

Mark Twain

The Adventures of Tom Sawyer

Summary-based Activities



Chapters 1 and 2

1 Scrambled word cloze

Read the summary of Chapters One and Two below. Choose one of the words from the box to write in each space. The first one has been done as an example.

sat going after interesting him for his because on work ~~in~~

Tom Sawyer lived (0) ~~in~~ St Petersburg with (1)..... Aunt Polly and he liked playing tricks (2)..... her. Tom didn't like (3)..... to school and he didn't like working. When Aunt Polly told (4)..... to paint the fence he had a clever idea and his friends did the (5)..... for him. They even gave him a lot of (6)..... things.

Tom took a beetle to church on Sunday and a dog ran (7)..... it. Everyone in church laughed and Tom had fun. At school Tom met a pretty girl named Becky Thatcher and he (8)..... next to her. One night Tom and his friend Huck went to the graveyard and looked (9)..... Hoss Williams's grave. They were afraid (10)..... they heard noises.

2 Scrambled word cloze with distracters (i)

Read the summary of Chapters One and Two below. Fill each space with a word from the box. There are five words you do not need to use. The first one has been done as an example.

sat why going after go interesting him behind for interest
his because to on work ~~in~~

Tom Sawyer lived (0) ~~in~~ St Petersburg with (1)..... Aunt Polly and he liked playing tricks (2)..... her. Tom didn't like (3)..... to school and he didn't like working. When Aunt Polly told (4)..... to paint the fence he had a clever idea and his friends did the (5)..... for him. They even gave him a lot of (6)..... things.

Tom took a beetle to church on Sunday and a dog ran (7)..... it. Everyone in church laughed and Tom had fun. At school Tom met a pretty girl named Becky Thatcher and he (8)..... next to her. One night Tom and his friend Huck went to the graveyard and looked (9)..... Hoss Williams's grave. They were afraid (10)..... they heard noises.

3 Scrambled word cloze with distracters (ii)

Read the summary of Chapters One and Two below. Fill each space with a word from the box. There are ten words you do not need to use. The first one has been done as an example.

sat why their going after go stood interesting him
studying behind for with interest his because to on work
in coloring

Tom Sawyer lived (0).....ⁱⁿ St Petersburg with (1)..... Aunt Polly and he liked playing tricks (2)..... her. Tom didn't like (3)..... to school and he didn't like working. When Aunt Polly told (4)..... to paint the fence he had a clever idea and his friends did the (5)..... for him. They even gave him a lot of (6)..... things.

Tom took a beetle to church on Sunday and a dog ran (7)..... it. Everyone in church laughed and Tom had fun. At school Tom met a pretty girl named Becky Thatcher and he (8)..... next to her. One night Tom and his friend Huck went to the graveyard and looked (9)..... Hoss Williams's grave. They were afraid (10)..... they heard noises.

4 Multiple-choice cloze

Read the summary of Chapters One and Two below. Choose the best word (A, B, C or D) for each space. The first one has been done as an example.

Tom Sawyer lived (0).....^C St Petersburg with (1)..... Aunt Polly and he liked playing tricks (2)..... her. Tom didn't like (3)..... to school and he didn't like working. When Aunt Polly told (4)..... to paint the fence he had a clever idea and his friends did the (5)..... for him. They even gave him a lot of (6)..... things.

Tom took a beetle to church on Sunday and a dog ran (7)..... it. Everyone in church laughed and Tom had fun. At school Tom met a pretty girl named Becky Thatcher and he (8)..... next to her.

One night Tom and his friend Huck went to the graveyard and looked (9)..... Hoss Williams's grave. They were afraid (10)..... they heard noises.

- | | | | |
|----|------------|---------------|--------------|
| 0 | A to | B at | C in |
| 1 | A his | B her | C him |
| 2 | A at | B for | C on |
| 3 | A go | B going | C goes |
| 4 | A him | B he | C it |
| 5 | A paint | B activity | C work |
| 6 | A interest | B interesting | C interested |
| 7 | A after | B behind | C back |
| 8 | A sitting | B sat | C sit |
| 9 | A by | B to | C for |
| 10 | A why | B because | C but |

5 Open cloze

Complete the summary of Chapters One and Two below. Write ONE word for each space. The first one has been done as an example.

