

Tom Sawyer's Toothache

SPECIFIC OBJECTIVES

- ▶ Making the students appreciate humour in school, at home and with friends through creative study and art-related and social activities
- ▶ Understanding the nuances of humour in friendly social interaction and collaboration, integrating discipline and communication at the school, at home and in various public places
- ▶ Learning to appreciate and enjoy the funny side of things
- ▶ Learning to be creative and make imagination an instrument of creativity
- ▶ In today's world, children have easy access to everything on Internet and it has restricted their imagination to what can be done online, etc. Imagination can have a wide range and needs to be activated.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Prepositions and types of prepositions [Place, Time, Direction, and Position]; Determiners and articles - their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly, picture story
- ▶ Building a vocabulary, spellings, collocation, rhyming words, pronunciation, dictionary skills, synonyms, punctuation
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry

<ul style="list-style-type: none"> ✧ Exercise A: Explain the question and encourage response from the students. Ask them to relate their humorous experiences. ✧ Exercise B: Make groups of four. Ask the class what the instruments are called. Then ask them to discuss the use of each in groups. Ask some of the groups what they discussed. Share with the class and check them gently. 	Fun Zone
<ul style="list-style-type: none"> ✧ Ask the groups to discuss the questions. Then have a class discussion briefly, encouraging response from different groups/students. 	Get Going!

Read and Enjoy	<p>✧ Introduce Mark Twain and tell the class briefly the background of the two of the most well-known stories he wrote: 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'. These books have several layers. At one level, they are adventure stories that can be enjoyed by boys and girls. At another level, they are a comment on the USA of that time, describing the society and its culture. 'The Adventures of Huckleberry Finn' particularly is concerned with the issue of slavery in the USA at the time. It is still an area of concern in the world when we speak of apartheid or racism.</p> <p>✧ Secondly, the lesson is about humour. The class has already been introduced to humour in the poem titled 'The Tummy Beast'. Humour can be of different types. Sometimes it is just openly funny and sometimes it is tongue-in-cheek, which means that it does not say anything funny directly. Also, it needs to be understood by the person who is saying something funny and the person who is listening to it. If the listener does not understand, then the humour falls flat. Some humour can be sarcastic, or ironic, like the cartoons in newspapers, etc., or they can comment on some social or political situation or event.</p> <p>✧ Read aloud the story or ask the students to read it in turns. Explain it as it is read. Ask them whether they have ever tried to avoid school with such excuses too. The extract tells about Tom's hilarious way of trying to bunk school and avoid classes.</p>
Read and Understand	<p>✧ Exercises A, B, C, D and E: Explain each exercise and do it orally first. Then ask the students to write the answers. It is advisable to check and assess each work individually.</p>
Think and Answer	<p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answers. It is advisable to check and assess each work individually.</p>
Grammar Spot	<p>✧ Explain what prepositions are - words placed before a noun or pronoun to show its relation to another noun/pronoun. Explain the given instructions and examples. Use your own examples too.</p>
	<p>✧ Types of Prepositions: depending on the place, time, direction and indicating the position. Clarify that sometimes the same word can be a preposition of place or time or direction, etc. It is the placement and usage that determines the type of preposition. For example:</p> <ul style="list-style-type: none"> • Preposition of Place: in, on, near, above, below, behind, at, etc.

<ul style="list-style-type: none"> • Preposition of Time: at, for, since, from ...to, etc. • Preposition of Direction: at, to, off, out of, from, into, etc. • Preposition indicating position: at, in, under, over, etc. <p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work in pairs.</p> <p>✧ Determiners – used before a noun to show which person, thing or place is being referred to. For example: this, that, these, those, my, your, our, a few, a little, some, many, much, several. Articles [a, an, the] are also determiners.</p> <p>✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work in pairs.</p> <p>✧ Articles –</p> <ul style="list-style-type: none"> (i) A: used before a singular, countable noun starting with a consonant sound. [a tooth; a yacht] (ii) An: used before a singular, countable noun starting with a vowel sound. [an umbrella; an honest man] (iii) The: used to refer to a noun already mentioned [Penny, the girl I told you about, is coming today.]; used before names of mountains, rivers, seas, oceans, religious scriptures, etc. [the sun, the Himalayas]; used before ordinal numbers [the last bench]; refers to a specific noun [the games held last year]. <p>✧ Exercise C: Explain the exercise and do it orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work in pairs.</p>	
<p>✧ Refresh what is meant by collocation – the habitual use of words that go together. Use your own examples also, like cup and saucer, pots and pans, fairies and elves, true and false, make and break, right and wrong, win and lose, etc.</p> <p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work in pairs.</p>	Word Wise
<p>✧ Exercise A: Explain the exercise and do it orally first. Use the blackboard and ask the students to unscramble the letters to form words. Announce the answers aloud and let the students check their work in pairs.</p>	Spell Well
<p>✧ Exercise A: Read aloud the passage at least twice. Then ask the students to select the correct options from the passage. Check them gently where required.</p>	Listen and Learn
<p>✧ Exercise A: This can be enacted by 2-3 pairs of students doing a role-play in class under the guidance of the teacher.</p>	Converse and Connect

Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Give the students ten minutes to talk to their partners about this and then question them at random to speak in class and share their ideas.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Refresh what the students have learnt in earlier classes about the pronunciation of words spelt with: 'f', 'ff', 'gh' and 'ph'. ✧ Read each word aloud and ask the class to follow. Ask the students to pronounce the words at random. Also show them that sometimes words spelt the same way may be pronounced differently. For example: bough, dough, etc., have a silent pronunciation of 'gh'.
Punctuation	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answers. Write the answers on the blackboard and let the students check their work in pairs.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: This can be done by the students on their own. It is advisable to check and assess their work individually.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Exercise A: This can be done by the students on their own. It is advisable to check and assess their work individually.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercise A: Make this into a fun session with the students and their partners as most people are scared of going to a dentist. It becomes especially funny when the patient tries to talk with his/her mouth wide open!
Values and Life Skills	<ul style="list-style-type: none"> ✧ Exercise A: Explain the importance of oral health. Also explain that missing school on flimsy grounds is not very sensible. It is wiser to confront and deal with problems rather than postponing them. ✧ Exercise B: Explain why the three options on top are acceptable and why the two below are not acceptable.