

# 1. Tom has a Toothache


Self, Family, Home, Friends and Pets

## Learning Outcomes

- ▶ read the extract aloud with expressions and comprehend its central idea
- ▶ learn new words and infer their meanings
- ▶ draw from personal experiences or real-life situations
- ▶ learn about anagrams and phrasal verbs
- ▶ revise subject and predicate, and learn about direct and indirect objects
- ▶ learn about /tr/ and /pr/ sounds
- ▶ write a story (guided)


 **Digital Desk**

	CC	?	?+
S	A	A+	V
VW	IA+	G	W
DW			

**Warm up** 

Which is your favourite day of the week and why?  
Write down in the space given below.


What do you mean by 'Monday blues'? Why do you think people experience it?



Dentistry, the branch of medicine that deals with oral health and hygiene, is one of the oldest branches of medicine. People who specialised in helping others to deal with tooth problems existed as long ago as 2600 BC, in ancient Egypt, and slightly later in ancient Greece and Rome. However, people living at this time may not have had as many cavities as we do in modern times because they didn't consume as much sugar and processed food. Ancient toothpaste may have included things like eggshells, bones and perfume agents. The Greeks even used mint, which is found in toothpaste even today.

## Cross-curricular Connection

*A young boy experiences Monday blues and tries to invent a reason to skip school.*

 Monday morning found Tom Sawyer miserable. Monday morning always found him so—because it began another week's slow suffering in school. He generally began that day with wishing he had had no **intervening** holiday, it made the going into captivity and **fetters** again so much more **odious**.

Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. Here was a vague possibility. He **canvassed** his system. No ailment was found, and he investigated again. This time he thought he could detect **colicky** symptoms, and he began to encourage them with considerable hope. But they soon grew feeble, and presently died wholly away. He reflected further. Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a 'starter,' as he called it, when it occurred to him that if he came into court with that argument, his aunt would pull it out, and that would hurt. So, he thought he would hold the tooth in reserve for the present, and seek further. Nothing offered for some little time, and then he remembered hearing the doctor tell about a certain thing that laid up a patient for two or three weeks and threatened to make him lose a finger. So, the boy eagerly drew his sore toe from under the sheet and held it up for inspection. But now he did not know the necessary symptoms. However, it seemed well worthwhile to chance it, so he fell to groaning with considerable spirit.

But Sid slept on unconscious.

Tom groaned louder, and fancied that he began to feel pain in the toe.

No result from Sid.

Tom was panting with his **exertions** by this time. He took a rest and then swelled himself up and fetched a succession of admirable groans. Sid snored on.

Tom was **aggravated**. He said, 'Sid, Sid!' and shook him. This course worked well, and Tom began to groan again. Sid yawned, stretched, then brought himself up on his elbow with a snort, and began to stare at Tom. Tom went on groaning.

Sid said, 'Tom! Say, Tom!' There was no response from Tom.

**intervening:** (*here*) occurring in between

**fetters:** chains used to keep someone prisoner

**odious:** disgusting or extremely unpleasant

**canvassed:** tried to discover some information by asking

**colicky:** suffering from a severe pain in the stomach

**exertions:** physical or mental efforts

**aggravated:** annoyed or exasperated



'Here, Tom! Tom! What is the matter, Tom?' And he shook him and looked in his face anxiously.

Tom moaned out, 'Oh, dont, Sid. Dont **joggle** me.'

'Why, what's the matter, Tom? I must call auntie.'

'No—never mind. It'll be over soon, maybe. Dont call anybody.'

'But I must! Don't groan so, Tom, it's awful. How long you been this way?'

'Hours. Ouch! Oh, don't stir so, Sid. You'll kill me.'

'Tom, why didn't you wake me sooner? Oh, Tom, don't! It makes me frightened to hear you. Tom, what is the matter?'

'I forgive you for everything, Sid. (Groan!) Everything you've ever done to me. When I'm gone—'

'Oh, Tom, you ain't dying, are you?'

'I forgive everybody, Sid. (Groan!) Tell 'em so, Sid. And Sid, you give my window-sash and my cat with one eye to that new girl that's come to town, and tell her—'



But Sid had snatched his clothes and gone. Tom was suffering in reality, now, so handsomely was his imagination working, and so his groans had gathered quite a genuine tone.

Sid flew downstairs and said, 'Oh, Aunt Polly, come! Tom's dying!'

'Dying!'

'Yes'm. Don't wait, come quick!'

'**Rubbage!** I don't believe it!'

But she fled upstairs, nevertheless, with Sid at her heels. And her face grew white too, and her lips trembled. When she reached the bedside she gasped, 'You, Tom! Tom, what's the matter with you?'

'Oh, auntie, I'm—'

'What's the matter with you—what is the matter with you, child?'

**joggle:** move or make somebody move quickly

**rubbage:** rubbish

‘Oh, auntie, my sore toe’s **mortified!**’

The old lady sank down into a chair and laughed a little, then cried a little, then did both together. This restored her and she said, ‘Tom, what a turn you did give me. Now you shut up that nonsense and climb out of this.’

