

TEACHER'S NOTES BOOKLET

THE ADVENTURES OF
TOM SAWYER

MARK TWAIN

CONTENTS

Background information	3
Activities before reading the story	4
Activities while reading the story	4
Activities after reading the story	6
Extended writing	7
Projects	7
Worksheets	8
Key to Book Exercises	15

GRADING SCHEME

LEVEL ONE (500 headwords)

present simple
present continuous (present)
going to (future)
past simple
imperative
can (ability and permission)
would like (requests and offers)
must (obligation)
let's, shall (suggestions)
gerunds
adverbs (time, manner and place)
adjectives (comparatives and superlatives)

LEVEL TWO (800 headwords)

all of the above, plus
present continuous (future)
going to (intentions)
present perfect
past continuous
past perfect
passive (simple forms)
will/shall (future, requests and offers)
must/can't (deduction)
have to (obligation)
should (advice)
gerund as subject
too/enough + adjective
reported speech (with *ask/tell/say*)
zero and first conditional
defining relative clauses

LEVEL THREE (1200 headwords)

all of the above, plus
present perfect continuous
passive (all tenses excluding modals)
was/were going to
used to
make/let
may/might (possibility)
reported speech

LEVEL FOUR (1800 headwords)

all of the above, plus
past perfect continuous
future perfect
future continuous
passive (modals)
had better/would rather
second and third conditionals

BACKGROUND INFORMATION

Life in nineteenth-century Missouri

Law and order

Each community was responsible for its own law and order. There were no policemen; even the jail had no guards (see page 41). A sheriff was responsible for dealing with law and order in the town or village. A judge (Judge Thatcher, in this story) would visit the town or village for part of the year. When Tom and Becky disappear after the picnic, there is a search party made up of all the men in the village (see page 98). These days, it is the job of policemen to search for missing people.

Superstition and local traditions

People in simple villages were often superstitious and believed strongly in good and evil (see pages 26 and 39). There are also several examples of traditional customs in the story (see page 25, where Aunt Polly pulls out Tom's tooth and page 42, when Aunt Polly orders bottles of - unfamiliar - Pain-killer for Tom's illness).

Transport

There were no cars. People rode on horseback (see page 98, when the men set off to search for Tom and Becky), or used the ferry-boat (see pages 50 and 53 - Tom's way of getting from and back to the island).

School

Children at school were not as free as they are these days. They could not choose their subjects, and had to obey the teachers - there were no students' rights! The classrooms had rows of desks and the boys usually sat on one side of the classroom, away from the girls (see page 28). The teachers used to beat the boys and girls regularly, and often very hard (see pages 28, 66 - 'I suppose he'll beat me.' - and 69).

Religion

Sundays were very serious days for village communities, which were usually very religious. Everyone (except Huck Finn - see page 26) had to go to church and the children all had to go to Sunday school. They had to wear smart clothes and look very clean. They had to learn verses from the Bible (see chapter 4). Religion plays an important part in the story: for example, Mrs Douglas refers to Huck Finn as 'God's child' and says that he has 'God's mark' on him (see page 99); Tom believes that a ghost won't come where there is a cross (see page 110) and Huck believes that Devils don't work on Sundays (see page 26).

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Tom Sawyer*. Here you will find a wide variety of activities based on the story. The activities include extended writing and project work. Materials for the students are given on the worksheets on pages 8 to 14.

There are seven worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual tasks* or a combination of these. You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

In discussion activities, decide whether you want your students to use English or their own language.

Activities before reading the story

1 Talk about the cover No WS *Whole class, groups or pairs*

- Give students the book and ask them to study the cover. What kind of story do they think this is? Who is Tom Sawyer? What kind of boy do they think he is? What sort of adventures will he have? Ask them to think about, discuss and answer these questions. Then talk about the students' predictions about the novel as a whole class activity.

2 Read about Tom WS 1 *Groups*

- Divide students into groups of four, if possible.
- Photocopy and cut out a different extract from the worksheet for each group. Give each group one of the extracts to read together. Ask the students to discuss the extracts and think about the character of Tom.
- Students then re-form to form new groups, consisting of students who have read different extracts. Ask students to share information about Tom. What do all the extracts have in common? Which of Tom's character traits do the extracts reveal? Students discuss their findings with each other, then share information with the whole class.

Activities while reading the story

3 Write Tom's diary WS 2 *Individuals*

- Start this activity after page 11, then repeat at the end of each chapter.
- Ask students to read Tom's first entry in his diary. Tell them to imagine that they are Tom. At the end of each chapter, they should write a paragraph summarising Tom's thoughts about the events in each chapter. (In this way, students are producing an ongoing summary of the main events in the story.)

4 List the untruths in the story No WS *Individuals*

- Start this activity at the beginning of the story and continue until the end.
- Ask students to keep a record in their notebooks of all the untruths that occur in the story.
- Set aside a few minutes after reading each chapter for students to think about and note down any untruths that occur in that chapter.