Tom Sawyer lived (0)..... St Petersburg with (1)..... Aunt Polly and he liked playing tricks (2)..... her. Tom didn't like (3)..... to school and he didn't like working. When Aunt Polly told (4)..... to paint the fence he had a clever idea and his friends did the (5)..... for him. They even gave him a lot of (6)..... things.

Tom took a beetle to church on Sunday and a dog ran (7)..... it. Everyone in church laughed and Tom had fun. At school Tom met a pretty girl named Becky Thatcher and he (8)..... next to her. One night Tom and his friend Huck went to the graveyard and looked (9)..... Hoss Williams's grave. They were afraid (10)..... they heard noises.

6 Put the sentences in order

The sentences A-I of the summary Chapters One and Two below are in the wrong order. Put them in the right order and number them 1-9.

- A Tom took a beetle to church on Sunday and a dog ran after it.
- B They were afraid because they heard noises.
- C Tom Sawyer lived in St Petersburg with his Aunt Polly and he liked playing tricks on her.
- D They even gave him a lot of interesting things.
- E One night Tom and his friend Huck went to the graveyard and looked for Hoss Williams's grave.
- F Tom didn't like going to school and he didn't like working.
- G At school Tom met a pretty girl named Becky Thatcher and he sat next to her.
- H Everyone in church laughed and Tom had fun.
- I When Aunt Polly told him to paint the fence he had a clever idea and his friends did the work for him.

7 Correct the mistakes!

This is an oral activity, so do not give the students any photocopies. Tell them the following instructions (or similar): 'I am going to tell you a summary of Chapters 1-2, but I am going to make some mistakes in the summary. When you hear a mistake please call out the right word or words.' As an example, in the version of the summary below there are 15 mistakes to read out, all written in italics. As a quick reminder to you, the correct version is given immediately afterwards in brackets.

Tom Sawyer lived in St Petersburg with his *grandmother* (Aunt Polly) and he liked playing *ball with her* (tricks on her). Tom didn't like going *swimming* (to school) and he didn't like *fishing* (working). When Aunt Polly told him to break (paint) the fence he had a clever idea and his *brother* (friends) did the work for him. They even gave him a lot of interesting *books* (things).

Tom took a *horse* (beetle) to church on Sunday and the *reverend* (a dog) ran after it. Everyone in church *cried* (laughed) and Tom had fun. At school Tom met an *ugly* (a pretty) girl named Becky Thatcher and he sat next to her.

One *morning* (night) Tom and his friend Huck went to the graveyard and looked for Hoss Williams's *clothes* (grave). They were *happy* (afraid) because they *saw ghosts* (heard noises).

8 Rub out

On the board / the interactive whiteboard, copy a short paragraph from the summary. Gradually, rub out individual words and even two- and three-word phrases. Begin by rubbing out some of the important content words. After each time you rub out some words get the whole class to read out the text, supplying the missing words from their memory.

Eventually, when all the words on the board have been rubbed out, the class will — amazingly! — remember all the text. The text used for the rub out activity need not taken from the summary. You could use a dramatic part of the story, for example.

9 Dictogloss

Sit the students in groups of two to five. Make sure that each student has pen and paper. Tell them that you are going to read out a summary of Chapters 1-2 twice, and that they may note down key words or short phrases. Read the text once at normal speed, pause for a minute, then read it again. Tell the students to work together in their groups and use their notes to write a text which is grammatically and lexically correct but which doesn't have to be the same as the original: the aim of their writing is to produce a correct text, not to show they have perfect memories!

Five minutes should be enough. Then students compare their written texts with each others'. This can be done by reading aloud, but it is better if the texts are passed around or stuck on a wall (or compared in electronic form). Groups should try to point out any errors in the texts of other groups.

Finally, show or give the students the original text; ask them to identify any differences with their own texts, and ask them if they think the differences are important.

10 Cut it down

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen/highlighter or access to computer. Tell them that they must cut 15 words from the summary: their shortened version must still be grammatically correct. They can change punctuation, but they mustn't add any words. Next, ask students to cut another 15 words of the summary, and proceed as above. As a final challenge, ask the students to cut yet another 15 words.

