

The Prince and the Pauper

By Mark Twain

Chapter 9

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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. discuss a king's duties and ideal personal qualities;
2. listen to understand the story and to check predictions;
3. study and practise *tell / ask + someone + (not) to + do something*;
4. take part in a 'royal role-play' to practise reporting commands and requests.

Materials: one copy of the worksheet per student; Track 1 (first part of Chapter 9); Track 2 (rest of Chapter 9) downloaded from onestopenglish; one copy of full transcript per student; one copy of the role-play sheet for every five students, cut into individual role cards

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 9, Tom gets used to life as King of England and has to make some important decisions.

Speaking activity

Aim: to discuss a king's duties and ideal qualities

1. Hand out the worksheet and direct the class's attention to the Speaking activity. Ask the class where they might see text like this and what kind of text it is. Ask them if jobs like this are often advertised! Ask which of the sentences introduces information about a king's jobs and responsibilities and which introduce personal qualities or character.
2. Put the students into groups of three or four and ask them to brainstorm the character and responsibilities of a good king or queen. Give them a few minutes for this. As they are working, you may decide to put some examples on the board, such as:
Character – confident
Responsibility – make decisions
3. When they have finished, have them write the rest of the job advert. Let them compare their ideas with another group.
4. Finally, elicit some personal qualities and responsibilities of a good king or queen and put them up on the board. You could do this in two columns. Finally, ask students whether they think Tom will make a good king.

Listening 1

Aim: to focus the students' attention on key information in the story

1. Direct students to the first Listening activity on the worksheet and ask them to read the questions. Explain that they will hear the first part of Chapter 9. Give them a minute to read the questions and prepare for listening. Play Track 1.
2. Allow students time to compare their answers before nominating people to answer the questions for the whole class.

Key:

1. *because his life as king is real (not a dream);*
2. *two hours;*
3. *They haven't got very much money;*
4. *live in a smaller house and spend less money on food;*
5. *He is bored;*
6. *to bring the two prisoners to him*

Listening 2

Aim: to listen to check predictions

1. Make sure everyone is looking at the illustration on the worksheet. Put the students in pairs and ask them to discuss the accompanying prediction questions. After a minute, get a whole class discussion going about any ideas they may have. At this stage you may need to field some vocabulary

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questions about crime and punishment (e.g. *execute, steal money, innocent, etc*)

2. Play Track 2. There is a possibility that the students will not know the key word here: *witches*. If this happens and there are blank looks, write the word *witch* on the board and draw a sketch next to it. Then play Track 2 again.

Key: *The girls are poor and look like Tom's sisters; Their crime is being a witch and using magic to start a storm; They are going to prison forever (for all their lives).*

3. Hand out the transcript, one per student, and let them check their answers on their own. Conduct a whole class discussion using some or all of the following questions:

*What was their punishment? Why didn't they receive this punishment?
Why was everybody surprised when Tom said 'Witches! That's stupid!'
How does Tom test to see if they are witches?
Do you think Tom will be a good king? Why?*

Grammar

Aim: to study and practise *tell / ask + someone + (not) to + do something*

1. Write the following on the board.

Please could you make a decision?

Bring the prisoners to me.

Find a smaller palace ...

Don't buy so much food for the palace.

Ask the class who said these things and get their ideas. (*The first is the Lord Protector, the rest are King Tom.*)

2. Next to the first utterance, write: *The Lord Protector asked ...* Ask: *Who did he ask?*, then write their answer: *Tom*. Ask: *What did he ask him to do?*, then write their answer: *to make a decision*. Point out the pattern: *to ask someone to do something*.

3. Point to the next sentence. Ask them if *ask* is a suitable verb for something the king says. You might want to suggest the king's authority by acting it out in a bossy way. You might ask whether the king has to say *please*. Encourage the students to build the second sentence together, using the first as a model, but with the verb *tell*:

Tom told the Lord Protector to bring the prisoners to him.

