

The Prince and the Pauper

By Mark Twain

Chapter 5

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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 necessary to understand the chapter;
2. listen for specific language;
3. listen to understand the story;
4. study two types of multi-word verb;
5. re-enact a scene from the chapter.

Materials: one copy of the worksheet per student; one copy of full transcript per student; one copy of the role-play sheet cut into roles for every four students; Track 1 (whole of Chapter 5) 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 5, while the rest of London is celebrating his Grand Banquet, Prince Edward continues to suffer under Mr Canty's rule. But when Mr Canty finds himself a wanted criminal, Edward sees a chance to escape.

Vocabulary

Aims: to pre-teach vocabulary necessary for understanding the chapter: *argue, find out, murder, palm, run away, stick, straw*; to predict how these words figure in the story

1. Write the above words on the board. Explain to the class that all these words except one appear in Chapter 5 of the story. Tell them to call out the word you are trying to explain. There are a number of ways you could convey the meaning of these words. Here are some suggestions (but don't do them in order!):

argue – when you speak to someone in an angry way because you disagree [act it out]
fight – if people or animals fight, they hit, kick or bite, or use guns or other weapons against each other [act it out]
find out – if you have a secret, you don't want other people to do this; it means 'to discover' or 'know'
murder – the crime of killing someone
palm – the inside part of your hand [indicate]
run away – if you are afraid you might do this [mime running away]
stick – a thin piece of wood from a tree; [draw a picture]; you throw it for your dog

straw – dried grass, often used as bedding for horses and cows [draw a picture if possible]; you can sleep on it but it isn't very comfortable

2. To check understanding, either repeat step 1 in a different order and have them all shout out the words or ask them to define each word. Alternatively, ask them for the L1 equivalent.

3. Ask the students to think how the words could be connected to the story, which this week focuses on Prince Edward. You may want to ask for ideas about the first word, before putting them into pairs or groups of three in order to check they understand what to do. Give them one or two minutes to discuss all the words in their groups, then ask for ideas. Don't tell the class whether or not they are correct at this stage.

Listening 1

Aim: to listen for specific language and for gist

1. Hand out the worksheets, one copy per student. Ask the class to listen for the words from the previous activity. If they hear them, they should tick them. Play Track 1.

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2. After listening, ask students to talk to a partner about how each word features in the story.

3. Get feedback, firstly of which words they heard in the story (they should have heard all of them except *fight*), and secondly, if they know how they are connected to the story. Encourage any information at this stage; for example, praise a student who says that the stick is used to hit someone.

Listening 2

Aim: to listen for better understanding of the plot

1. Tell students that they are going to listen to the audio again. Ask them to read the questions in the Listening 2 activity on the worksheet. Give them time to read all of the questions. Then, play Track 1 again.

2. After listening, put the students into pairs to compare their answers. Hand out a transcript to each student and let them check their answers. Give them a few minutes to read and check. Answer any questions or doubts they may have about the story or the language.

3. Nominate students to answer the questions for the whole class to hear and confirm their answers.

Key: 1. Because Father Andrew tried to stop him from taking the boy by force; 2. Because the prince said that he lived in the palace; 3. She cried; 4. They hit him; 5. They made him warm and gave him food; 6. She woke him up / surprised him; 7. Mr Canty killed Father Andrew and the police would put him in prison; 8. He is angry because Tom is pretending to be him.

Grammar 1

Aim: to study two types of multi-word verbs: those with and without an object

1. Write on the board:

*The students sat down.
The teacher rubbed out the writing.*

If your students aren't familiar with *rub out*, choose a different transitive multi-word verb

that they are familiar with, e.g. *pick up (a pen)*.

2. Invite a student to underline the verbs. Question their choice if they underline the main verb but not the participle. Then invite another student to circle the object of the sentence. If they aren't familiar with this terminology, prior to these sentences you will need to write a first sentence, such as *John Canty hit Father Andrew*, and explain that the subject of the verb is the person doing the action (*i.e. John Canty*) and the object is the person affected by the action (*i.e. Father Andrew*).

3. Ask them to do the exercises in the Grammar 1 activity. For speed, you might ask for volunteers to call out the whole sentences before letting them underline the verbs and circle the objects on their own.

Key:

1. The prince tried to run away. (no object)
2. John Canty turned out the light.
3. She wanted to find out. (no object)
4. Mrs Canty woke him up.
5. John Canty picked up a bag.

