

The Prince and the Pauper

By Mark Twain

Chapter 2

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Level: Elementary

Age: Teenagers / Adults (may also be suitable for some Young learners)

Duration: Approx. 60 minutes

Aims: In this lesson, the students will:

1. learn vocabulary related to royalty;
2. listen to understand the key plot details;
3. listen for detail;
4. learn and practise the use of *both*.

Materials: one copy of the worksheet per student; one copy of the full transcript per student; Track 1 (first part of Chapter 2); Track 2 (middle part of Chapter 2); Track 3 (end of Chapter 2); Track 4 (full audio) downloaded from onestopenglish

Summary: The year is 1547. In London, two boys from very different families live very different lives. One is Edward Tudor, Prince of Wales and future King of England; the other is Tom Canty, the son of a thief. Then one day they meet and their lives change forever. In Chapter 2, the kind-hearted prince gives Tom an invitation to lunch, to the surprise of the guards and servants. Both boys are interested to learn how the other one lives but their curiosity soon gets them into trouble!

Vocabulary

Aims: to recap the story and remind the students of their predictions; to learn vocabulary related to royalty.

1. Ask the class some questions about the last lesson:

- *What is the name of the story?*
- *Who is it by?*
- *What's the prince's name?*
- *What's the pauper's name?*
- *Where do they live?*
- *What do they have in common?*
- *What is different about their lives?*
- *What do you think is going to happen?*

2. Tell the students that Chapter 2 happens in the prince's house. Find out if they remember the name of a house where a royal family live. Explain that they are going to draw the prince in front of his palace and that you are going to tell them what to draw. Reassure them that this is not an art class! Prove this by drawing the prince as a simple stick man on the board. Hand out the worksheet and show them the drawing space for the Vocabulary activity.

3. Read the following text aloud to the class. As you speak, accompany the words with

actions and gestures to illustrate what you are saying (so, for example, pretend to draw your sword when you mention the sword):

*Draw the **prince** in the centre of the picture. He is wearing expensive clothes and a hat on his head with a **feather** in it. He has a **sword**, too. There is a **servant** with him. Behind him is the **palace**. It has big windows and **towers** going up very high. There is a **gate** in front of the palace and two **guards** are standing to the right and left of the gate. The royal **carriage** is parked next to the palace.*

4. Let the students look at and compare each other's pictures. You could draw one too, so that the students can laugh at your artistic skills. Check their drawings – they will show whether the students have understood the meaning of the words. If there are any errors or omissions in the drawings, use other students' drawings to clarify.

5. Ask the students to label their pictures by drawing lines from the words around the picture to the relevant objects and people.

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Listening 1

Aim: to listen for detail

1. Direct students to Listening 1. Explain that they are going to listen to the first part of Chapter 2 and should decide if the statements are true or false. Give them a minute to read the statements and prepare to listen. Play Track 1.

2. After they have listened, give them time in pairs to compare their answers. Conduct whole-class feedback. If the statements are false, ask the students to say why.

Key:

1. F. Tom went for a walk because he was sad.
2. T
3. T
4. F. There were lots of people.
5. F. There were guards to stop ordinary people from entering.
6. F. He ran to the gates but a guard pulled him away from the gates.
7. F. The guard called him a 'beggar boy'.
8. F. He was angry with the guard.
9. F. He told servants to make food for Tom.
10. T

Listening 2

Aim: to listen for specific information

1. Summarize the situation in the story: Tom, a nine-year-old boy from a poor family, is sitting with the future king of England, a very different boy of the same age. Ask the class for their opinion of Prince Edward; is he a good prince, do they think? Why did he invite Tom in? Ask the class how each boy is feeling.

2. Explain that Edward is very interested in Tom and asks some questions. They are going to listen to the conversation. There is a summary of the conversation on the worksheet which they need to complete as they listen. Point out Listening 2. Make sure they have read and understood the text before you play Track 2.

