked him what he had in the box. He replied a cat and said that if he opened the box, the cat would run inside. But Pongo asked him to open. Clem got very angry, but finally opened his box. The cat jumped out and ran back into the docks. Clem ran after the cat. Two minutes later, Clem came back with the same box. Pongo allowed him to go. Clem looked angry all the way home. Then he smiled. He opened the box in the kitchen and took out a large Dutch cheese.

The narrator was not lucky. When he hid some oranges in his apron, the apron string broke. So he kept the oranges in his pocket. The pocket was bulging so he was caught by Pongo. Then he took him into his cabin and frisked his pockets. There were seventeen oranges. Pongo counted them and placed them carefully on the table. The narrator said

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nothing. He was very frightened, but he kept quiet. He believed that the best plan was to say nothing. When Pongo saw that the narrator was not going to open his mouth, he decided to bring another officer to be a witness against him. Pongo left the cabin and locked the door behind him.

The narrator had to do something immediately to save his job and himself from being sent to the jail. He heard his mind asking him to eat all the oranges up—with their pips and peel. He ate all the seventeen oranges, their peels and seeds. Suddenly the door began to open. Then Pongo looked at the table. Pongo understood what had happened. But it was very difficult to believe. Pongo was not able to send him to prison. There was no evidence. Pongo became angry and shouted at him, but he didn't say a word. In the end, he had to let him go. For a week, he fell sick.

Glossary and Meanings Textual

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| | |
|-------------------|--|
| docks (n) | – an enclosed area of water in a port for the loading and unloading and repair of ship |
| apron (n) | – a protective garment worn over the front of one's clothes |
| 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 |

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Glossary and Meanings Additional

| | | | |
|-----------|-----------------|------------|----------------------------|
| fond of | – like | frightened | – angry |
| lid | – cover | evidence | – proof |
| furiously | – angrily | gave up | – yield control, surrender |
| bulging | – swollen | peel | – outer cover of a fruit |
| cabin | – official room | figure out | – understand |

Opposites

| | | | |
|-----------|-------------|----------|-------------|
| often | × seldom | large | × small |
| quickly | × slowly | suddenly | × slowly |
| found | × lost | hidden | × exposed |
| careful | × careless | ordered | × requested |
| finally | × initially | locked | × released |
| | | sick | × healthy |
| angrily | × calmly | | |
| tightly | × loosely | | |
| lucky | × unlucky | | |
| concealed | × opened | | |
| quiet | × noisy | | |

Textual Questions

1. Where did the narrator work?

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The narrator worked as a driver of a little pony-and-cart for the Swift Delivery Company.

2. What was the narrator's job in the docks?

The narrator's job in the docks was driving the little pony-and-cart for the Swift Delivery Company.

3. What was Clem Jones carrying in the box?

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Clem Jones was carrying a cat in the box.

4. What happened when the box was opened?

When the box was opened, a ship's cat jumped out and ran back into the docks. Clem ran after it, shouting angrily.

5. Did the narrator believe Clem's story?

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No, the narrator did not believe Clem's story. His trouser pockets were somewhat bulging and he was doubtful about it.

6. What was the narrator carrying in his pockets?

The narrator was carrying 17 oranges in his pockets.

7. Who is Pongo?

Pongo is a policeman in the shipyard.

8. Why did Pongo want to bring another policeman?

Pongo wanted to bring another policeman there to be a witness against him when he brought up that case in the court.

9. What did the voice in the narrator's head tell him to do?

The voice in the narrator's head told him to eat the oranges so that the evidence can be destroyed.

10. Why did the policemen arrive a little late to the cabin?

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The policemen arrived a little late to the cabin because they had seen some carts at the dock gate. They went and talked to the drivers.

11. What did the narrator do with the pips and peels?

The narrator swallowed the pips and peels.

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

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1. The narrator was very fond of _____.

a) reading detective stories

b) driving a pony-and-cart

c) eating oranges

d) munching away at something

Ans: c)

2. The narrator was searched by the policeman, because _____.

- a) the oranges could be smelt b) he was singing songs
c) he was carrying a box d) his pockets were bulging

Ans: d)

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

- a) anything said would be held as evidence against him
b) the oranges would fall out
c) he did not steal the oranges
d) he was scared of Pongo

Ans: a)

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

- a) confess the truth to Pongo b) eat all the oranges
c) deny his guilt d) hide all the oranges

Ans: b)

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

- a) Pongo's mate had stolen them b) all the oranges were sold
c) the narrator had eaten them all d) they disappeared mysteriously

Ans: c)

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

1. Why did the narrator call Clem Jones a careful planner?

Clem Jones planned his theft very carefully so he was not caught by Pongo, the policeman. So the narrator called him a careful planner.