11 Build it up

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen or access to computer. Tell them that they must add two details, which they must choose themselves, to the summary. Tell them that the details they add can be words, phrases or even sentences. Tell them they shouldn't write fewer than five words, and that there is no upper limit, but they probably won't need more than about 25 words.

When they have finished, they should compare their versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the most interesting added details, and why.

12 Rewrite it

Tell the students to rewrite the summary changing some of the information. They should use their imagination to add details — which can be words, phrases or sentences — and change some of the words and phrases that are already there. When they have finished, they should compare their shortened versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the best cuts, and why.

SUMMARY

Tom Sawyer lived in St Petersburg with his Aunt Polly and he liked playing tricks on her. Tom didn't like going to school and he didn't like working. When Aunt Polly told him to paint the fence he had a clever idea and his friends did the work for him. They even gave him a lot of interesting things.

Tom took a beetle to church on Sunday and a dog ran after it. Everyone in church laughed and Tom had fun. At school Tom met a pretty girl named Becky Thatcher and he sat next to her.

One night Tom and his friend Huck went to the graveyard and looked for Hoss Williams's grave. They were afraid because they heard noises.

KEY

1, 2, 3 & 5: 1 his 2 on 3 going 4 him 5 work 6 interesting 7 after 8 sat
9 for 10 because

4: 1 A 2 C 3 B 4 A 5 C 6 B 7 A 8 B 9 C 10 B

6: 1 C 2 F 3 I 4 D 5 A 6 H 7 G 8 E 9 B

Chapters 5 and 6

1 Scrambled word cloze

Read the summary of Chapters Five and Six below. Choose one of the words from the box to write in each space. The first one has been done as an example.

out decided his and nothing clothes ~~to~~ their
asked told everywhere

Tom and Huck went (0) ~~to~~... visit Muff in jail because he was (1)..... friend. On the day of the trial Muff was there with his old (2)..... and sad face. The lawyer (3)..... Tom some questions and Tom (4)..... the truth. Injun Joe heard this and jumped (5)..... of the window and ran away.

Tom and Huck wanted to find a treasure (6)..... they went to the house on Cardiff Hill. They looked (7)..... but they found (8)..... When they were upstairs they saw Injun Joe and (9)..... friend downstairs. The men had a big treasure and the boys wanted it.

Injun Joe (10)..... to hide the treasure under the cross. But Tom and Huck didn't know where the cross was.

2 Scrambled word cloze with distracters (i)

Read the summary of Chapters Five and Six below. Fill each space with a word from the box. There are five words you do not need to use. The first one has been done as an example.

out there dress decided his and because nothing clothes
anywhere ~~to~~ their asked told everywhere decision

Tom and Huck went (0) ~~to~~... visit Muff in jail because he was (1)..... friend. On the day of the trial Muff was there with his old (2)..... and sad face. The lawyer (3)..... Tom some questions and Tom (4)..... the truth. Injun Joe heard this and jumped (5)..... of the window and ran away.

Tom and Huck wanted to find a treasure (6)..... they went to the house on Cardiff Hill. They looked (7)..... but they found (8)..... When they were upstairs they saw Injun Joe and (9)..... friend downstairs. The men had a big treasure and the boys wanted it.

Injun Joe (10)..... to hide the treasure under the cross. But Tom and Huck didn't know where the cross was.

3 Scrambled word cloze with distracters (ii)

Read the summary of Chapters Five and Six below. Fill each space with a word from the box. There are ten words you do not need to use. The first one has been done as an example.

out there our dress decided his and but because lawyer
 nothing clothes anywhere to their asked told said
 everywhere from decision

Tom and Huck went (0) to visit Muff in jail because he was (1)..... friend. On the day of the trial Muff was there with his old (2)..... and sad face. The lawyer (3)..... Tom some questions and Tom (4)..... the truth. Injun Joe heard this and jumped (5)..... of the window and ran away.

Tom and Huck wanted to find a treasure (6)..... they went to the house on Cardiff Hill. They looked (7)..... but they found (8)..... When they were upstairs they saw Injun Joe and (9)..... friend downstairs. The men had a big treasure and the boys wanted it.

Injun Joe (10)..... to hide the treasure under the cross. But Tom and Huck didn't know where the cross was.

4 Multiple-choice cloze

Read the summary of Chapters Five and Six below. Choose the best word (A, B, C or D) for each space. The first one has been done as an example.