3. When the track has finished, invite volunteers to read a sentence at a time.

Key: 1. happy; 2. hit; 3. the Tower of London / prison; 4. angry; 5. sisters;


6. servants; 7. clothes; 8. teacher;
9. went swimming / swam

Grammar

Aim: to practise *both*

1. Write on the board:

Tom is nine AND Edward is nine



 _____ of them are nine

Ask the class to think of one word which means 'Tom AND Edward'; if they cannot give an answer, supply *both* yourself. Show how *Both of them* can be replaced by *Both of the boys*, *Both boys*, and *Both Tom and Edward*. Point out the subject-verb agreement also changes: *is* becomes *are*.

2. Tell the students to look at the Grammar activity on the worksheet. Give them three minutes to write sentences with *both*. Go through the possible answers as a whole class.

Key:

1. *Both of the boys / Both boys / Both of them / Both Tom and Edward have a sword / have swords.*
2. *Both of the boys / Both boys / Both of them / Both Tom and Edward walked into the palace.*
3. *Both of the boys / Both boys / Both of them / Both Tom and Edward can read.*
4. *Both of the boys' fathers / Both Tom and Edward's fathers get angry sometimes.*
5. *Both of the boys / Both boys / Both of them / Both Tom and Edward have got two sisters.*

3. Now ask them to look again at the original sentences on the worksheet and underline the words that replace *both*.

Key: 1. *and*; 2. *too*; 3. *So*; 4. *like*; 5. *also*

Listening 3

Aim: to listen for detail

1. Explain to the class that they are going to listen to the last part of Chapter 2. They will need to answer some questions but there are some words they first need to understand. Here are some suggestions for ways of clarifying the meaning of the words:

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swap – you could swap pens with a student to clarify

mirror – mime looking at yourself in the mirror

bruise – ask the class what colour your skin goes if you hit it hard

suit of armour – ask how a king protected his body when fighting in battles in the past or draw a picture

2. Ask them to read the Listening 3 questions on the worksheet. Then play Track 3.

3. Hand out the transcript to let the students check their answers. Then go through the answers with the class.

Key:

1. *The prince thinks Tom's life sounds interesting. He is sometimes bored in the palace.*
2. *They look the same.*
3. *Shout at the guard.*
4. *He hides a gold object.*
5. *He pushes the prince out of the palace.*
6. *They laugh because they do not believe he is the prince.*

Speaking

Aims: to practise talking about things in common; to activate the use of *both*

1. Point out that although Tom and Prince Edward have very different lives, they find many things in common. Explain that the students are going to find things in common with other students. Invite ideas of things that people might have in common and write the students' ideas on the board. These might include: hobbies, family, possessions, experiences, football teams!, ambitions and so on.

2. For this activity they should not sit next to someone that they know well, so you should probably move them around. One way to do this is to allocate each student a number. If there are 20 students in the class, allocate one half of the class numbers 1 to 10 and the other half 1 to 10. Each pair of students with the same number then pair up.

3. Give the class five minutes to chat. They must find as many things in common as they

can. Tell them that extra points will be awarded for interesting answers, so 'We both learn English' is not acceptable! You may want to put some background music on to encourage them to speak, especially as they are with partners that they do not normally talk to. Make sure that they keep a note of the things they find in common – that's very important.

4. When the five minutes are up, go around the pairs and ask them to tell you how many things they found in common. The pair with the most common points will need to justify their claim by telling the class. When they do, encourage use of *We both, too,* and *like* (as illustrated in the Grammar activity).

Follow-up tasks

1. The students write the diary entry of Prince Edward for that day. It starts: 'I met an interesting boy today ...'
2. The students create a picture dictionary of all the new words they learnt from the story.
3. Continue the summary writing project.

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Vocabulary

Draw the picture your teacher is describing.



palace

servant

feather

prince

sword

tower

carriage

gate

guards

Worksheet

Listening 1

Listen and decide if the statements are true (T) or false (F).