2. What was Clem Jones carrying in the box during his second attempt?

Clem Jones was carrying a large Dutch cheese in the box during his second attempt.

3. Why did the policeman suspect the narrator?

The policeman suspected the narrator because his trouser pockets were bulging.

4. What did Pongo consider as evidence against the narrator?

Pongo considered the seventeen oranges which had been in the pocket of the narrator as evidence against him.

5. How did the narrator feel when he was alone in Pongo's cabin?

The narrator felt that he might lose his job and he might be sent to prison. This would be a huge shock to his father.

6. What did the narrator do to get rid of the evidence?

The narrator ate all the seventeen oranges along with pips and peels.

7. What did Pongo do when he found no oranges on the table?

When Pongo found no oranges on the table he was very angry. He asked the narrator what happened to the oranges. He did not answer anything. So Pongo left the narrator without any punishment.

8. Why were the policemen not able to bring any charges against the narrator?

As the narrator had eaten all the oranges, the policemen did not have any evidence to fix any charge against him.

9. How did the narrator feel after eating seventeen oranges?

The narrator felt sick for a week and he had stomach problem.

10. What happened to the narrator's love for oranges after the incident?

The narrator must have lost his love for oranges after the incidents. So he did not eat any orange after this.

C. Answer the following in about 80 – 100 words.**1. Narrate the clever strategy followed by Clem Jones to deceive Pongo.**

Bill Naughton in his lesson 'Seventeen Oranges' pictures two different characters – one is a clever thief and the other is not a real thief. Clem Jones was a careful planner and a thief. One day Clem was coming out of the docks. He was carrying a box. Pongo, the policeman asked him what he had in the box. He replied a cat and said that if he opened the box the cat would run inside. But Pongo asked him to open. Clem got very angry, but finally opened his box. The cat jumped out and ran back into the docks. Clem ran after the cat. Two minutes later, Clem came back with the same box. Pongo allowed him to go. Clem looked angry all the way home. Then he smiled. He opened the box in the kitchen and took out a large Dutch cheese.

2. Describe the confrontation between the narrator and Pongo.

Bill Naughton in his lesson 'Seventeen Oranges' pictures two different characters – one is a clever thief and the other is not a real thief. The narrator was a not a real thief. When he hid some oranges in his apron, the apron string broke. So he kept the oranges in his pocket. The pocket was bulging so he was caught by Pongo. Then he took him into his cabin and frisked his pockets. There were seventeen oranges. Pongo placed them carefully on the table. The narrator said nothing. He was very frightened. He decided to bring another officer to be a witness against him. Pongo left the cabin and locked the door behind him. The narrator had to do something immediately to save his job and himself from being sent to the jail. He heard his mind asking him to eat all the oranges up—with their pips and peels. He ate all the seventeen oranges, their peels and seeds. Suddenly the door began to open. Then Pongo looked at the table. Pongo understood what had happened. But it was very difficult to believe. Pongo was not able to send him to prison. There was no evidence. Pongo became angry and shouted at him, but he didn't say a word. In the end, he had to let him go.

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

Ans: a)

2. Clem looked at Pongo furiously.

a) politely b) gently c) angrily d) calmly

Ans: c)

3. When Pongo caught the narrator with the oranges he was very frightened.
a) undaunted b) afraid c) valiant d) brave **Ans: b)**
4. The narrator was quiet when Pongo questioned him.
a) furious b) noisy c) silent d) agitated **Ans: c)**
5. The narrator was in trouble because he took the oranges.
a) peace b) difficulty c) harmony d) comfort **Ans: b)**

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 **Ans: a)**
2. Clem Jones was ordered to open the box.
a) prepared b) arranged c) forced d) requested **Ans: d)**
3. Pongo locked the narrator inside the cabin.
a) closed b) sealed c) released d) chocked **Ans: c)**
4. Pongo carefully searched the narrator's pockets.
a) attentively b) carelessly c) cautiously d) strictly **Ans: b)**
5. The narrator of the story felt very sick for a week.
a) healthy b) disordered c) feeble d) unhealthy **Ans: a)**

Listening

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F. Complete the table with suitable responses.

| CAUSE | ACTION | EFFECT |
|---|---|---|
| Krishna Deva Raya wants all the best things in the world. | He pays 1000 gold coins for the red peacock. | Krishna Deva Raya is cheated. |
| Chatur Pandit is greedy and wants to get rich. | He brings a peacock, cunningly painted red. | The king banishes him from the court for a month. |
| Tenali Raman wants to find out the truth. | He hires a painter and paints four peacock 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 of 1000 gold coins?

