

The Prince and the Pauper

By Mark Twain

Chapter 4

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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. explore the emotion of *worry*;
2. listen for general understanding and order the events in the story;
3. learn and practise the structure *make someone do something*;
4. write advice to a person about to become them for a day!

Materials: one copy of the worksheet per student; one copy of the full transcript per student; Track 1 (first part of Chapter 4); Track 2 (rest of Chapter 4) 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 4, while Edward is struggling with his predicament in the streets of London, Tom is having a very different, but just as troubling, experience in the palace.

Speaking

Aim: to explore the concept of *worry*

1. Remind the class that the last chapter was about the Prince's troubles in the streets of London and tell them that in this lesson they will think about Tom. Ask whether they think he is having a better or worse time than Edward. Hand out the worksheets, one per student, and tell them to look at the Speaking activity. Put them in pairs or groups of three and ask them to discuss the questions in pairs as if they were Tom. Give them two minutes for this.

2. Get the whole class's attention and ask them to share what they decided about Tom. Make sure that in your discussion of question 3 you mention and explain the adjective *worried*.

Listening 1

Aim: to listen for gist and specific information

1. Explain that the students are going to listen to the first part of Chapter 4. Show them the illustration on the worksheet and ask who they think the two people in the picture are. Teach *on your knees*, an important phrase in the text, by writing on the board: *Tom is on his _____* and by pointing to your knees.

2. Tell the students to listen and answer the questions that accompany the picture. Play Track 1.

3. Share the students' answers to the questions by nominating individuals.

Key:

1. The woman is Lady Jane (students may remember she is Edward's cousin).
2. Tom is worried because the prince hasn't returned and he thinks the guards will put him in prison.
3. Lady Jane is worried because of the boy's behaviour – she can't understand why the prince is on his knees. She thinks the prince is mad.

Listening 2

Aim: to listen and put the events in order

1. Tell the class that they are going to listen to the second part of Chapter 4 and they need to put the events in order. Direct them to the Listening 2 activity. Give them a minute or two to read through the sentences before playing Track 2.

2. When they have finished listening, hand out the transcripts so that they can check their answers. Once they have had time to read the transcript, go through the answers together.

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After sentences 5 and 6, ask the class why they think the king asks Tom questions in another language, and after the last question, elicit from the class that Tom has to attend an important event the following day, the Great Banquet.

Key:

1. They take Tom to the king.
2. People help Tom to walk because he is so frightened.
3. Tom begs the king not to send him to prison.
4. The king realizes that his son is mad.
5. The king asks Tom a question in another language, which he answers.
6. The king asks Tom a question in another language, which he cannot answer.
7. The king asks Tom a question about an important object, which he cannot answer.
8. Tom decides to act like a prince.
9. The king tells his servants to let Tom rest.

Grammar

Aim: to practise the structure *make someone do something*

1. To introduce the structure, make one of the students do something in class. For example, you could drop a pen by your feet and ask a student to pick it up. Ask the class:

- *What did Abdul do?*
- *Did he want to do it?*
- *So why did he do it?!*

Write on the board:

I made Abdul pick up the pen.

Ask: *Why isn't it 'picked' up?* (Because it is the infinitive).

Write: *make + someone + do + something*

Don't forget to thank Abdul for his patience!

2. Ask members of the class different questions to practise the structure:

- *What do teachers make students do?*
- *What do parents / bosses / dog owners make their children / workers / dogs do? etc.*

3. Now tell the students to complete sentences 1-3 of the Grammar activity. When they have done this, they should do questions 4 and 5, where they have to find the answers in the transcript. Go through the answers as a whole class.

Key:

1. Tom's father made his children / Tom and his sisters steal.
2. Prince Edward made the guard let Tom in to the palace.
3. Prince Edward made the servants bring Tom food.
4. Then there was a knock at the door, which made Tom jump.
5. 'Anyone who makes him work will go to prison.'

Writing

Aims: to write a letter giving advice

1. Introduce the final activity by summarizing the two boys' problem: Tom and Edward are both living lives that they don't know. Ask the class to imagine trying to live another class member's life. Ask them to think of some problems they would have. You could start the flow of ideas by suggesting one. For example, how would they know where to go after the lesson? Encourage lots of different ideas to do with daily routine, family and friends, responsibilities, work or school etc.

2. Tell the class that this is going to happen at the end of the lesson; they are going to swap lives with another person in the class! They don't know who it is, but for the next 24 hours they will live the life of a classmate. Fortunately, they have been warned and there is time to do something about it! Explain that they have ten minutes to write instructions on a piece of paper, so that when they swap lives they will have some information to help them.

3. Tell them to start writing instructions on a piece of paper. Encourage them to write as much as possible – the more information they have, the better. Write the following sentence stems on the board to help them:

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Please remember to ...

Don't forget to ...

You must ...

You should ...

You mustn't ...

Please don't ...!

Teacher's notes

Go around the room checking people's ideas and their use of English.

4. After ten minutes, tell the students to stop writing and to fold their pieces of paper up small. Collect them all (in a hat if possible), then invite students to take one piece of paper each. They should read the information on the piece of paper they have selected, and then try to guess whose life they will be living!