1. Tom was happy so he went for a walk. _____
2. He walked a long way. _____
3. Tom liked the palace. _____
4. There were not many people outside the palace. _____
5. Ordinary people could go in to the palace. _____
6. Tom ran into the palace. _____
7. The prince called Tom a 'beggar boy'. _____
8. The prince was angry with Tom. _____
9. The prince made some food for Tom. _____
10. Tom ate meat and vegetables. _____

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Listening 2

Listen and complete the summary.

The prince asked Tom his name and where he lived. Tom was (1)_____ to answer his questions. Tom told the prince that his grandmother (2)_____ him. This made the prince very angry, so he said he would put her in (3)_____. The prince said that his father also got (4)_____. Both of the boys had two (5)_____. The prince was very surprised that Tom's family didn't have any (6)_____ to help them get dressed. The prince offered to give Tom's family some new (7)_____. Tom said he didn't go to school but, like the prince, he had a (8)_____. Tom told him what he did with his friends. He said he played with swords and (9)_____ in the river.

Worksheet

Grammar

Rewrite the sentences. Use 'both'.

1. Tom has a sword and Edward has a sword.

2. Prince Edward walked into the palace. Tom did, too.

3. Prince Edward can read. So can Tom.

4. Edward's father gets angry sometimes, like Tom's father.

5. Edward's got two sisters. Tom also has two sisters.

Look at sentences 1-5 again. What word in each sentence has the same meaning as 'both'?

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Listening 3

Listen and answer the questions.

1. Why does the prince want to **swap** clothes with Tom?

2. Why are the boys surprised when they look in the **mirror**?

3. What does the prince decide to do when he sees Tom's **bruise**?

4. What does the prince hide in the **suit of armour**?

5. What does the guard do when he sees Prince Edward?

6. What did the other people do when they saw Prince Edward? Why?

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Transcript

Track 1

The morning after his dream, Tom felt sad and hungry. He left his home and he walked and walked. Tom thought about princes and palaces. After a long time, he arrived at the royal palace in Westminster. It was very far from Offal Court.

Tom was amazed. He thought the palace was beautiful. It was a large building, with lots of tall towers and big windows. Outside the palace gates, people from all over the country waited. Everybody wanted to see the Royal Family.

Tom saw fine carriages with white horses go into the palace. Rich, important people were sitting in the carriages. They did not look at the poor, dirty people outside. Two strong guards stood at the gates to stop ordinary people from entering.

Tom waited in his rags and looked through the gates. He was hoping to see the prince. He saw some servants walk into the palace. Then a young boy came out of the palace. He wore expensive clothes and a hat with purple feathers. He was carrying a sword. The servants all bowed.

Tom knew the boy was the prince and was very happy. He heard the people shout, 'Long live the prince!' Tom was lucky. This was a real prince, Prince Edward! Tom wanted to see the prince better. He ran to the palace gates but a guard pulled him away.

'Go away, beggar boy!' shouted the guard.

Prince Edward heard the guard and felt sad for Tom. 'Don't do that!' shouted the angry prince to the guard. 'He's only a boy. Let him in!' The gates opened, and the pauper Tom Canty walked slowly into the royal palace.

'You look tired and hungry,' said the prince. 'You must eat.'

The prince's servants were surprised and worried. Poor people did not eat in the palace.

'Bring this boy food and then leave us alone!' the prince said to his servants.

Track 2

Soon, Tom was sitting in a beautiful dining room, eating beef and chicken with potatoes. At home, Tom was always hungry. He never dreamt he would eat nice food like this.

Tom ate and the prince watched him. The prince was very interested in Tom. For the first time in his life, he asked a pauper some questions.

'What's your name?' he said.

'Tom Canty,' said Tom, quietly.

'Where do you live?' asked the prince.

'In Offal Court, near London Bridge,' replied Tom. Tom was surprised that the prince was interested but he was very happy to answer the prince's questions.