Chatur Pandit brought a red peacock, cunningly painted it red. The king was very happy. Chatur Pandit said that he had spent 1000 gold to catch the peacock. So he asked the king to reward him with 1000 gold coins.

2. Where did Chatur Pandit find the red peacock?

According to Chatur Pandit, he found the red peacock in a jungle.

3. What sort of a person was Chatur Pandit?

Chatur Pandit was greedy and he wanted to become rich.

4. State whether the statement is true or false.

Tenali was given three weeks to bring more red peacocks.

False – Tenali was given two weeks to bring more red peacocks.

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

The people felt that they were lucky to have Krishna Deva Raya as their king because the king was not afraid to admit his mistake.

Speaking**H. Work in groups of four. Choose one of situations given below. Discuss how the story would have been different if,****i) Pongo had pardoned the narrator after scolding him.**

The narrator would have taken the oranges home and eaten leisurely. He would not have lost his liking for oranges.

ii) Pongo had arrived on the scene before the last orange was eaten.

The narrator would have lost his job and he would have been sent to prison.

iii) Pongo had forgotten to lock the door properly but the narrator only discovered it just before Pongo returned.

This would not make any change to the end of the story.

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.

I was very angry when I caught the boy. He had stolen seventeen oranges. It must have been his regular habit. So this was the good chance as a policeman to get rid of this thief. But I wanted a strong witness to bring charges against him. After keeping the seventeen oranges on the table I went out to bring another policeman to be my witness. But it did not help me.

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

I wanted a strong witness to bring charges against him. After keeping the seventeen oranges on the table I went out to bring another policeman to be my witness. But when I came back with another policeman the seventeen oranges were missing. I knew very well they must have been eaten by the narrator, but I could not prove it. The evidence against him had gone. I was very angry and dejected, but I had to leave him free.

Reading

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

| Name | Nicholas Scotti |
|---------------------|-----------------------|
| Occupation | Journalist |
| Reason for his trip | to visit some cousins |
| Means of transport | Flight |
| Destination | Italy |

- 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.**Ans: b)**
- 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.**Ans: a)**
- On the next day, Mr Scotti was _____ at how the local people responded to his queries.
 - surprised
 - unhappy
 - glad
 - upset**Ans: a)**
- 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.

In 2005, I was going on a holy visit to Velankanni from Chennai. It was an SETC bus. The bus stopped at a hotel on the way at midnight. There were a fleet of SETC buses and I got off the bus to have my supper. I was sitting behind my bus conductor and having my supper in order that I might not miss the bus. I got distracted seeing a man with six fingers and eating with the left hand. Meanwhile, the conductor finished his supper and went out immediately. In that place another conductor had sat, which I didn't notice. I thought that it was the same conductor in front of me and I was leisurely taking my supper. When I went to wash my hands only I noticed it was not the same conductor. Paying the bill I ran out anxiously and fortunately the bus didn't start. I boarded the bus and was about to sit on the seat, when I noticed it was not the man beside whom I sat. I communicated it to another conductor whose bus was bound for Rameshwaram. He saw my ticket and allowed me to travel by that bus without charging additionally.

GRAMMAR**Phrasal Verbs**

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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.**

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| S.No. | Column A | Column B |
|-------|--------------|---|
| | Phrasal Verb | Meaning |
| 1. | fond of | having a Liking for something |
| 2. | hidden away | hiding something from others |
| 3. | lock up | keeping some one under arrest in a room |
| 4. | laughed at | mocked at |
| 5. | look at | see something |
| 6. | bring up | grow someone or something |
| 7. | gave up | yield control or surrender |
| 8. | went through | continued to experience |
| 9. | finish off | complete |
| 10. | figure out | understand |

Auxiliary Verb

| Auxiliary Verb | | |
|----------------------------------|---|--------------|
| Primary Auxiliary | Modals | |
| Be Verb → am, is, was, are, were | can - could | will - would |
| Do Verb → does, do, did | may - might | must |
| Have verb → has, have, had | shall - should | |
| | Semi Modals → need, dare, used to, ought to | |

| Modals | Expressing | Example |
|----------|--|--|
| must | <ul style="list-style-type: none"> strong obligation logical conclusion certainty | <ul style="list-style-type: none"> You must stop when the traffic lights turn red. He must be very tired. He's been working all day long. |
| must not | prohibition | You must not smoke in the hospital. |
| can | <ul style="list-style-type: none"> ability permission possibility | <ul style="list-style-type: none"> I can swim. Can I use your phone please? Smoking can cause cancer. |

| | | |
|---------------------|---|---|
| could | <ul style="list-style-type: none"> • ability in the past • polite permission • possibility | <ul style="list-style-type: none"> • When I was younger I could run fast. • Excuse me, could I just say something? • It could rain tomorrow! |
| may | <ul style="list-style-type: none"> • permission • possibility / probability | <ul style="list-style-type: none"> • May I come in? • Where are my keys? They may be in the car. |
| might | <ul style="list-style-type: none"> • polite permission • possibility / probability | <ul style="list-style-type: none"> • Might I suggest an idea? • I might go on holiday to Australia next year. |
| need not | lack of necessity / absence of obligation | I need not buy tomatoes. There are plenty of tomatoes in the fridge. |
| should/ ought to | <ul style="list-style-type: none"> • 50 % obligation • advice • logical conclusion | <ul style="list-style-type: none"> • 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. |