Answers (*numbers refer to chapters*)

- 1 Tom denied that he had been eating jam and that he had been swimming instead of going to school.
- 2 Tom pretended to like painting the fence.
- 4 Tom pretended to have earned the tickets at Sunday school.
- 5 Tom pretended to have toothache.
- 7 Injun Joe told Muff Potter that he, Muff Potter, had killed the doctor.
- 9 Injun Joe told the sheriff that Muff Potter killed the doctor.
Tom denied Aunt Polly's suggestion that he had something on his mind.
- 10 Tom said that he didn't know what was wrong with the cat.
- 14 Tom and Joe pretended to like smoking.
- 15 The three boys had pretended to be dead.
- 16 Tom told his Aunt he had dreamt about the conversation she had with Mrs Harper.
- 19 Tom said he had torn the picture in Mr Dobbins' book.
- 29 Becky let her mother believe that she was going to stay with Susan Harper.

5 Aunt Polly's rules WS 2 *Individuals*

- Set this task after reading Chapter 5.
- Tell students to read the list of rules written by Tom's Aunt Polly and decide whether they are true (T) or false (F).

Answers

1 T 2 T 3 F 4 T 5 F 6 T

6 Write a letter of advice WS 3 *Groups or pairs, then individuals*

- Set this task after reading Chapter 8.
- Hand out Worksheet 3 and tell students to read the letter Aunt Polly wrote to a friend.
- Working in small groups of three or four, or in pairs, students should discuss her problems with Tom and think of advice to give her. Write these structures on the board:

Why don't you...? You should... You shouldn't... Don't...

- Tell students to write five or six sentences, using the models on the board.
- Ask groups or pairs to read their sentences to the whole class.
- Then, working individually, students write a letter of advice to Aunt Polly.

7 True or false? WS 3 *Individuals*

- Set this task after reading Chapter 9.
- Tell students to say whether the sentences are true (T) or false (F).

Answers

1 F 2 T 3 F 4 F 5 T 6 T 7 T 8 F 9 F 10 T

8 Order the events WS 3 *Individuals*

- Set this task after reading Chapter 15.
- The sentences on the worksheet are about Tom and his friends' adventure on the island (Chapters 11-15).
- They are in the wrong order. Ask students to put the sentences in the correct order, by numbering them 1-10.

Answers

The correct order is f, c, i, a, d, h, b, g, j, e.

9 Correct the summary WS 4 *Pairs or individuals*

- Set this task after reading Chapters 25-26.
- Hand out Worksheet 4 and tell students to read the summary of Chapters 25-26. The summary contains 10 errors. Ask students to find and correct the errors.

Answers (in italics)

Tom and Huck arrived at the haunted house at about midday on Saturday. They found themselves in a room with an ancient fireplace, but no floor, and empty windows. They threw the bag containing their digging things in a corner. They decided to explore further. They climbed a broken staircase to the upper floors. They were just about to open an old *closet*, when they heard voices. Two men came into the house. Tom and Huck lay on the broken floorboards and looked down into the room below. One of the men was a foreigner to St Petersburg. The boys had *seen him once or twice* before. He was deaf, and could not speak. He had long white hair and a beard. His clothes covered him from top to toe and he wore a hat pulled down over his eyes. The other man was rough and dirty. The boys were surprised when they heard the deaf man speak. It was the voice of *Injun Joe!* The two men ate some food and rested, then started talking about their stolen money. The 'deaf' man went to the fireplace and lifted a heavy *stone*. There was a sum of money - six hundred dollars - under it. He started to dig a hole in the corner of the room to bury the money. Then his knife hit something hard. It was a box. The other man came over to see. Then he noticed the boys' bag. He opened it, took out some *digging things* to give to his companion. Eventually his companion got the box open. There were thousands of dollars in the box, in *gold pieces*. The box had belonged to another robber gang, who were *hanged* long ago.

The 'deaf' man didn't want to hide the box away in the same place. He was afraid that the owners of the bag of digging things - Tom and Huck - might still be in the house. Perhaps they had seen him find the box of gold. He started to climb the stairs. Then suddenly, *the stairs* collapsed and he fell to the ground. The two men decided to leave the haunted house and *take* the money *with them*, to hide in a secret place later.

10 Prove the quotation WS 4 *Individuals*

- Set this task after reading Chapter 33.
- Ask students to read the spidergram illustrating various aspects of Tom's character. Examples of proof of these character traits can be found on the pages or in the chapters given in brackets. Ask students to find this proof and write it down alongside the character traits.

Activities after reading the story

11 Picture prompts *WS 5 Individuals*

- Hand out Worksheet 5 and ask students to look at the pictures. All the pictures are connected to different events or parts of the story. Some of them are referred to directly in the story, e.g. the inky book. Others feature indirectly in the story, e.g. the bunch of keys Tom and Huck collect to try to open the door of room 2 in the tavern.
- Using the pictures as reminders, the students should write a paragraph about the event or part of the story associated with that picture.