Tom and Huck went (0) A visit Muff in jail because he was (1)..... friend. On the day of the trial Muff was there with his old (2)..... and sad face. The lawyer (3)..... Tom some questions and Tom (4)..... the truth. Injun Joe heard this and jumped (5)..... of the window and ran away.

Tom and Huck wanted to find a treasure (6)..... they went to the house on Cardiff Hill. They looked (7)..... but they found (8)..... When they were upstairs they saw Injun Joe and (9)..... friend downstairs. The men had a big treasure and the boys wanted it. Injun Joe (10)..... to hide the treasure under the cross. But Tom and Huck didn't know where the cross was.

- | | | | |
|----|-------------|------------|--------------|
| 0 | <u>A</u> to | B and | C for |
| 1 | A there | B them | C their |
| 2 | A clothes | B dress | C cloths |
| 3 | A made | B asked | C said |
| 4 | A telling | B tell | C told |
| 5 | A out | B from | C into |
| 6 | A but | B and | C because |
| 7 | A anywhere | B nowhere | C everywhere |
| 8 | A none | B nothing | C not |
| 9 | A him | B her | C his |
| 10 | A decided | B decision | C deciding |

5 Open cloze

Complete the summary of Chapters Five and Six below. Write ONE word for each space. The first one has been done as an example.

Tom and Huck went (0)..... visit Muff in jail because he was (1)..... friend. On the day of the trial Muff was there with his old (2)..... and sad face. The lawyer (3)..... Tom some questions and Tom (4)..... the truth. Injun Joe heard this and jumped (5)..... of the window and ran away.

Tom and Huck wanted to find a treasure (6)..... they went to the house on Cardiff Hill. They looked (7)..... but they found (8)..... When they were upstairs they saw Injun Joe and (9)..... friend downstairs. The men had a big treasure and the boys wanted it.

Injun Joe (10)..... to hide the treasure under the cross. But Tom and Huck didn't know where the cross was.

6 Put the sentences in order

The sentences A-J of the summary Chapters Five and Six below are in the wrong order. Put them in the right order and number them 1-10.

- A Injun Joe decided to hide the treasure under the cross.
- B The lawyer asked Tom some questions and Tom told the truth.
- C The men had a big treasure and the boys wanted it.
- D Tom and Huck went to visit Muff in jail because he was their friend.
- E But Tom and Huck didn't know where the cross was.
- F On the day of the trial Muff was there with his old clothes and sad face.
- G They looked everywhere but they found nothing.
- H Injun Joe heard this and jumped out of the window and ran away.
- I When they were upstairs they saw Injun Joe and his friend downstairs.
- J Tom and Huck wanted to find a treasure and they went to the house on Cardiff Hill.

7 Correct the mistakes!

This is an oral activity, so do not give the students any photocopies. Tell them the following instructions (or similar): 'I am going to tell you a summary of Chapters 5-6, but I am going to make some mistakes in the summary. When you hear a mistake please call out the right word or words.' As an example, in the version of the summary below there are 14 mistakes to read out, all written in italics. As a quick reminder to you, the correct version is given immediately afterwards in brackets.

Tom and Huck went to visit *Injun Joe* (Muff) in jail because he was their friend. On the day of the trial Muff was there with his *expensive* (old) clothes and *happy* (sad) face. The *reverend* (lawyer) asked Tom some questions and Tom told a *funny story* (the truth). *Aunt Polly* (Injun Joe) heard this and *broke* (jumped out of) the window and ran away.

Tom and Huck wanted to *steal* (find) a treasure and they went to the *graveyard* (house) on Cardiff Hill. They looked everywhere but they found nothing. When they were upstairs they saw Injun Joe and *Muff* (his friend) downstairs. The men had a big *knife* (treasure) and the boys wanted it.

Injun Joe decided to *throw* (hide) the treasure *into the river* (under the cross). But Tom and Huck didn't know where the *river* (cross) was.

8 Rub out

On the board / the interactive whiteboard, copy a short paragraph from the summary. Gradually, rub out individual words and even two- and three-word phrases. Begin by rubbing out some of the important content words. After each time you rub out some words get the whole class to read out the text, supplying the missing words from their memory.