Modals are used in/to

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- Indicate Tenses
- Frame Questions
- Short Answers
- Question Tag
- Active and Passive Voice
- Direct and Indirect Speech
- Negatives

Modal verbs are helping verbs which give additional information of the main verb that follows.

can, could, may, might, will, would, shall, should, must, must not, need not.

B. Can you do it?

Eg: Can you play the guitar?

Can you speaK English fluently?

Can you read this passage well?

Can you write a letter in English?

Can you play cricket?

Can you cook briyani?

Can you prepare tea?

Can you blow five balloons?

Can you run fast?

C. Do's and Don'ts. (necessity, obligation, permission)

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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.

Ans: must

Ans: ought to

Ans: should

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

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

1. Students must be quiet when they write the examination.
2. You shouldn't wear a coat, it's quite warm.
3. Can open the window? It is very hot in the room.
4. I couldn't go to the school yesterday because I was ill.
5. When she was eighteen, she could run fast.
6. You shouldn't drive fast. It's not safe.
7. Sachin is a famous cricketer. He can 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.
04th 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 could 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 would have forgotten to bolt the back-door from inside and they must have entered through it. My room was ransacked. They took my laptop and other valuables. I should have deposited the jewellery in a bank locker to avoid this loss. I should 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 will get my jewels back. The burglars must be caught very soon. Convey my regards to all at home.

Yours lovingly,
Aadhav.

F. Match the Squares to form proper sentences.

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| ADVICE | |
|---|--|
| 1. I shouldn't take some pills. I shouldn't eat some pills. I should take some pills. I should eat some pills. I should wear warm clothes. I should see a doctor. I should go home. | 3. They shouldn't take some pills. They shouldn't eat some pills. They should take some pills. They should eat some pills. They should wear warm clothes. They should see a doctor. They should go home. |

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| | |
|---|---|
| 2. She shouldn't take some pills. She shouldn't eat some pills. She should take some pills. She should eat some pills. She should wear warm clothes. She should see a doctor. She should go home. | 4. Sam and Jai shouldn't take some pills. Sam and Jai shouldn't eat some pills. Sam and Jai should take some pills. Sam and Jai should eat some pills. Sam and Jai should wear warm clothes. Sam and Jai should see a doctor. Sam and Jai should go home. |
|---|---|

OBLIGATION / PROHIBITION

| | |
|---|---|
| 1. I mustn't take some pills. I mustn't eat some pills. I must take some pills. I must eat some pills. I must wear warm clothes. I must see a doctor. I must go home. | 3. They mustn't take some pills. They mustn't eat some pills. They must take some pills. They must eat some pills. They must wear warm clothes. They must see a doctor. They must go home. |
| 2. She mustn't take some pills. She mustn't eat some pills. She must take some pills. She must eat some pills. She must wear warm clothes. She must see a doctor. She must go home. | 4. Sam and Jai mustn't take some pills. Sam and Jai mustn't eat some pills. Sam and Jai must take some pills. Sam and Jai must eat some pills. Sam and Jai must wear warm clothes. Sam and Jai must see a doctor. Sam and Jai must go home. |

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



The Spider and the Fly

■ *Mary Botham Howitt*

POEM

Warm Up

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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?**
I will make him or her by telling him or her about the nutrients hidden in these vegetables.
- **What are all the flattering or tempting words you might use to convince them?**
I would use words like 'my dear brother/sister, how good your health would become, what a nutritious vegetable it is, the fast de-worming process, brother / sister –do you want to be healthy and free from diseases in your entire life?...'
- **Work in pairs and enact that moment in front of your classmates.**
Me : Dear brother /sister, what stops you from eating these vegetables?
Brother/Sister : I simply don't like them!
Me : Dear, do you know the nutrients in them? If you eat them, you will be healthy. You need not go to a doctor.
Brother/Sister : Oh, is it so?
Me : Yes, it is true. Eat them.
Brother/Sister : Then, surely I will eat all of them.
Me : Thank you and see you!