Answers (page numbers)

1 (14) 2 (62) 3 (11) 4 (64) 5 (42) 6 (86)
7 (110) 8 (89)

12 Group the words *WS 5 Pairs or individuals*

- Tell students to write the words in the box under one or more of the three headings, according to their association with the headings. Some words can belong to more than one group. As long as students can justify their choice, accept different answers from the suggested answers given below.

Suggested answers

Crime and Criminals: robber, gang, treasure, hanged, jail, lawyer, sheriff

The River: ferry-boat, fishing-line, rocks, skiff, pirate, island, boat

The Cave: valley, fishing-line, oil lamp, treasure, rocks, passages, opening, party-dress, boat

13 Who is being described? *WS 6 Pairs or individuals*

- Hand out Worksheet 6 and ask the students to read the sentences from the story. Who is talking or being described in each case? Ask the students to match the sentences with the characters.

Answers

- 1 Sid
- 2 Alfred Temple
- 3 Mr Dobbins
- 4 Injun Joe
- 5 Becky
- 6 Amy Lawrence
- 7 Mr Douglas
- 8 Tom
- 9 Muff Potter
- 10 Huck Finn
- 11 Doctor Robinson's father
- 12 Judge Thatcher
- 13 Joe Harper
- 14 The Minister

14 Tick the descriptions *WS 6 Individuals*

- Tell students to choose the two words or phrases which best describe each character.

Answers

Tom: a natural leader, a romantic

Aunt Polly: forgiving, emotional

Huck Finn: independent, lawless

Sid: obedient, unadventurous

Injun Joe: violent, cruel

15 How does Tom feel? *WS 7 Pairs or individuals*

- Draw a rough copy of the graph on the board.
- Show students the paragraph about Tom's feelings for Becky on page 18. Mark a point on the graph at the intersection of the scale for 'happy' (10) on the left, and the reason at the bottom. Then show the students the paragraph describing Tom's feelings about his Aunt's injustice on page 20. Mark a point on the graph at the intersection of the scale for 'unhappy' (about 2 or 3) on the left, and the reason at the bottom. Join the points with a line. Tell the students to continue marking and joining points on the graph as they read the story.

Extended writing

16 Write the ending *No WS Individuals*

- Set this task after reading page 82.
- Ask students to imagine that the book ends here, as Tom and Huck realise they are in the haunted house with Injun Joe. What do they imagine the ending would be? Ask them to write the ending of the story in two or three paragraphs.

17 Describe Tom's adventure *No WS Individuals or pairs*

- Set this task after reading page 107.
- Refer students to the paragraph on page 106: 'Tom lay on the sofa with an audience around him and described their adventure. His story ended with his final attempt alone to find a way out of the cave.'
Tell students to imagine that they are writing down Tom's story as he tells it. Tell them to plan their stories first:
 - paragraph 1 – Tom and Becky get separated from the rest of the party in the cave.
 - paragraph 2 – Tom and Becky realise they are lost.
 - paragraph 3 – Tom meets Injun Joe as he tries to find a way out of the cave.
 - paragraph 4 – Tom's final attempt to find a way out of the cave is successful.
- When all the students have written their stories, ask them to exchange stories with other students in the class and compare them.

Projects

1 Write a 'missing' poster *No WS Groups or pairs*

- Tell students that they are going to draw up a 'missing' poster for Tom and Becky upon their disappearance after the trip to the cave.
- First, ask students what kind of information they would expect to find on a 'missing' poster (drawing or photo, name, age, appearance, what they were last seen wearing or doing, who they were with). They should brainstorm all the words used in the story to describe the appearance and clothing of the two children, then work together to draw up a poster. Illustrations of the characters from the book can be photocopied and used as images on the posters.
- When all the posters are finished, ask students to display them on the walls of the classroom for their classmates to see.

2 Draw a map showing Tom's home and his adventures *No WS Groups or pairs*

- Ask students to work in small groups of three or four. Tell them that they are going to draw a map showing Tom's village and surroundings.
- They should use an atlas to find the best place for the imaginary village of St Petersburg (refer to the descriptions of the village and its surroundings in the book and in the introduction). Make sure students include Jackson's Island, the Illinois bank of the river, the cave etc. on their maps. In the town itself, they should include all the places mentioned in the story (e.g. the school, the courthouse, the church, the graveyard, the jail, the two taverns etc.). As far as possible, these should be in suitable positions, based on any descriptions given in the book (for example, the graveyard is 'about a mile from the village').
- When all the maps are finished, display them on the classroom walls for students to look at.

Note: Students should not feel that these maps are meant to be works of art – simple line drawings will be adequate. However, very enthusiastic classes might want to use colour, magazine pictures and other material to make their work more of a 'collage'.

Do this activity before reading the story.