Follow-up tasks

1. The students continue with either their chapter summaries or Prince Edward's diary entries.
2. Students write a document for themselves called *Your life in five minutes*. They imagine that in 15 minutes time they are going to lose their memories. Before they lose their memories, they must write 'reminders' to themselves about their lives on a piece of paper. This exercise is based on an idea by Chris Roland (www.chrisroland.net).
3. The students re-read the story so far using the transcripts they have been given. They make a note of the new words they have come across.

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Speaking

Imagine you are Tom. Discuss the questions in pairs.

1. Where are you? How are you feeling?
2. What do you do while you are waiting for the prince to return?
3. He does not return for a long time. How do you feel now?
4. You must decide what to do. Do you:
 - a) try to find someone to explain the situation?
 - b) pretend to be the prince?
 - c) do something different? What?

Listening 1

Listen and answer the questions that go with the picture.



1. Who is the woman in the picture?
2. Why is Tom worried?
3. Why is the woman worried?

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Listening 2

Put the events in order, from first to last.

- People help Tom to walk because he is so frightened.
- The king asks Tom a question about an important object which he cannot answer.
- The king asks Tom a question in another language which he answers.
- The king asks Tom a question in another language which he cannot answer.
- The king realizes that his son is mad.
- The king tells his servants to let Tom rest.
- Tom decides to act like a prince.
- 1 They take Tom to the king.
- Tom begs the king not to send him to prison.

Grammar

Read the extracts and complete the sentences.

From Chapter 1

Tom's father did not work. He stole money and told Tom and his sisters to steal, too. Tom said he did not want to be a thief but his father hit him.

1. Mr Canty made _____.

From Chapter 2

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

'Don't do that!' shouted the angry prince to the guard. 'He's only a boy. Let him in!' The gates opened, and Tom Canty walked into the palace. 'You look tired and hungry,' said the prince.

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

2. Prince Edward _____ the guard _____.
3. Prince Edward _____ the servants _____.

Now find the *make someone do something* structure in Chapter 4. It is used twice.

4. _____.
5. _____.

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Transcript

Track 1

In the palace, Tom looked into the mirror for a long time. He saw himself wearing beautiful clothes. He looked very different to the normal Tom Canty, and he felt pleased.

Tom walked around the room and looked at all the expensive things. He played with the prince's sword and sat in the lovely chairs. As he played, he thought about his family and friends at Offal Court. What would they think if they could see him now? When he went home, he would tell them some good stories!

Suddenly, Tom began to worry. The prince left the room about thirty minutes ago. Where was the prince? A guard might find Tom there and send him to prison, or worse. Tom began to feel very lonely and frightened.

Then there was a knock at the door which made Tom jump. The door opened and the prince's cousin, Lady Jane, came into the room. She looked at Tom.

'You don't look good,' said Lady Jane. 'Are you OK, my prince?'

'Oh no, I'm not the prince!' cried Tom, on his knees. 'I'm a pauper called Tom Canty.' Young Jane did not understand and she was very worried.

'Why are you on your knees? You're the prince!' she cried, and ran out of the room.

Tom lay on the floor. He was so worried that he could not move. He thought the guards were coming to take him to prison.

Everybody found out about Lady Jane's visit to the prince very quickly. They all thought the prince must be mad but they could not talk about it. They would be sent to prison if they did.

Track 2

Tom was taken to Henry the Eighth. He was very frightened and felt weak. He could not walk very well and other people helped him. He entered the room and saw King Henry. The king was lying down. Tom could see the king was fat, old and very ill.

'How are you, my prince?' asked the king.

'Please do not send me to prison!' cried Tom.

The king did not understand why Tom said this and felt sad. He was worried about his son. 'Oh no, I hoped that it was not true but you are mad. Come here, my son. Do you know me?'

'You're the king! I'm a pauper. Please don't hurt me!' replied Tom.

'Why would I hurt you? You aren't a pauper. You're my only son, the prince,' said the king. 'You are mad. I will ask you some questions to find out if you are still clever.'

He asked Tom a question in Latin. Everybody was quiet. Tom knew some Latin because of Father Andrew's lessons. He answered the king correctly and everybody smiled. Then the king asked him a question in French.

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Transcript

‘I’m sorry,’ said Tom. ‘I don’t know this language.’ Everybody was very sad and worried again. The king tried another question.

‘Where is the Great Seal of England?’ he asked. The Great Seal was a very important, expensive object. Prince Edward took care of it for the king.

‘The Great *what?*’ replied Tom. He did not know what the king was talking about. ‘I’m sorry,’ said Tom, ‘I don’t know where it is.’

The king was very sad.

‘My son,’ said the king to Tom, ‘you will hide your madness from everybody. It is very important that you do not tell people you are a pauper. You will go to the Great Banquet tomorrow evening. I’m sure you will be OK soon.’

‘Yes, my king,’ Tom agreed. He would try to act like a prince from now on.

‘My son has worked too hard and he is mad!’ shouted the king. ‘He will rest and play games until he is better. Anyone who makes him work will go to prison. He will be King of England! Leave me now, I must rest.’

Tom left the king’s room feeling terrible. He could not leave the palace and he did not know if he would see his family again. He wanted to go home to Offal Court. He hated being a prince. He sat on his bed and thought about the Great Banquet. He was so worried he could not sleep.