Grammar 2

Aim: to practise the multi-word verbs

1. Point the students to the second grammar activity. Explain that they must complete the sentences with a verb from the previous activity. Depending on the verb, they may also need an object.

2. Let them compare their answers in pairs before conducting whole-class feedback.

Key:

1. What's Jane's secret? Did you **find out**?
2. The murderer **ran away** before the police arrived.
3. I want to go to sleep. Can you **turn out the light / turn the light out**?
4. My alarm clock is set for 8 o'clock. Don't **wake me up** before then.
5. That bag is too heavy for me. Can you **pick it up**?

Note: there may be some doubts about the position of the object; in question 3, the

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object can move (hence two possible answers) but in questions 4 and 5 they cannot go after the participle. This is because *me* and *it* are pronouns, and pronouns have to go before the participle:

Can you pick up the pen? ✓

Can you pick the pen up? ✓

~~Can you pick up it?~~ X

Can you pick it up? ✓

Speaking

Aim: to bring the dramatic scene at the start of the chapter to life

1. Put the students into groups of four, preferably with at least one female and at least two males in each. If multiples of four are not possible, or if there is an imbalance of males and females, there is flexibility – see below. Explain that they are going to pretend to be actors and directors and perform the dramatic scene from the chapter. Explain the four roles: two male characters (Edward and John), one female character (Mrs Canty) and a director (male or female).

Other possibilities:

- groups smaller than 4 – the director also plays one of the characters
- groups bigger than 4 – there are three more characters in the scene: Nan and Bet, Tom's sisters, who can say the line 'At home, of course', and the grandmother, who doesn't say anything but joins in with John hitting Edward.
- not enough males to play John and Edward – have a female play the part of Edward
- not enough females – have a male play the part of Mrs Canty

2. Assign the roles. It is recommended that the directors be played by confident, authoritative and respected members of the class, as the others need to listen to them. You can either assign roles yourself or let the director in each group assign roles.

3. Hand out the role-play cards. Show that the director has the script but that the actors can use the transcripts they were given earlier. They are the same except that Nan and Bet's line has been given to Mrs Canty for simplicity. Now get them rehearsing. Say that they have five minutes to rehearse before the performance. Ideally, the groups would go to separate rooms to rehearse so that they don't disturb each other; if this is not possible, have them in different corners of the room or in the corridor, as far apart as possible. Visit the groups and listen to their rehearsals. If you need to correct any pronunciation or make other comments, do so through the directors – remember, they are in charge!

4. After five minutes, nominate each group to perform the scene. Encourage the others to watch and applaud at the end. If you want, award Oscars for best actor, actress and director!

There are alternatives to performing the play 'live'. Students could record a film or radio play on mobile devices or, more ambitious and time-consuming, use a variety of internet-based programmes to create a talking comic strip or cartoon.

Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.
2. The students search for the best map of sixteenth-century London that they can find on the internet. They try to locate London Bridge and the palace or palaces where King Henry VIII lived.

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Listening 1

Listen and tick (✓) the words that you hear.

argue

fight

find out

murder

palm

run away

stick

straw

Worksheet

What connection do they have to the story?

Listening 2

Listen and answer the questions.

1. Why did Mr Canty hit Father Andrew?

2. Why were Tom's mother and sisters worried?

3. What did Tom's mother do when the prince said that he didn't know her?

4. What did Tom's father and grandmother do when the prince said he had no money for them?

5. What did Tom's mother and sisters do for the prince?

6. What did Mrs Canty do to see if the boy was her son?

7. Why did the Canty family run away?

8. How did the prince feel at the end of the chapter? Why?

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Grammar 1

Match the sentence halves to make sentences from the story.

- | | |
|----------------------------|----------------|
| 1. The prince tried to run | out. |
| 2. John Canty turned | away. |
| 3. She wanted to find | up a bag. |
| 4. Mrs Canty woke | him up. |
| 5. John Canty picked | out the light. |

Write the full sentences below. Underline the verbs and circle the objects.

- _____
- _____
- _____
- _____
- _____

Grammar 2

Complete the sentences with a multi-word verb from Grammar 1 (and an object if necessary).

1. What's Jane's secret? Did you _____?
2. The murderer _____ before the police arrived.
3. I want to go to sleep. Can you _____?
4. My alarm clock is set for 8 o'clock. Don't _____ before then.
5. That bag is too heavy for me. Can you _____?