ACTIVITY 2 Read about Tom

A

In full view of his aunt, he tried to steal some sugar. His aunt hit him sharply on the hand.
 'Aunt, you don't hit Sid when he takes it,' complained Tom.
 'Well, Sid doesn't worry me the way you do,' replied Aunt Polly. When she went into the kitchen a few minutes later, Sid put his fingers into the sugar and then into his mouth. In doing so, he knocked the sugar off the table and onto the floor. But when she came back, Aunt Polly asked no questions.
 'Hold on, Aunt! What are you hitting me for? Sid dropped it!'
 But she only said, 'Well, you've probably caused some other trouble that I don't know about.'

C

Each child had to learn at least two verses each week.
 The reward was one blue ticket. For ten blue tickets a child would get one red one. And ten red ones were equal to one yellow ticket. And a child with ten yellow tickets was given a small Bible. Very few people of Tom's age managed to do it. And Tom had never been a very good learner.
 On his way to church, Tom stopped to talk to boys in his class. He used the toys he had won from them the previous day to buy a number of tickets of various colours.
 Mr Walters... needed a 'star' among the children - someone with a collection of yellow tickets. Tom Sawyer came forward. He offered nine yellow tickets, nine red tickets and ten blue ones... and demanded a Bible.

B

He imagined that he could see himself on his death-bed, with his aunt crying over him. She would ask him to forgive her but he would turn his face against the wall and die without a word. Her tears would fall like rain upon his cold, white face...
 Enjoying these satisfying thoughts, Tom... stood, hoping to see the new girl again. Then he lay down with his hands together in front of him. Perhaps he would die out there in the darkness, alone and unloved. In the morning, she would cry over his poor, lifeless body.

D

'A piece of bark from a dead tree. I wrote a message on it to say we were safe. I wish you'd woken up when I kissed you.'
 The hard lines on his aunt's face became softer.
 'Why did you kiss me, Tom?'
 'Because I love you so much and you looked so sad...' said Tom.
 As soon as he was gone, she ran to Tom's closet. She took out the old jacket he had worn on the island.
 'Of course, it was a lie,' she said to herself.
 'But it was a kind lie. I don't want to find out. I won't look.'
 She put the jacket back, then suddenly put her hand in the pocket. A moment later, she was reading Tom's message through a mist of tears.
 'I could forgive that boy now if he told a million lies!' she said.

WORKSHEET

2

Do these activities after reading the chapters given.

ACTIVITY 3 Write Tom's diary

Do this activity after reading page 11, then at the end of each chapter:

Read the first entry in Tom's diary. Then imagine that you are Tom. Write a paragraph in 'your' diary about the events in each chapter:

This afternoon I ate some jam. Then I hid from Aunt Polly because I'm not allowed to eat jam... While she was looking for me under the bed, I came out of the cupboard quietly. But she caught me. I ran away from her. Then I went swimming. I didn't go to school. It was too hot. Last week Aunt Polly sewed up the front of my shirt so that I couldn't take it off to go swimming. But I cut the thread and took it off

anyway. Then I sewed it up again. I always carry two needles with me - one with black thread and one with white. But this time I made a mistake. I used black thread to sew it up again and Aunt Polly had used white thread... Stupid Sid noticed it and told Aunt Polly. She would never have known if it wasn't for him. I'm going to make him pay for this...

ACTIVITY 5 Aunt Polly's rules

Do this activity after reading Chapter 5.

Read the list of rules written by Tom's Aunt Polly and write T (true) or F (false) next to each one.

- 1 Tom has to wear Sunday clothes on Sundays.
- 2 One of Tom's duties is to help Sid cut the firewood for the next day.
- 3 Sid is not allowed to eat sugar.
- 4 Tom is not allowed to eat a lot of jam.
- 5 All the children have to learn a Bible verse every day.
- 6 Tom is not allowed to play hookey.

Do these activities after reading the chapters given.

ACTIVITY 6 Write a letter of advice

Do this activity after reading Chapter 8.
Read this letter Aunt Polly wrote to a friend.
Working in small groups or in pairs, discuss her problems with Tom and think of advice to give her.

Look at these advice structures:

Why don't you...? You should...

You shouldn't... Don't...

Write five or six sentences, using these structures.

When you have finished, read your sentences to the whole class.

Then, working individually, write a letter of advice to Aunt Polly.

I don't know what to do about Tom ... He's my dear dead sister's child and I want to bring him up right. But he loves to joke and have fun. I'm afraid I can't discipline him. He does what he wants to. I try to keep a firm hand on him, but he's so clever. He always knows what I'm thinking, or what I'm going to do, and he seems to be one step ahead of me every time. He disobeys all my rules. I'm afraid for him. Sometimes he doesn't realise the dangerous situations he could get into - for example, climbing out of his window at night to go wandering around the town in the dark. I have tried to make him do extra work, I have tried beating him - I have even sewn up his shirt so that he can't play hookey and go swimming instead! But none of these things stop Tom from doing what he wants ...