Eventually, when all the words on the board have been rubbed out, the class will – amazingly! – remember all the text. The text used for the rub out activity need not taken from the summary. You could use a dramatic part of the story, for example.

9 Dictogloss

Sit the students in groups of two to five. Make sure that each student has pen and paper. Tell them that you are going to read out a summary of Chapters 5-6 twice, and that they may note down key words or short phrases. Read the text once at normal speed, pause for a minute, then read it again. Tell the students to work together in their groups and use their notes to write a text which is grammatically and lexically correct but which doesn't have to be the same as the original: the aim of their writing is to produce a correct text, not to show they have perfect memories!

Five minutes should be enough. Then students compare their written texts with each others'. This can be done by reading aloud, but it is better if the texts are passed around or stuck on a wall (or compared in electronic form). Groups should try to point out any errors in the texts of other groups.

Finally, show or give the students the original text; ask them to identify any differences with their own texts, and ask them if they think the differences are important.

10 Cut it down

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen/highlighter or access to computer. Tell them that they must cut 15 words from the summary: their shortened version must still be grammatically correct. They can change punctuation, but they mustn't add any words. Next, ask students to cut another 15 words of the summary, and proceed as above. As a final challenge, ask the students to cut yet another 15 words.

11 Build it up

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen or access to computer. Tell them that they must add two details, which they must choose themselves, to the summary. Tell them that the details they add can be words, phrases or even sentences. Tell them they shouldn't write fewer than five words, and that there is no upper limit, but they probably won't need more than about 25 words.

When they have finished, they should compare their versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the most interesting added details, and why.

12 Rewrite it

Tell the students to rewrite the summary changing some of the information. They should use their imagination to add details – which can be words, phrases or sentences – and change some of the words and phrases that are already there. When they have finished, they should compare their shortened versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the best cuts, and why.

SUMMARY

Tom and Huck went to visit Muff in jail because he was their friend. On the day of the trial Muff was there with his old clothes and sad face. The lawyer asked Tom some questions and Tom told the truth. Injun Joe heard this and jumped out of the window and ran away.

Tom and Huck wanted to find a treasure and they went to the house on Cardiff Hill. They looked everywhere but they found nothing. When they were upstairs they saw Injun Joe and his friend downstairs. The men had a big treasure and the boys wanted it.

Injun Joe decided to hide the treasure under the cross. But Tom and Huck didn't know where the cross was.

KEY

1, 2, 3 & 5: 1 their 2 clothes 3 asked 4 told 5 out 6 and 7 everywhere
8 nothing 9 his 10 decided

4: 1 C 2 A 3 B 4 C 5 A 6 B 7 C 8 B 9 C 10 A

6: 1 D 2 F 3 B 4 H 5 J 6 G 7 I 8 C 9 A 10 E

Chapters 7 and 8

1 Scrambled word cloze

Read the summary of Chapters Seven and Eight below. Choose one of the words from the box to write in each space. The first one has been done as an example.

near scared back told spent very got them richest ~~on~~ were

Becky's birthday picnic was (0) ~~on~~ Saturday and the children visited McDougal's Cave. They played (1)..... the entrance, but Tom and Becky (2)..... lost in the tunnels. Everyone in St Petersburg was (3)..... worried about (4)..... .

Tom and Becky (5)..... the night in the cave and they were hungry and (6)..... . On Tuesday the people of St Petersburg (7)..... happy because Tom and Becky returned. Tom (8)..... everyone about their adventures in the cave.

Tom and Huck wanted to find Injun Joe's treasure and went (9)..... to McDougal's Cave. They looked for the cross and when they saw it dug under it and found the treasure. They took the treasure to Aunt Polly and became the (10)..... people in town!

2 Scrambled word cloze with distracters (i)

Read the summary of Chapters Seven and Eight below. Fill each space with a word from the box. There are five words you do not need to use. The first one has been done as an example.

near scared over back scary told spent around very got them behind richest ~~on~~ were rich

Becky's birthday picnic was (0) ~~on~~ Saturday and the children visited McDougal's Cave. They played (1)..... the entrance, but Tom and Becky (2)..... lost in the tunnels. Everyone in St Petersburg was (3)..... worried about (4)..... .

Tom and Becky (5)..... the night in the cave and they were hungry and (6)..... . On Tuesday the people of St Petersburg (7)..... happy because Tom and Becky returned. Tom (8)..... everyone about their adventures in the cave.