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Role-play cards

You are an actor. You are playing the part of Edward, Prince of Wales but people think you are a poor beggar boy. Your friend Tom Canty's father has found you in the streets and has taken you back to his house in Offal Street. You saw him hit a man on the head and you are very angry.

You are an actor. You are playing the part of John Canty, a poor thief. You have just had a fight with Father Andrew and you are still very angry. You found your son, Tom, in the street and he is behaving very strangely. You have brought him home. You want to know how much money he has begged for you today.

You are an actress. You are playing the part of Mrs Canty, mother of three children. Your husband, John and son, Tom have returned home. They are both very angry. Tom is saying strange things. You are very worried about him.

You are the director. You are directing a play called The Prince and the Pauper. In this dramatic scene, the Prince is angry because everyone thinks he is Tom Canty, even Tom's family! You want all the actors to put emotion into the scene to make it very dramatic. Here is the script:

[John Canty pulls the prince into the Cantys' room]

Edward: Where am I?

Mrs Canty: At home, of course.

Edward: *[angry]* Home? This is not my home. I live in the palace.

Mrs Canty: *[worried, running to Edward]* What are you talking about? Tom, are you OK?

Edward: I am not Tom. I am Edward, Prince of Wales!

John Canty: *[shouts]* The Prince of Wales? Ha! My son thinks he's the Prince of Wales! He's mad!

Mrs Canty: My poor boy! You've read too much about princes. You aren't a prince. I am your mother.

Edward: *[angry]* I do not know you!

[Mrs Canty starts to cry]

John Canty: How much money did you get today, Tom?

Edward: I haven't got any money for you. I do not beg. I am a prince!

[John Canty gets very angry. He hits the prince again and again. Mrs Canty tries to stop him]

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Transcript

Track 1

John Canty took the prince to Offal Court. The prince shouted and tried to run away. Lots of people laughed at them but Father Andrew told John Canty to stop. John Canty hit Father Andrew on the head with a stick. Then he pulled the prince into the Cantys' room.

'Where am I?' asked the prince.

'At home, of course,' replied Nan and Bet.

'Home? This is not my home,' he cried out. 'I live in the palace.'

The sisters and Mrs Canty were very worried and they ran to him. 'What are you talking about?' asked Mrs Canty.

'Tom, are you OK?'

'I am not Tom,' said the prince. 'I am Edward, Prince of Wales!'

'The Prince of Wales. Ha! My son thinks he's the Prince of Wales!' shouted John Canty. 'He's mad!'

'My poor boy! You've read too much about princes,' said Mrs Canty. 'You aren't a prince. I am your mother.'

'I do not know you!' said Edward angrily.

Mrs Canty thought her son was mad and she started to cry.

'How much money did you get today, Tom?' asked John Canty.

'I haven't got any money for you. I do not beg. I am a prince!' replied Edward.

This made John Canty very angry and he hit the prince again and again. Then Grandmother Canty hit him. Mrs Canty tried to stop them but she could not.

John Canty turned out the light and went to sleep. Nan and Bet went over to the prince. They put straw on him to make him warm. Then Mrs Canty went over to him and gave him some food. The prince thanked them. His body hurt but, at last, he went to sleep.

Mrs Canty could not sleep. She did not know if this boy was Tom Canty. She wanted to find out. When Tom Canty was surprised by something, he always put his hand in front of his face with his palm out. Mrs Canty went over to the prince and woke him up. The prince was very surprised but he did not move his hand in that special way. This boy might not be her son.

At that moment, there was a loud knock on the door. A man shouted, 'John Canty, you killed Father Andrew. You must run or the police will send you to prison.'

'Quick!' said John Canty. 'We have to leave! Now!'

John Canty picked up a bag and put some bread in it.

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Transcript

‘Let’s go!’ he said. He pushed the sisters and the prince out of the door. ‘Run, now!’ he shouted. ‘We will meet on London Bridge.’

Outside, the streets were very busy. People were having parties because it was the day of the Prince of Wales’s Great Banquet. There was singing, dancing and shouting. John Canty held the prince’s hand. Then John Canty argued with another man and the prince ran away. John Canty could not find him.

The prince was free but he was very angry. He knew now that the pauper Tom Canty was in the palace. He was pretending to be the Prince of Wales. Edward decided to go to the Great Banquet and tell everybody the truth.