ACTIVITY 7 True or false?

Do this activity after reading Chapter 9.
Say whether the sentences are true (T) or false (F).

- 1 Tom woke up when he heard a neighbour throwing a bottle at a cat.
- 2 Tom and Huck reached the graveyard at about 12.30a.m.
- 3 They saw three people hiding in the long grass.
- 4 The doctor was pushing a small handcart.
- 5 Muff Potter and Injun Joe put the dead body on the handcart.
- 6 The doctor didn't want to pay them another five dollars for their work.
- 7 The doctor's father had put Injun Joe in jail five years ago.
- 8 Injun Joe hit the doctor on the head with a piece of wood.
- 9 Injun Joe drove the knife into Muff Potter.
- 10 Muff Potter was too drunk to remember what had happened.

ACTIVITY 8 Order the events

Do this activity after reading Chapter 15.
These sentences are about Tom and his friends' adventure on the island (Chapters 11-15). They are in the wrong order. Put the sentences in the correct order, by numbering them 1-10.

- a The boat disappeared during the night. _____
- b Tom wrote a message for his aunt on a piece of bark. _____
- c They sailed to the island in an old boat. _____
- d They swam, fished and explored the island. _____
- e Tom heard his Aunt talking about the funeral for the three boys. _____
- f Tom, Joe and Huck met at midnight, with food and fishing equipment. _____
- g Tom swam to the bank of the river. _____
- h They heard gunshots from a ferry-boat. _____
- i At about two o'clock, they made a fire and cooked a meal. _____
- j Tom hid on the ferry-boat and swam the last few yards to the village. _____

WORKSHEET

4

Do these activities after reading the chapters given.

ACTIVITY 9 Correct the summary

Read this summary about the events in Chapters 25 - 26. It contains 10 errors. Find and correct them.

Tom and Huck arrived at the haunted house at about midday on Saturday. They found themselves in a room with an ancient fireplace, but no floor, and empty windows. They threw the bag containing their digging things in a corner. They decided to explore further. They climbed a broken staircase to the upper floors. They were just about to open an old box, when they heard voices. Two men came into the house. Tom and Huck lay on the broken floorboards and looked down into the room below. One of the men was a foreigner to St Petersburg. The boys had never seen him before. He was deaf, and could not speak. He had long white hair and a beard. His clothes covered him from top to toe and he wore a hat pulled down over his eyes. The other man was rough and dirty. The boys were surprised when they heard the deaf man speak. It was the voice of Muff Potter! The two men ate some food

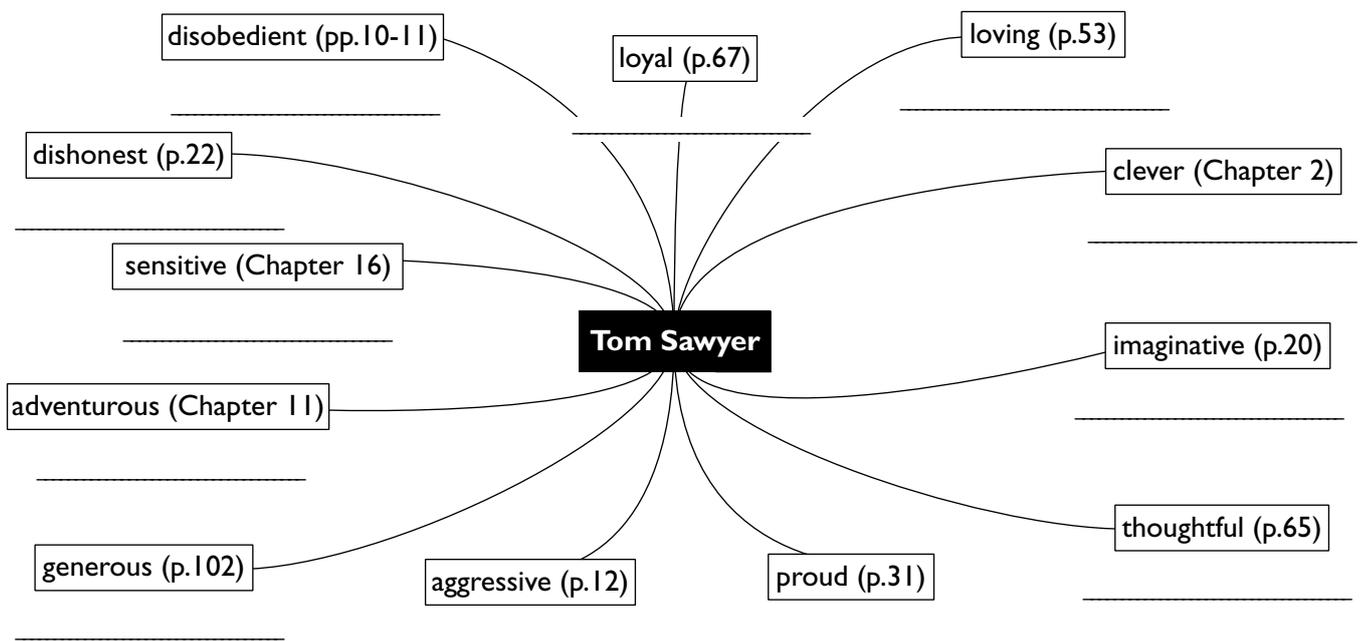
and rested, then started talking about their stolen money. The 'deaf' man went to the fireplace and lifted a heavy floorboard. There was a sum of money - six hundred dollars - under it. He started to dig a hole in the corner of the room to bury the money. Then his knife hit something hard. It was a box. The other man came over to see. Then he noticed the boys' bag. He opened it, took out some food to give to his companion. Eventually his companion got the box open. There were thousands of dollars in the box, in silver pieces. The box had belonged to another robber gang, who were sent to jail long ago.