Tom and Huck wanted to find Injun Joe's treasure and went (9)..... to McDougal's Cave. They looked for the cross and when they saw it dug under it and found the treasure. They took the treasure to Aunt Polly and became the (10)..... people in town!

3 Scrambled word cloze with distracters (ii)

Read the summary of Chapters Seven and Eight below. Fill each space with a word from the box. There are ten words you do not need to use. The first one has been done as an example.

near scared over became back much they scary told spent
around very got them up behind richest ~~on~~ were rich close

Becky's birthday picnic was (0) on Saturday and the children visited McDougal's Cave. They played (1)..... the entrance, but Tom and Becky (2)..... lost in the tunnels. Everyone in St Petersburg was (3)..... worried about (4)..... .

Tom and Becky (5)..... the night in the cave and they were hungry and (6)..... . On Tuesday the people of St Petersburg (7)..... happy because Tom and Becky returned. Tom (8)..... everyone about their adventures in the cave.

Tom and Huck wanted to find Injun Joe's treasure and went (9)..... to McDougal's Cave. They looked for the cross and when they saw it dug under it and found the treasure. They took the treasure to Aunt Polly and became the (10)..... people in town!

4 Multiple-choice cloze

Read the summary of Chapters Seven and Eight below. Choose the best word (A, B, C or D) for each space. The first one has been done as an example.

Becky's birthday picnic was (0) C Saturday and the children visited McDougal's Cave. They played (1)..... the entrance, but Tom and Becky (2)..... lost in the tunnels. Everyone in St Petersburg was (3)..... worried about (4)..... .

Tom and Becky (5)..... the night in the cave and they were hungry and (6)..... . On Tuesday the people of St Petersburg (7)..... happy because Tom and Becky returned. Tom (8)..... everyone about their adventures in the cave.

Tom and Huck wanted to find Injun Joe's treasure and went (9)..... to McDougal's Cave. They looked for the cross and when they saw it dug under it and found the treasure. They took the treasure to Aunt Polly and became the (10)..... people in town!

- | | | | |
|----|-----------|------------|-------------|
| 0 | A in | B at | <u>C on</u> |
| 1 | A near | B to | C over |
| 2 | A gets | B getting | C got |
| 3 | A many | B very | C much |
| 4 | A they | B those | C them |
| 5 | A spent | B spending | C spends |
| 6 | A scary | B scare | C scared |
| 7 | A were | B was | C be |
| 8 | A spoke | B said | C told |
| 9 | A behind | B back | C by |
| 10 | A richest | B richer | C rich |

5 Open cloze

Complete the summary of Chapters Seven and Eight below. Write ONE word for each space. The first one has been done as an example.

Becky's birthday picnic was (0) on Saturday and the children visited McDougal's Cave. They played (1) the entrance, but Tom and Becky (2) lost in the tunnels. Everyone in St Petersburg was (3) worried about (4) .

Tom and Becky (5) the night in the cave and they were hungry and (6) . On Tuesday the people of St Petersburg (7) happy because Tom and Becky returned. Tom (8) everyone about their adventures in the cave.

Tom and Huck wanted to find Injun Joe's treasure and went (9) to McDougal's Cave. They looked for the cross and when they saw it dug under it and found the treasure. They took the treasure to Aunt Polly and became the (10) people in town!

6 Put the sentences in order

The sentences A-I of the summary Chapters Seven and Eight below are in the wrong order. Put them in the right order and number them 1-9.

- A On Tuesday the people of St Petersburg were happy because Tom and Becky returned.
- B They took the treasure to Aunt Polly and became the richest people in town!
- C Everyone in St Petersburg was very worried about them.
- D Tom and Huck wanted to find Injun Joe's treasure and went back to McDougal's Cave.
- E Tom told everyone about their adventures in the cave.
- F They played near the entrance, but Tom and Becky got lost in the tunnels.
- G They looked for the cross and when they saw it dug under it and found the treasure.
- H Becky's birthday picnic was on Saturday and the children visited McDougal's Cave.
- I Tom and Becky spent the night in the cave and they were hungry and scared.