The groans ceased and the pain vanished from the toe.

The boy felt a little foolish, and he said, ‘Aunt Polly, it seemed mortified, and it hurt so I never minded my tooth at all.’

‘Your tooth, indeed! What’s the matter with your tooth?’

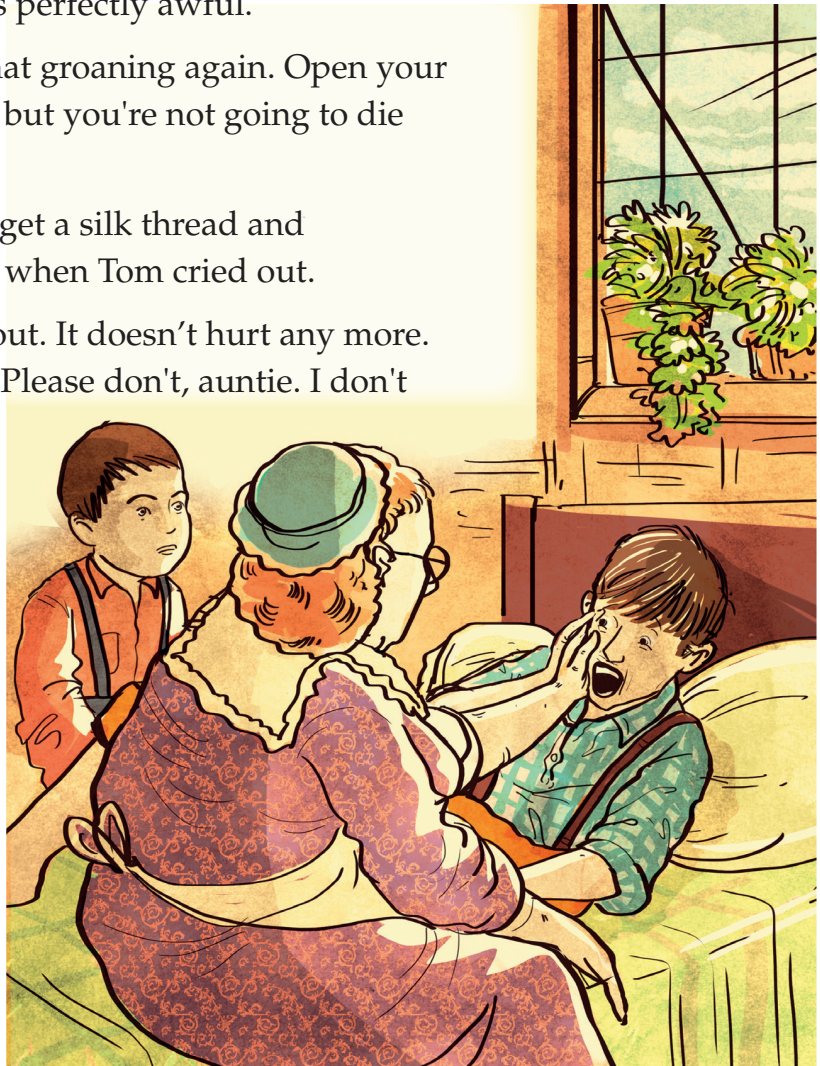
‘One of them’s loose, and it aches perfectly awful.’

‘There, there, now, don’t begin that groaning again. Open your mouth. Well, your tooth is loose, but you’re not going to die with that.’

Saying that, auntie was about to get a silk thread and a chunk of fire out of the kitchen when Tom cried out.

‘Oh, please, auntie, don’t pull it out. It doesn’t hurt any more. I wish I may never stir if it does. Please don’t, auntie. I don’t want to stay home from school.’

‘Oh, you don’t, don’t you? So, all this **row** was because you thought you’d get to stay home from school and go fishing? Tom, Tom, I love you so and you seem to try every way you can to break my old heart with your **outrageousness**. Now that tooth will come out on its own. Go to sleep now and we will decide what to do when you wake up!’



*an extract from The Adventures of Tom Sawyer by Mark Twain*

**mortified:** dead and decayed  
**row:** a noisy argument

**outrageousness:** the quality of being shockingly bad or improper





### About the Author

**Mark Twain** (1835–1910), pen name of Samuel Langhorne Clemens, was an American novelist and publisher. Twain quit school to be an apprentice to a printer, where he learnt how to typeset and print books and newspapers. This was the trade he worked in for many years, while also educating himself through extensive reading. He is best known for his series of books featuring Tom Sawyer, especially the novels *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.



## Comprehension

### A. Answer these questions.

1. What did Tom wish to be on a Monday morning?
2. What ailments did Tom consider having?
3. How did Tom try to get Sid's attention?
4. How did Aunt Polly react to Tom's condition?
5. What did Aunt Polly want to do to ease Tom's toothache? Why did Tom stop her from doing so?

### B. Answer these questions with reference to the context.

1. *He generally began that day with wishing he had had no intervening holiday, it made the going into captivity and fetters again so much more odious.*
  - a. Which day does the speaker mention here?
  - b. What is the word 'captivity' being used to describe here?
  - c. What does this line tell you about the protagonist of this story?
2. *'Tom, why didn't you wake me sooner?'*
  - a. Who said this and to whom?
  - b. What was making the speaker frightened?
  - c. What was the speaker doing before saying this?