The 'deaf' man didn't want to hide the box away in the same place. He was afraid that the owners of the bag of digging things - Tom and Huck - might still be in the house. Perhaps they had seen him find the box of gold. He started to climb the stairs. Then suddenly, he collapsed and he fell to the ground. The two men decided to leave the haunted house and leave the money there, to hide in a secret place later.

ACTIVITY 10 Prove the quotation

Read the spidergram illustrating various aspects of Tom's character. Examples of 'proof' of these character traits can be found on the pages or in the

chapters given in brackets. Find the 'proof' and write it down below the character traits.



WORKSHEET 5

Do these activities after reading the story.

ACTIVITY 11 Picture prompts

Look at these pictures. All the pictures are connected to different events or parts of the story. Using the pictures as reminders, write a paragraph about the event or part of the story associated with that picture.



ACTIVITY 12 Group the words

Write the words in the box under one or more of the three headings, according to their association with the headings. Some words belong to more than one group.

Crime and Criminals	The River	The Cave
robber valley gang ferry-boat fishing-line oil lamp treasure gang hanged jail rocks skiff pirate island passages boat opening lawyer party-dress sheriff		

WORKSHEET

6

Do these activities after reading the story.

ACTIVITY 13 Who is being described?

Read these sentences from the story. Who is talking or being described in each case? Match the sentences with the characters.

- 1 He was a quiet boy, who always behaved well and never caused any trouble.
- 2 He had the smart look of a boy from the city.
- 3 He had always wanted to be a doctor, but his parents had been too poor to pay for medical training.
- 4 He had been in jail several times for stealing and violent crimes.
- 5 She was a lovely little thing, with blue eyes and long fair hair.
- 6 He had loved her for months, and a week ago, she had confessed to the same feelings for him.
- 7 He sent me to jail. Because of him, I was beaten in front of the whole town - beaten like a dog. Then he died - too soon for me to make him pay!
- 8 He wasn't bad, just full of fun - like any young thing...
- 9 He was too weak and stupid to act alone but he often helped Injun Joe.
- 10 He was the son of the village drunkard. He did what he liked. He never had to go to school or church. He slept outside and stayed up as late as he wanted.
- 11 Five years ago, your father had me put in jail as a vagrant.
- 12 He hoped Tom would one day become a great lawyer or a great soldier. He intended to send the boy for training in both careers.
- 13 Yes, I do want to see my mother, and you would too, if you had one. I'm going home.
- 14 He blamed himself for seeing only their faults when they were alive. He was sorry that he had sometimes beaten them. Now he remembered their goodness and told stories showing their sweet, generous natures.

Mr Dobbins
 Doctor Robinson's father
 The Minister
 Sid
 Tom
 Joe Harper
 Amy Lawrence
 Alfred Temple
 Judge Thatcher
 Mr Douglas
 Huck Finn
 Becky
 Injun Joe
 Muff Potter

ACTIVITY 14 Tick the descriptions

Choose the two words or phrases which best describe each character:

