

1

Tom Sawyer's Toothache

SPECIFIC OBJECTIVES

- * An introduction to good world literature: Mark Twain's 'The Adventures of Tom Sawyer'.
- * Appreciating and enjoying humour.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Sentences - declarative, interrogative, imperative and exclamatory; subject and predicate.
- * Words - unscrambling words, meanings, usage, suffixes and words using 'f' sound.
- * Understanding punctuation.
- * Learning to speak and converse correctly.

- * Learning to enjoy the humour in writing.
- * Learning about different types of sentences and sentence components: subject and predicate.
- * Speaking and writing correctly.

- * Discuss the questions given.
- * Talk about oral hygiene and health.
- * The chapter is a humorous one - talk about the excuses students make for various things - late to school; haven't done the homework; forgot a book; don't want to drink milk; etc. Make it funny, not serious.
- * Ask students to answer the questions on their own.
- * Try to set their minds at rest about the fear of going to the dentist!

- * Read the lesson aloud or ask students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Ask in-text questions: Have you ever made excuses about something you forgot or where you made a mistake? etc.
- * Encourage students to read 'The Adventures of Tom Sawyer'.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Discuss the questions in Exercises A, B, C, D and E and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B - E.
- * HOTS: Read and discuss the question in class. Then ask the students to write down the answer.
- * The teacher can then check the answer of each student.

Grammar Spotlight

- * Use the board to explain declarative, interrogative, imperative and exclamatory sentences.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Brush up about the correct way of writing sentences - starting with a capital letter and ending with a full stop; also, mention 'I' being written as a capital letter.
- * Difference between statements [Declarative Sentences], questions [Interrogative Sentences] and Exclamatory Sentences.
- * Discuss Exercise A and then the students can do it in class.
- * Brush up the two parts of a sentence - the subject and the predicate.
- * Use the given examples and also your own.
- * Then discuss Exercise B and ask the students to do it in the class.

Spell Well

- * Getting to know new words.
- * Learn to recognise the new words by unscrambling them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then, ask the students to write down the answers.

Word Power

- * Learning about collocation.
- * Explain what collocations are using the board and examples given in the exercise. They are groups or pairs of words that always appear together in the same order - example: bread and butter; NOT butter and bread.
- * Do Exercise A orally first, explaining each phrase with the help of a sentence. Example: Most hotels offer bed and breakfast.
- * Then ask the students to write down the words to complete each collocation.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.



- * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- * Then ask the students orally to fill in the blanks.
- * Check the students where necessary.

- * Read out the question and make sure the students have understood what is required of them.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

- * Exercise A: Ask the students to look at the picture.
- * Then ask them the questions given, correcting them where required. Relate to the issues raised in the lesson regarding oral hygiene and health.
- * Exercise B: Ask the students at random to recount a funny incident regarding making an excuse to avoid doing something.
- * This will help the students to express what you want to say or explain.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will teach them to be observant and to speak out their minds freely.

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say aloud the words spelt with 'f', 'ph' and 'ugh' - all pronounced with an 'f' sound.
- * Use the words given and any other examples you like or doubts that the students may have. Examples: cough; shuffle; rough; Alphonso; face; effort, etc.
- * In explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

- * Write the sentences on the board.
- * Now, call the students randomly to correct the sentences.
- * Once they are all written on the board, ask them to write them down in their notebooks.
- * Let the partners check the work.

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation



Write Well

- * Ask the students to look at the pictures.
- * Then ask them at random to tell what they see in the three pictures.
- * Select the best sentences the students offer and write them on the board.
- * Then ask them to write down the sentences as you progress with each picture.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Help them with the exercise. Remind them how to use the dictionary by seeing the words at the top of each page – how they tell you the first and last words on the pages.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Do the exercise on the board.
- * Then let them write it down in their notebooks.

Project Work

- * Let the students do the project at home, as required.
- * Then they can have a discussion with their partners in the class for 10 minutes and write the points down.
- * Share the points in the class.

Values and Life Skills

- * Exercise A. Read aloud the question and discuss it in the class.
- * Then, let the students write the answer on their own. The partners may check the work.
- * Exercise B: Discuss the options given below the question.
- * Explain why the three options at the top are more acceptable than the two below.
- * Talk about the similarities between excuses and lies. This is essential so that students don't get into a bad habit of offering excuses for doing wrong things and considering it 'smart' to do so.