7 Correct the mistakes!

This is an oral activity, so do not give the students any photocopies. Tell them the following instructions (or similar): 'I am going to tell you a summary of Chapters 7-8, but I am going to make some mistakes in the summary. When you hear a mistake please call out the right word or words.' As an example, in the version of the summary below there are 15 mistakes to read out, all written in italics. As a quick reminder to you, the correct version is given immediately afterwards in brackets.

Becky's birthday *dinner* (picnic) was on *Wednesday* (Saturday) and the children visited *Widow Douglas's house* (McDougal's Cave). They played near the *river* (entrance), but Tom and Becky got lost on *Jackson's Island* (in the tunnels). No *one* (Everyone) in St Petersburg was very worried about them.

Tom and Becky spent the night in the house on *Cardiff Hill* (cave) and they had a *party* (were hungry and scared). On Tuesday the people of St Petersburg were happy because *Injun Joe* (Tom and Becky) returned. Tom told everyone about their adventures *on the steamboat* (in the cave).

Becky Thatcher (Tom and Huck) wanted to find Injun Joe's treasure and went back to McDougal's Cave. They looked for the *big bats* (cross) and when they saw it dug under it and found *an old bottle* (the treasure). They took the *dead rat* (treasure) to Aunt Polly and became the *poorest* (richest) people in town!

8 Rub out

On the board / the interactive whiteboard, copy a short paragraph from the summary. Gradually, rub out individual words and even two- and three-word phrases. Begin by rubbing out some of the important content words. After each time you rub out some words get the whole class to read out the text, supplying the missing words from their memory.

Eventually, when all the words on the board have been rubbed out, the class will — amazingly! — remember all the text. The text used for the rub out activity need not taken from the summary. You could use a dramatic part of the story, for example.

9 Dictogloss

Sit the students in groups of two to five. Make sure that each student has pen and paper. Tell them that you are going to read out a summary of Chapters 7-8 twice, and that they may note down key words or short phrases. Read the text once at normal speed, pause for a minute, then read it again. Tell the students to work together in their groups and use their notes to write a text which is grammatically and lexically correct but which doesn't have to be the same as the original: the aim of their writing is to produce a correct text, not to show they have perfect memories!

Five minutes should be enough. Then students compare their written texts with each others'. This can be done by reading aloud, but it is better if the texts are passed around or stuck on a wall (or compared in electronic form). Groups should try to point out any errors in the texts of other groups.

Finally, show or give the students the original text; ask them to identify any differences with their own texts, and ask them if they think the differences are important.

10 Cut it down

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen/highlighter or access to computer. Tell them that they must cut **15** words from the summary: their shortened version must still be grammatically correct. They can change punctuation, but they mustn't add any words. Next, ask students to cut another **15** words of the summary, and proceed as above. As a final challenge, ask the students to cut yet another **15** words.

11 Build it up

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen or access to computer. Tell them that they must add two details, which they must choose themselves, to the summary. Tell them that the details they add can be words, phrases or even sentences. Tell them they shouldn't write fewer than five words, and that there is no upper limit, but they probably won't need more than about **25** words.

When they have finished, they should compare their versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the most interesting added details, and why.

12 Rewrite it

Tell the students to rewrite the summary changing some of the information. They should use their imagination to add details — which can be words, phrases or sentences — and change some of the words and phrases that are already there. When they have finished, they should compare their shortened versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the best cuts, and why.

SUMMARY

Becky's birthday picnic was on Saturday and the children visited McDougal's Cave. They played near the entrance, but Tom and Becky got lost in the tunnels. Everyone in St Petersburg was very worried about them.

Tom and Becky spent the night in the cave and they were hungry and scared. On Tuesday the people of St Petersburg were happy because Tom and Becky returned. Tom told everyone about their adventures in the cave.

Tom and Huck wanted to find Injun Joe's treasure and went back to McDougal's Cave. They looked for the cross and when they saw it dug under it and found the treasure. They took the treasure to Aunt Polly and became the richest people in town!

KEY

1, 2, 3 & 5: 1 near 2 got 3 very 4 them 5 spent 6 scared 7 were 8 told
9 back 10 richest

4: 1 A 2 C 3 B 4 C 5 A 6 C 7 A 8 C 9 B 10 A

6: 1 H 2 F 3 C 4 I 5 A 6 E 7 D 8 G 9 B



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