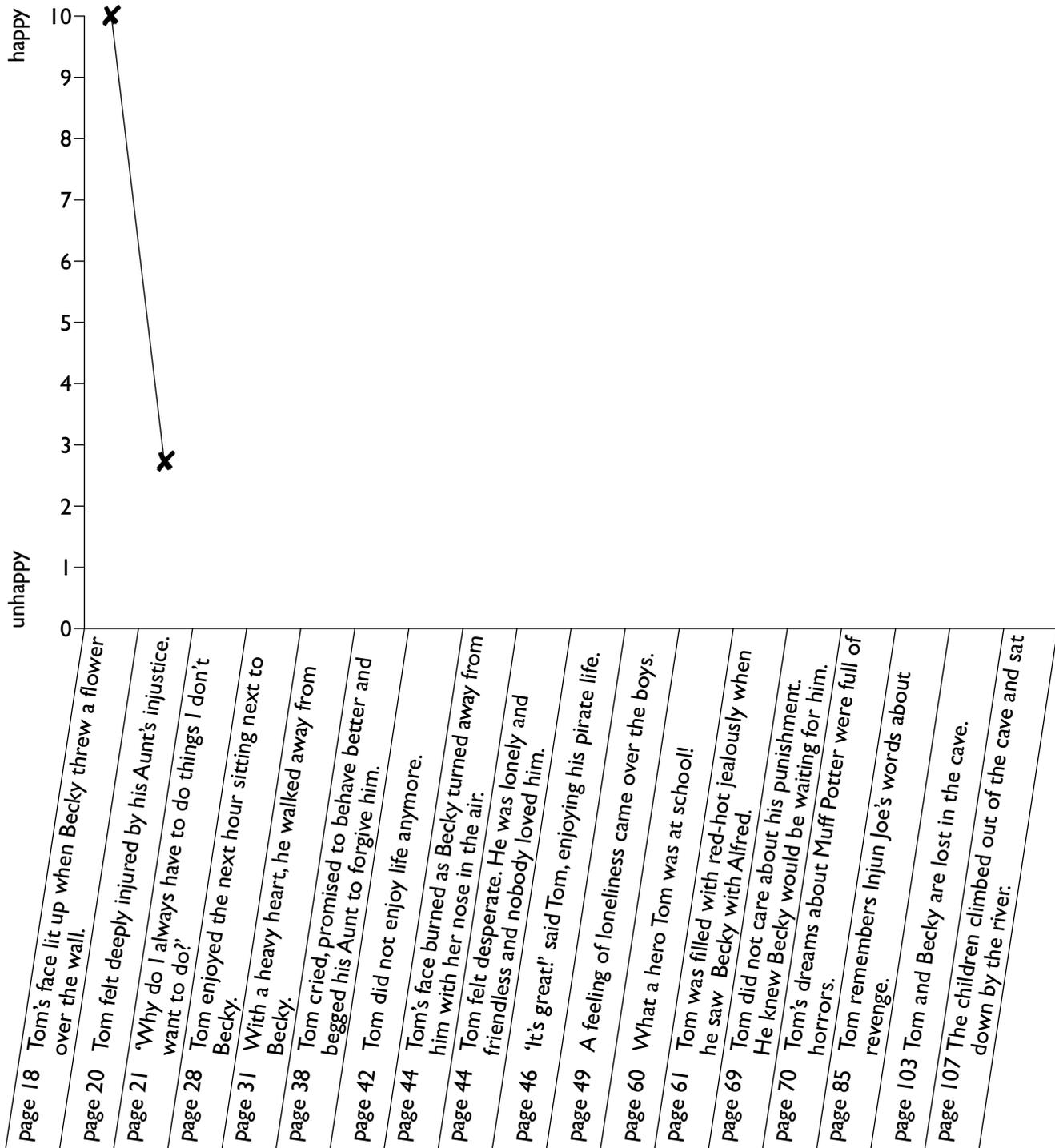
Tom: mean, a natural leader, nervous, a romantic
 Aunt Polly: lovely, forgiving, emotional, unkind
 Huck Finn: a drunkard, independent, lawless, aggressive
 Sid: obedient, clever, friendly, unadventurous
 Injun Joe: violent, moody, cruel, bored

Do these activities after reading the story

ACTIVITY 15 How does Tom feel?

Look at the graph. Read the paragraph about Tom's feelings for Becky on page 18. Mark a point on the graph at the intersection of the scale for 'happy' (10) on the left, and the reason at the bottom.

Now read the paragraph describing Tom's feelings about his Aunt's injustice on page 20. Mark a point on the graph at the intersection of the scale for 'unhappy' (about 2 or 3) on the left, and the reason at the bottom. Join the points with a line. Continue marking and joining all the points on the graph.