### C. Think and answer.

1. Why did Tom pretend to be sick? Did Aunt Polly care for Tom? Give reasons for your answers.
2. Tom Sawyer wants to skip school, but many children around the world do not have the opportunity to go to school and receive education. This is especially true of girls, who are often not given the chance to go to school at all. Explain why receiving education is important for every child.



## Word Wonder

Look at these words.

listen

room

peals

silent

moor

leaps

What do the words LISTEN and SILENT have in common? What about ROOM and MOOR; PEALS and LEAPS?

An **anagram** is a word that is made by arranging the letters of the word in a different order to form a new word.

### A. Match these words to their anagrams.

A	B
1. plum	a. serves
2. verses	b. fired
3. viewer	c. charmer
4. fried	d. lump
5. marcher	e. review

Read these sentences.

- ▶ The hungry little girls **gave away** their breakfasts.
- ▶ Meena had to **pull herself out** of the marathon because she was sick.
- ▶ I **ran into** my schoolteacher at the mall.

The highlighted groups of words in the above sentences are **phrasal verbs**.

A **phrasal verb** is a phrase that contains a verb along with an adverb or a preposition or sometimes both, to give a new meaning.

### B. Underline the phrasal verbs in these sentences.

1. The meeting was called off after the chairman fell ill.
2. I broke down when my mother told me that my grandfather was hospitalised.
3. We are having a party at our place tonight. Why don't you join in?



4. The Sharmas moved in yesterday to a swanky new bungalow.
5. Riya's friends tried to cheer her up when she lost her favourite pen.
6. Do not worry! The police are looking into the matter. The culprit will be behind bars very soon.
7. My uncle and aunt brought me up after my parents died.
8. Julie woke up late as it was a Sunday.

**C. Use the phrasal verbs given below in sentences of your own. One has been done for you.**

1. call off—*We had to call off our Christmas party because of the snowstorm.*
2. knocked over
3. broke out
4. catch up
5. set up
6. put off
7. hang up

## Learn About Language

You have already learnt about subject and predicate in the previous grade.

**A. Match the subjects in column A with their predicates in column B.**

A	B
1. The English paper	a. has its own charms.
2. My school van	b. should see the doctor.
3. Green trees	c. had two difficult questions.
4. Life in the hills	d. arrived late.
5. Ready-made garments	e. is the king of the beasts.
6. The sick	f. are reliable and quick.
7. We	g. can be tiring.
8. A long journey	h. drops me at my doorstep.
9. The train from Delhi	i. keep pollution away.
10. The lion	j. never fit well.
11. E-mails	k. must be punctual.
12. Some girls	l. should always wear his/her uniform.
13. The little child	m. secured better marks than us.
14. The criminal	n. is always crying for nothing.
15. The driver	o. escaped from jail.



You have already learnt about transitive and intransitive verbs in the previous grade.

Most transitive verbs take a single object. However, some transitive verbs like **give**, **ask**, **promise**, **tell** take two objects after them. One of these objects is a thing and the other is a person. For example,

▶ I gave my dog, Tommy a bone.

Here, the thing (bone) is called a **direct object** and the dog (Tommy) is called an **indirect object**. The indirect object usually comes before the direct object.

So, in the above sentence—

- ▶ the doer is I.
- ▶ the direct object is bone.
- ▶ the indirect object is Tommy.

**B. Underline the direct objects and circle the indirect objects.**

1. She gave the book to me.
2. He gave her a ring.
3. I bought a purse for her.
4. Grandma told us a story.
5. The principal gave me a prize.
6. Kavita wrote a letter to him.
7. Sheep give us wool.
8. Mother made dinner for my friends.
9. The puppy played with the ball.
10. My mother baked a cake for me.



## Language Lab

**A. Say these words aloud. Circle the words that contain the /tr/ sound and underline the ones that contain the /pr/ sound.**

pram	tetrapack	preen	tremble
cypress	pride	pastry	trapeze

**B. Listen to the audio recording of the story again. Identify the emotion each of these sentences conveys.**

1. 'Here, Tom! Tom! What is the matter, Tom?'





2. 'Hours. Ouch! Oh, don't stir so, Sid. You'll kill me.'
3. 'Oh, please, auntie, don't pull it out. It doesn't hurt any more. I wish I may never stir if it does. Please don't, auntie. I don't want to stay home from school.'
4. 'Oh, auntie, my sore toe's mortified!'
5. 'Tom, Tom, I love you so and you seem to try every way you can to break my old heart with your outrageousness.'

**C. Describe your family to your best friend. Talk about your parents, sibling(s), relatives and pet(s). Also, share why you love your family.**



## Activity

Look at this picture.



**Work in groups. Circle the food items you think are unhealthy. Out of the remaining food items, create a menu for a balanced diet for one week. Present your menu in the class.**



**Further Reading:** *The Adventures of Huckleberry Finn* by Mark Twain