'Have you got a mother and father?' continued the prince.

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‘Oh yes. I’ve also got two sisters and a grandmother. But I don’t like my grandmother.’

‘Why don’t you like your grandmother?’ asked the prince.

‘Because she’s a bad woman. She hits me,’ answered Tom.

‘That’s terrible!’ said the prince. Tom saw that he was very angry. ‘I will send her to prison in the Tower of London!’ he shouted.

‘But only important people go to prison in the Tower of London,’ replied Tom.

‘Yes. That’s true,’ said the prince. ‘Is your father kind?’

‘No, he hits me, too,’ replied Tom.

‘I understand,’ said the prince. ‘My father is sometimes angry. Does your mother hit you?’

‘No, my mother and my sisters are very kind,’ said Tom.

‘I have got sisters, too,’ said the prince. ‘They are called Lady Elizabeth and Lady Mary. I have also got a cousin called Lady Jane Grey. Lady Elizabeth and Lady Jane are very nice but Lady Mary is not. She gets very angry with her servants. Do your sisters get angry with their servants?’

‘They haven’t got any servants,’ replied Tom.

‘Then who helps them to get dressed?’ asked the prince.

‘We all get dressed ourselves and we don’t have many clothes,’ said Tom. The prince did not understand. How could people get dressed themselves? A servant always helped him.

‘You can have one of my servants,’ he said. ‘I will also give you and your sisters lots of new clothes. Do not thank me. It is nothing.’

‘That is very kind of you, sir,’ said Tom.

‘You speak very well. Where do you go to school?’ the prince went on.

‘I don’t go to school,’ Tom said. ‘A good man called Father Andrew taught me to read and write.’ The prince smiled. ‘I have got a teacher as well,’ he said.

‘Tell me about your home. Are you happy there?’

Tom thought about Offal Court.

‘Yes,’ he said. ‘Sometimes there are puppet shows and plays in the street. I play with my friends and sometimes we hit each other with wooden swords for fun.’

‘That sounds wonderful!’ the prince said.

‘In summer,’ continued Tom, ‘we go swimming in the river. We also dance and we play in the mud.’

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Transcript

‘Excellent!’ replied the prince happily. ‘I’d really like to wear your clothes, see a puppet show, play with friends and swim in the river! Sometimes I get very bored here.’

‘Well,’ said Tom, ‘I’d really like to dress like a prince!’

‘Really?’ said the prince. ‘Well, we’ll swap clothes! I’ll wear your clothes and you can wear mine!’

A few minutes later, Tom was wearing the prince’s expensive clothes and the hat with purple feathers. The prince was wearing Tom’s dirty old rags.

‘Look in the mirror!’ said the prince. Tom looked and he was very surprised.

‘We have got the same eyes,’ continued the prince. ‘We have got the same hair. We have even got the same face!’

It was true. The two boys looked exactly the same. They were like twins.

But then the prince saw one small difference between them.

‘You have got a bruise on your hand,’ he said to Tom. Tom looked at his hand and saw a big black mark on it.

‘How did you get it?’ asked the prince.

‘That guard hurt me when he pushed me away from the palace gates,’ Tom said. This made the prince very angry.

‘I’m going to find that guard and shout at him,’ said the prince. ‘Before I go, I must put this thing in a safe place.’ The prince had a beautiful, gold object in his hand. The prince hid the gold object in a suit of armour. Then he quickly ran out of the room. He went to the palace gates.

‘Who are you?’ asked the guard.

‘I am the prince,’ he said. The guard did not believe him because he was wearing rags.

‘Don’t be stupid!’ the guard shouted, and opened the gate. ‘You’re only a beggar boy!’ He pushed the prince out of the palace and onto the street. All the people on the Street laughed at the prince.

‘I am Prince Edward, the future King of England!’ the prince shouted, but everybody laughed. He was alone and outside the palace. Nobody believed he was the prince.

Track 2 end