

7 CLIL • Language and literature:

The Adventures of Tom Sawyer

Aim

Read and understand an extract from a work of literature.

Warm-up

With books closed, ask: *Do you like reading literature? What books do you like reading? Why do you like these books?* Elicit a range of answers. To involve more students in the discussion, as books are mentioned ask: *Is there a film of this book? Who likes this film?* Encourage students to express their own opinions.

Background

The Adventures of Tom Sawyer was written by the American writer Mark Twain and first published in 1876. The novel tells the story of Tom's adventures with a group of friends, which include spending time on Jackson's Island. While they are on the island, Tom becomes aware that the boys' families believe they have drowned in the river. He decides to return home just in time for his own funeral. Huckleberry Finn, mentioned in the extract, appears as the main character in a later novel by Twain: *The Adventures of Huckleberry Finn*, published in 1884.

Exercise 1

Students work in pairs to check the meanings of the words. Check answers with the class and check that students understand all the words. Students then complete the sentences with the correct words. Check answers with the class.

ANSWERS

- 1 the dark 2 run away 3 pipe
4 sleep out

Exercise 2

Allow students time to read through the questions. Students read the text and answer the questions. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 He was scared / he saw Injun Joe's face in the dark.
- 2 He wanted to get away / do something exciting.
- 3 Three (Tom, Joe, Huck)
- 4 On Jackson's Island.
- 5 They thought it was very good / the best dinner in the world.

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I can read and understand an extract from a work of literature.

- 1 Check the meanings of the words in the box and complete the sentences.

pipe sleep out
the dark run away

- 1 We got up when it was 3 a.m., so we left the campsite in
- 2 We wanted to because there were a lot of insects near the river.
- 3 Smoking a is bad for your health.
- 4 If you in summer, you can look at the stars in the night sky.

- 2 Read the text. Then answer the questions.

- 1 Why couldn't Tom sleep?
- 2 Why did Tom want to go to Jackson's Island?
- 3 How many boys went to the island?
- 4 Where did they make a fire?
- 5 What did they think of their dinner?

- 3 2:30 Read and listen to the text. Find a person or place for sentences 1–4.

- 1 Someone Tom didn't like
- 2 A place with boats
- 3 The place where the boys went to sleep out
- 4 Tom and Joe's friend

- 4 **USE IT!** Work in pairs. What did Tom and his friends do the next day? Write a short paragraph. Then compare with another pair.

The next day the boys got up at 8 a.m. Then they ...

THE ADVENTURES OF TOM SAWYER

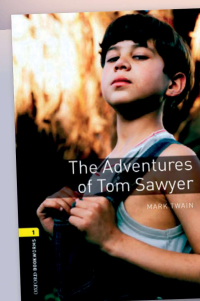
Summer came, and there was no school. Tom didn't want to think about Muff Potter and Injun Joe, but it wasn't easy. At night, in bed, he saw Joe's face in the dark, and he couldn't sleep.

One hot summer day he and Joe Harper were down by the Mississippi River. They fished and talked.

"Let's get away from here!" - said Tom.

"Let's go and do something exciting somewhere."

"OK", said Joe. "But what? And where?"



"Let's run away. Let's sleep out under the trees on Jackson's Island, a desert island," said Tom. "Let's ask Huck Finn, get something to eat and don't let anyone else know."

That night three boys in a small boat went down to Jackson's Island. They had some bread and some meat, and Huck had his pipe, too. They cooked the meat over the fire and had the best dinner in the world. Soon they stopped talking, their eyes closed and they slept.

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Extract from Oxford Bookworms Library: *The Adventures of Tom Sawyer* by Mark Twain, retold by Nick Bullard

Exercise 3 2-30

Students read and listen to the text and find a person or place to match each sentence. Check answers with the class.

ANSWERS

- 1 Muff Potter / Injun Joe
- 2 Mississippi River
- 3 Jackson's Island
- 4 Huck Finn

Exercise 4 USE IT!

Read out the example beginning of the next paragraph and elicit some ideas about what the boys did the next day, e.g. *looked for food, caught some fish, built a shelter*. Ask questions to encourage students to think about how the story continued, e.g. *Do you think they slept well? How did they feel in the morning?* Put students into pairs to write a short paragraph. Put pairs together into groups of four to compare their paragraphs. Ask some pairs to tell the class what was similar in their paragraphs and what was different.

Optional activity: Speaking

Write these adjectives on the board:
intelligent brave adventurous honest
Check that students understand the words, then ask: *Which of these words describes Tom Sawyer? Why?* Elicit a range of answers and encourage students to explain their answers, e.g. *He's intelligent because he thinks about getting food before they go to the island. He's brave because he isn't scared to sleep out at night. He isn't very honest because he doesn't tell his family where he's going.* Ask students to think about other teenage characters that they know in books, films or TV series. Elicit a few suggestions, e.g. *Harry Potter*. Put students into small groups to discuss which teenage characters they admire and why. Ask groups to tell the class about a character they admire.