KEY TO BOOK EXERCISES

A Comprehension

- 1 He looked like a boy from the city.
- 2 He acted as if painting the fence was art, instead of work.
- 3 She threw a flower over the wall to him.
- 4 They all wanted to show off in front of him.
- 5 She tied one end of a piece of thread to his tooth and the other end to the bed. Then she pushed a piece of hot firewood towards him. He moved away in fright, and the thread pulled his loose tooth out as he did so.
- 6 Because Tom told her he had been 'engaged' before.
- 7 Injun Joe pushed a knife into Dr Robinson's heart.
- 8 They promised never to tell anyone what they had seen in the graveyard that night.
- 9 Muff Potter's knife was found next to the dead body.
- 10 She was trying to cure Tom of his strange illness.
- 11 They were both in trouble at home and felt lonely and friendless.
- 12 They had stolen food from their homes and caught fish on the island.
- 13 He swam to the ferry port and hid away on the ferry. When he returned, he took the skiff belonging to the guard on the ferry-boat and swam the last few yards to the island.
- 14 He told them about his plan to surprise everyone at the funeral, which he knew would be held for the boys.
- 15 He blamed himself for only seeing their faults and for sometimes beating them.
- 16 He 'dreamt' about everything he had seen and heard from under the bed when his Aunt was talking to Mrs Harper.
- 17 He spilt the ink on Tom's exercise book.
- 18 She told Aunt Polly that it had been Tom's plan to arrive at the church in the middle of the funeral.
- 19 She knew that Alfred had spilt ink on Tom's exercise book, and that Tom would be blamed for it.
- 20 He had often been kind to them.
- 21 They proved that Tom's story about what happened in the graveyard was true.
- 22 Injun Joe did not know that Huck was with Tom that night.
- 23 He got the ideas from adventure stories he read.
- 24 They needed to see where the shadow of a big branch fell at midnight.
- 25 They left their bag of digging things in the room. That made Injun Joe think that there was someone in the house.
- 26 The Murrel gang hid the gold long ago. They were caught soon afterwards and hanged.
- 27 He didn't want anyone to think that Huck might have been with him in the graveyard that night.
- 28 He saw Injun Joe in the room, drunk on the floor.
- 29 Judge Thatcher and his family returned and Tom spent the day playing with Becky.
- 30 He thought they were moving their treasure.
- 31 He was afraid Injun Joe would find out and want to take his revenge on him.
- 32 They realised the children were missing the day after the picnic. Both Mrs Thatcher and Aunt Polly thought the children were sleeping at Mrs Harper's house the night after the picnic.
- 33 Injun Joe.
- 34 He followed passages, using his fishing line as a guide to find his way back. He noticed some light at the end of a passage and discovered it was an opening in the cave.
- 35 It was a cross marked on a big rock in the cave.
- 36 He produced bags of gold coins.
- 37 He didn't like wearing shoes and smart clothes and having to behave well. Tom told him he would not have Huck in his gang of pirates if Huck didn't learn to read and be smart.

B Working with Language

- 1
 - a 'It'll be hard for him having to work on a Saturday when all the other boys are having a holiday.'
 - b Sid was a quiet boy who always behaved well.
 - c Tom was eating his supper while Aunt Polly asked him questions.
 - d All the mothers of the village hated Huck because he was lazy and lawless.
 - e Becky had a piece of chewing gum which they took in turns to chew.
 - f The boys hid in the tall grass at the edge of the graveyard, where they had a good view of Hoss Williams' grave.
 - g Muff Potter was too weak and stupid to act alone.
 - h As they walked away, he felt very lonely indeed.
 - i The minister himself was crying so hard that he could not continue.
 - j Although Huck was frightened of Injun Joe, he had to warn Mrs Douglas.
 - k All the doctors were at the cave, so Mrs Douglas offered to look after the sick boy.
- 2 The / a / - / a / the / - / The / the
- 3
 - a Which river did he see below?
 - b Who was Tom afraid of?
 - c Why did Huck hate his life with Mrs Douglas?
- 4
 - a would have noticed
 - b painting, taking
 - c dies
 - d was
 - e wanted
 - f has drowned

THE RICHMOND READERS SERIES

The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in four levels, from beginner to upper-intermediate. Our grading scheme has been devised with reference to the Council of Europe's Waystage and Threshold syllabi and the Cobuild lists of the most frequently occurring words in the English language. Structures and vocabulary have been selected according to two criteria:

- 1 what students are likely to have been taught
- 2 what students will be able to deduce through transference from their own language

Each Reader has a glossary and a number of different exercises to check comprehension and practise language manipulation.

The Teacher's Notes Booklets are a unique feature of the Richmond Readers Series. Each Reader has an accompanying booklet with photocopiable worksheets, background notes for the teacher and ideas for additional activities, discussion work and project material.

Richmond Readers offer the student

Well-written stories in a variety of styles which guarantee an enjoyable reading experience.

Language which is carefully graded to ensure that the Readers will be within the appropriate language level.

Background information, glossaries and comprehension exercises to encourage student autonomy.

Richmond Readers offer the teacher

A broad selection of genres which will appeal to a wide variety of students.

Support for the teacher, with a large number of additional activities and projects provided in the Teacher's Notes.



Richmond Publishing
58 St Aldates
Oxford OX1 1ST
United Kingdom
© Richmond Publishing 1997
First published 1997
Revised 2010
EAN: 8431300108172

All rights reserved.

No part of this work may be reproduced, stored in a retrieval system or transmitted in any form, electronic, mechanical, photocopying or otherwise without the prior permission in writing of the copyright holders. Any infringement of the rights mentioned would be considered a violation of the intellectual property (Article 270 of the Penal Code). If you need to photocopy or scan any fragment of this work, contact CEDRO (Centro Español de Derechos Reprográficos, www.cedro.org).

However, the publisher grants permission for the photocopying of those pages marked 'photocopiable', for individual use or for use in classes taught by the purchaser only. Under no circumstances may any part of this book be photocopied for resale.

Design: Giles Davies Design
Illustrations: Kathy Baxendale