Summary

'The Spider and the Fly' is a poem by Mary Howitt (1799–1888), published in 1828. The first line of the poem is "Will you walk into my parlour?" said the Spider to the Fly." The story tells of a cunning Spider who ensnares a naïve Fly through the use of seduction and flattery.

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The poem opens with a dialogue between a predator (the spider) and a prey (the fly). The spider portrays his home as a mysterious place, as the 'prettiest little parlour' to trick the little fly into his web. The fly understands that it's a trap and rejects his invitation by saying that she knows that whoever goes in there, never comes out.

Then the spider uses a different trick to convince the fly to enter his home. He fakes concern for her by saying that she must be tired and offers her to get some rest on his 'little bed'. He tries to tempt her with a false sense of security as he says that there are 'pretty curtains drawn around'. He tries to appeal to the fly's heart by cunningly offering a shoulder to rest. Exhausted or not, the fly is aware of the fact that if she goes in to rest, she might end up sleeping forever. She refuses the spider's offer and says that she is absolutely aware that whoever goes to sleep on his bed never wakes up.

This time the spider tries to befriend the fly by calling her 'Dear friend'. Again, he tries to persuade the fly to fulfil his wish by offering her good food from his pantry. The fly is, however, determined not to be tricked by the cunning spider. The spider does not give up. He calls her a 'Sweet creature' that is witty and wise. He acknowledges the fly's smartness and decides to coax her by repeatedly praising her. He also admires her appearance. Perhaps it affects the fly's reply. She shifts her tone from a firm "O no, no!" to a soft "I thank you, gentle sir". This is the first instance where the readers are made to anticipate the fate of the fly. Either the fly is quite flattered or perhaps, she tries to deviate the spider by saying that she will visit him some other day.

The spider seems even more confident now. The weapon of vanity worked out for him and he finally deceived the fly to succumb to his evil desires. The fly is bewitched by the spider's flattery and decides to slowly approach the spider's web. The fly is engrossed in her own beauty. Taking advantage of this moment, the spider pounces on her and fiercely catches her. The spider quickly drags her up to his winding stair and then to his den and finally to his little parlour. The fly's words finally hold true for her own self as well as she never comes out of the devious fly's home.

We observe a sudden change in the tone and narration of the poem in the last stanza. The poet carefully transforms the story into a message to the children reading the poem. The poet advises and warns the children not to pay attention to 'idle, silly and flattering words'. She asks everyone to take a lesson from the story of the spider and the fly and asks them not to make the same mistake that the fly made.

Glossary and Meanings

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| | |
|----------------|---|
| 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.

1. *"The way into my parlour is up a winding stair,
And I've many curious things to show when you are there."*

a) How can the fly reach the spider's parlour?

We can reach the spider's parlour through a winding stair.

b) What will the fly get to see in the parlour?

The fly will get to see many strange things.

2. *"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!"*

a) Is the fly willing to enter the spider's pantry?

No, the fly is not willing to enter the spider's pantry.

b) Can you guess what was in the pantry?

Though the spider said that the pantry had many nice food to eat, it had nothing. If the fly enters the pantry, it itself will become food for the spider.

3. *"Sweet creature!" said the Spider, "You're witty and you're wise,
How handsome are your gauzy wings, how brilliant your eyes!"*

a) List the words used by the spider to describe the fly.

'Witty, wise, handsome, gauzy, brilliant' are the words used by the spider to describe the fly.

b) Why does the spider say that the fly is witty?

'Witty' means clever or intelligent. The spider says this to flatter the fly so that it may enter the spider's web.

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

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a) Why is the poet using the word 'den' to describe the spider's web?

'Den' means cave of the animals like lion. If someone goes inside the den his death is sure. In the same way, if the fly enters the web of the spider, it will be surely killed by the spider. So the poet uses 'den' for web.

b) Why was the spider sure that the fly would come back again?

When the spider flattered the fly, it felt happy and addressed the spider 'gentle sir'. He said again that it would come back another day. So the spider was sure that the fly was pleased with the flattery and it 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?

'She' refers to the fly.

b) What was 'she' thinking of?

She was thinking of her brilliant eyes and her green and purple colours.

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?**

'I' refers to the poet or the narrator.

b) **What is the advice given to the readers?**

The advice given to the readers is that we should not be carried away by the words of flattery.

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

The poem begins with the spider's request to the fly. He appeals to the fly to come into its home. The spider describes his parlour as the prettiest one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was alert and refused to get into his home. Now the spider pretends to be a host and asks her to come and rest in his home. He offers her food and a bed to rest. This time also the fly refuses the spider's offer very politely. The next weapon the spider uses is flattery. The spider praises the wings and the eyes of the fly and also praises her wisdom. He invites her to look at herself in the mirror which is in his parlour. The fly is enticed by the words of the spider and she falls a prey to his vanity.

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

1. Write a character sketch of the spider.

'The Spider and the Fly' is a poem by Mary Howitt (1799–1888), published in 1828. The first line of the poem is 'Will you walk into my parlour?' tells of a cunning Spider who ensnares a naïve Fly through the use of seduction and flattery.

The poem opens with a dialogue between a predator (the spider) and a prey (the fly). The spider portrays his home as a mysterious place, as the 'prettiest little parlour' to trick the little fly into his web. The spider tries its best to allure the fly to enter the web so that it can eat it. Then the spider employs a different trick to convince the fly to enter his home. He fakes concern for her by saying that she must be tired and offers her to get some rest on his 'little bed'. He tries to tempt her with a false sense of security as he says that there are 'pretty curtains drawn around'. Finally it uses the weapon of flattery and succeeds. The spider is an example for those who deceive others for their benefit.

2. What happens if we fall prey to flattery? Give instances from the poem 'The Spider and the Fly'.

'The Spider and the Fly' is a poem by Mary Howitt (1799–1888), published in 1828. The first line of the poem is 'Will you walk into my parlour?' tells of a cunning Spider who ensnares a naïve Fly through the use of seduction and flattery.

The poem opens with a dialogue between a predator (the spider) and a prey (the fly). The spider tries its best to allure the fly to enter the web so that it can eat it. Then

the spider employs a different trick to convince the fly to enter his home. Nothing works out for it. Finally it uses the weapon of flattery. It calls the fly as sweet creature. It says that the fly is very handsome with gauzy wings, brilliant eyes and bright colours. The poor fly falls prey to the flattery and loses its life. If we accept flattery and act according to that, it will lead to our destruction.

3. In your own words give a detailed description of:

a) The Spider's Parlour

A winding stair leads to the spider's parlour. There are many strange things to see. It has a comfortable bed to take rest. There are pretty curtains which could be drawn around to have good rest. The bed sheets are of high quality; they are fine and thin. It has a pantry which has good store of nice food.

b) The Fly's Appearance

The fly is wise and pretty with gauzy wings. Its eyes are brilliant. Its wings look like pearl and silver. The robes are green and purple. Its head has a crest and its eyes look like bright diamond.

Appreciate the poem

Anthropomorphism means to endow a nonhuman 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

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1. Consonance

I'm sure you are very **welcome – will** you please to take a slice?
He dragged her up his winding stair, into his **dismal den**
Unto an evil **counsellor, close** heart and ear and eye

2. Assonance

"Oh no, no," said the little Fly, "to ask me is in vain.
I have heard what's in your pantry, and I do not wish to see!"

3. Anaphora

"There are pretty curtain drawn around; the sheets are fine and thin
Your robes are green and purple – there's a crest upon your head;
Your eyes are like diamond, but mine are dull as lead!"

Identify the figures of speech.

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

Ans: Anaphora.

9TH STANDARD

4. Alliteration

will – walk
said – spider
pretty – pearl
with – wings

way – winding
sweet – said – spider
diamond – dull
with – wings

weary – with
witty – wise
soon – silly
take – tale

sure – soaring
wove – web
willy – words

Listening

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

- Without trust there is no _____.
Ans: relationship
- _____ is a very rare thing to find in life.
Ans: Trust
- When people betray you learn from the _____.
Ans: situation
- Don't let _____ on the road _____.
Ans: small bumps, throw you back to not trusting and being cold
- If we keep moving forward you will have a wonderfully _____.
Ans: fulfilling life

Speaking

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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.

Usually I don't want to spend money unnecessarily in hotel. But one day I was duped to spend fairly a large amount in hotel. I met three of my classmates near a hotel. I had no intention of going to the hotel to eat. The boys came to me and talked about many things and finally they said that the hotel was very good and we could eat tasty food. It was not very costly. I said I was not interested. Then they started flattery. They said I was very rich and I could spend any amount of money without even informing my parents. My parents were very good and they could give me any amount as pocket money. I was pleased to hear that and took them inside and spent money for their food. After a day I realised that I was a fool to spend the money for them.

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.

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!"
"Thank you kind sir for your compliment" said the Fly with a smile.
But knew it well the cunning Spider's intention of getting her inside.
The web was a death fall for the Fly – the Fly knew it.
The Spider did want to get the Fly inside the web, its parlour.
The Fly its wings spread to get out of the trap of the venomous Spider.

UNIT 4

The Cat and the Painkiller

Mark Twain

SUPPLEMENTARY

Warm Up

Page 108

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?
Yes, I have a pet.
- If yes, what animal is it and what is its name?
It is a dog and its name is Johnny



- Did you have any humorous moments with it? If yes, what was it?
Yes, I had. One day while giving food to the dog, I called out saying 'Johnny, have it.' When it was about to eat, I snatched the plate. It at once started licking my legs.
- How do you care for your pets?
I do the following things to care for my pet:
 - I provide a protected and clean living environment.
 - I always keep fresh water available.
 - I feed a quality diet and prevent obesity.
 - I have my pet examined by a veterinarian on a regular basis.
 - I provide ample opportunities to exercise.
 - I communicate with my dog and develop a relationship.

Summary

Tom is temporarily distracted from his troubles when Becky stops coming to school. He tries to find out the reason for her absence by hanging around her house. He finally learns that she is ill and begins to worry that she may die. He is so concerned about Becky that he stops playing and loses interest in everything. His quiet behaviour causes Aunt Polly to be concerned about him. An experimenter at heart, Polly tries all sorts of remedies on Tom in an effort to cure him, but nothing seems to work.

She decides that Tom's indifference must definitely be broken. She orders a new painkiller, which she immediately administers to her nephew. Tom has decided that he has indulged himself enough and will endure no more. He pretends to like the horrible painkiller

that tastes like fire water, and asks his aunt for a dose so frequently that she tells Tom to take it for himself. While Aunt Polly is not looking, he pours the medicine in a crack on the sitting room floor. His aunt's cat comes into the room one day when he is in the act of filling the crack with the medicine. Tom takes a spoonful of the painkiller and gives it to the cat.

When the cat swallows it, it jumps in the air and bangs itself against the furniture. It topples the flowerpots and jumps out of the window, leaving behind a mess. Aunt Polly is struck dumb at the cat's antics. When she comes to question Tom about the cat, she finds him rolling in laughter. She discovers the spoon with traces of medicine still sticking to it. She pulls Tom up by his ear and asks him why he gave the painkiller to the cat. Tom replies that he gave it to the cat out of pity, for he himself had been receiving all of Aunt Polly's attention, while the cat was being ignored. She hits Tom on the head and tells him that she did whatever she thought was best for him. She immediately realizes her folly and stops administering medicines to him.

Glossary and Meanings Textual

Page 111

| | |
|------------------|--|
| 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 |

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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 stopped coming to school
- d) he had picked up a fight with Becky Thatcher

Ans: c)

2. Aunt was an experimenter in _____.

- a) trying new recipes
- b) designing fashionable frocks
- c) modern gardening techniques
- d) trying out new medicines

Ans: d)

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

Ans: b)

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

Ans: a)

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

Ans: a)

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

1. He banged against the furniture, upsetting flower-pots and making general havoc.
2. She stood petrified with astonishment peering over the 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.'

- Peter

- Aunt Polly

- Tom

- Aunt Polly

- Tom

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

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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.

3

8

5

6

1

7

4

2

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?

Tom lost the charm of his life because Becky Thatcher, his friend, had stopped coming to school.

2. Why did Aunt Polly try different remedies on Tom?

Aunt Polly was worried that Tom was very sad and lost interest in life. She wanted him to get back to his normal life. So she tried different remedies on Tom.

3. How did the medicine diminish?

Tom was fed up with the medicine. He used it without the knowledge of Aunt Polly to mend the crack in the sitting room floor. So the medicine diminished.

4. Did Tom compel Peter to have the painkiller?

No, Tom did not compel Peter to have the painkiller.

5. Why did Peter wish to taste the painkiller?

Peter wished to taste the painkiller because he was attracted towards the teaspoon with the medicine.

6. How did Aunt Polly discover the reason for Peter's absurd behaviour?

Peter jumped up and down and it was something unusual. Aunt Polly saw the teaspoon with some medicine in it. She could understand Tom was playing a trick on her to avoid school.

7. What was the reason given by Tom for giving the painkiller to the cat?

Tom said that Peter was burning with desire to have a taste of the medicine. It had no one to help it. So out of pity, he gave the painkiller to the cat.

8. Why did Aunt Polly's eyes water?

She believed that Tom gave the pain-killer with a positive intention to the poor cat. So her eyes watered to realise the good intention of Tom.

E. Answer the following questions in about 80 – 100 words.**1. Describe the different types of remedies tried by Aunt Polly on Tom.**

Tom was temporarily distracted from his troubles when Becky stopped coming to school. He tried to find out the reason for her absence by hanging around her house. He finally learned that she was ill and began to worry that she might die. He was so concerned about Becky that he stopped playing and lost interest in everything. His quiet behaviour caused Aunt Polly to be concerned about him. She tried different methods to bring him back to normalcy. She took him out at daylight every morning; she stood by his side in the wood-shed; she drowned him in cold water. Then she rubbed him hard with a towel. She rolled him in a wet sheet and put him under blankets. But those methods did not help him. So she decided to give him some painkiller.

2. Narrate the funny sequence between Tom Sawyer and Peter, the cat.

Tom was temporarily distracted from his troubles when Becky stopped coming to school. He tried to find out the reason for her absence by hanging around her house. He finally learned that she was ill and began to worry that she might die. He was so concerned about Becky that he stopped playing and lost interest in everything. His quiet behaviour caused Aunt Polly to be concerned about him. She tried different methods to bring him back to normalcy. But nothing helped him. So she decided to give him some pain-killer. He pretended to like the horrible painkiller and asked his aunt for a dose so frequently that she told Tom to take it for himself. While Aunt Polly was not looking, he poured the medicine in a crack in the sitting room floor. His aunt's cat came into the room one day when he was in the act of filling the crack with the medicine. Tom took a spoonful of the painkiller and gave it to the cat. When the cat swallowed it, it behaved unusually. It toppled the flowerpots and jumped out of the window, leaving behind a mess. Aunt Polly found out that Tom had given the pain-killer to 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 |

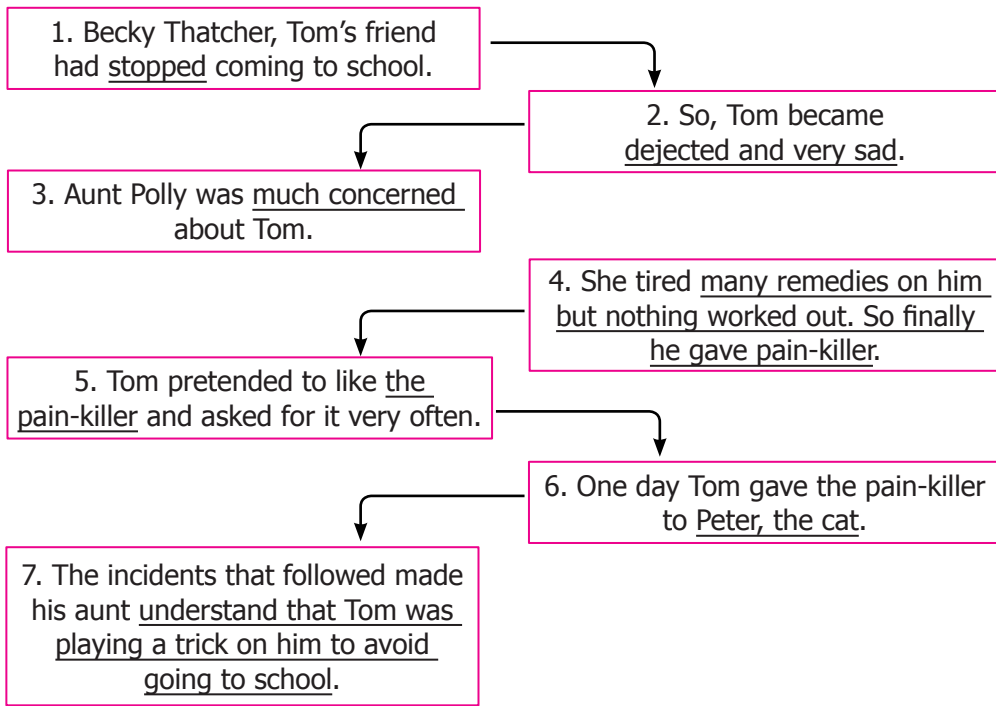
Tom Sawyer felt dejected as Becky Thatcher had stopped coming to school. His Aunt Polly was very concerned about his health condition. So, she began to try various remedies on him. Tom became fed up with his Aunt's brand of remedies and pretended to like the pain-killer. He started to ask for it very often. But, Tom used the medicine to mend the crack on the floor. One day, Tom gave the pain-killer to his Aunt's cat, Peter. The pain-killer 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 summersets and sail through the open window. She found the teaspoon with a little pain-killer sticking to it and knew that Tom had treated the cat with it. She realised that, what was cruelty to the cat should be the same to the boy too and stopped giving medicine to him.

G. In the story we find a lot of American slang usage of English. Complete the tabular column with Standard English.

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

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



Role play

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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?
They enacted the story very well.
- Which part did they do well?
Tom's part, they did very well.
- Which part of their role play, according to you, could have been enacted better?
Aunt Polly's part could have been enacted better.
- If asked to give suggestions to improve their acting skill, what would you suggest?
Dialogue delivery could be rehearsed plenty of times to improve their acting skill.