Do the same for the third and fourth sentences. They may need guidance with how and where to put the negative *not* in the sentence:

*Tom told them to find a smaller palace.
He told them not to buy so much food.*

4. Now point to the Grammar activity on the worksheet. Let the students do the activity on their own or in pairs, depending on how easy you think this will be for them. Go through the answers carefully with the class.

Key:

- The Lord Protector asked the king to sign a paper.*
- Miles asked the prince / Prince Edward to let him sit in front of the king.*
- Tom told the cook not to give him vegetables for dinner.*
- John Canty told Miles to give him back his son.*
- Prince Edward told Tom to swap clothes with him.*

Role-play

Aim: to practise reporting commands and requests

1. Ask the class to remember the name of the palace and the people around the king, where

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the king lives and where the servants work (*court*). Explain that in the court there is a person whose job it is to write everything that is said – to keep a record. They are the secretaries of the court. Explain that they are now going to recreate the royal court of Henry VIII.

2. Put them into five groups and hand out the role cards so that each group has the same cards. So for example, each student in group one would have a 'King Henry VIII' card. Give them a couple of minutes to read and answer the questions on their cards together. Visit each group and check that they have a good idea of what they must do. When you visit the secretaries, ask them what sort of thing they expect to write. Hopefully, they will understand that the *tell / ask* grammar that they have just studied could be a useful structure!

3. When they are ready, show them what the court should look like: the king sits on his throne in the centre, while the Lord Protector stands to his right; the cook and the servant stand to attention away from the throne and must not look the king in the eye! The secretary sits at a table and writes all day!

4. Now regroup the class so that there is one of each character in each new group. Announce loudly and pompously: *The court is in session!* As they get started, check that all the groups are on task and have things to say. Also check that the secretaries are making notes.

5. After a few minutes – you're best to judge how long to continue – stop the activity. Have the students return, sit down and invite the secretaries to report to the class what was said. Listen out for their use of *told* and *asked* to report the orders and requests.

Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.

2. Students make a note of any instances in their home lives where people tell them or ask them to do something. They make a note of what was said and bring them to the next lesson e.g. *My mum asked me to clean my bedroom!*

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Speaking

Where would you see a text like this? Is this real? Why? Why not?

Worksheet

Wanted: King or Queen of England

We are looking for a suitable person to succeed King Henry VIII, King of England.

A good candidate for the position will need to be _____

He or she will have to _____

Complete the text with your own ideas.

Listening 1

Listen and answer the questions.

1. Why is Tom surprised when he wakes up?

2. How long does it take Tom to get ready?

3. What problem do they discuss?

4. What is Tom's idea to solve the problem?

5. Why does Tom look out of the window?

6. What does he tell the Lord Protector to do?

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Listening 2



Worksheet

Look at the picture and discuss the questions.

Describe the two prisoners.

What do you think their crime is?

What is their punishment?

Listen and check.

Grammar

Report what these people say using *told* or *asked*.

1. Lord Protector: 'Your majesty, could you sign this paper, please?'

2. Miles: 'Sir, I would like you to let me sit in front of the king, please.'

3. Tom: 'Cook, don't give me vegetables for dinner.'

4. John Canty: 'Oi! I don't know who you are, but give me back my son!'

5. Prince Edward: 'Tom, swap clothes with me. It'll be fun!'

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Role-play cards

King Henry VIII

You think some of the people in your court are lazy, so make them do lots of work. Also, you are very hungry because you have not eaten for an hour! You don't like the Lord Protector because he asks you to do many things that are boring.

Before you start, think about these questions:

What do you want people to do? Make a list.

What would you like to eat? Make a list!

Lord Protector

You are very frightened of the king, but you need him to do his duties.

Before you start, think about this question:

What do you want the king to do? Make a list.

Cook

You are the court cook and must give the king what he wants. Today you have not got any:

- chicken, beef or fish
- beer or wine
- potatoes

Before you start, think about this question:

What suggestions do you have for the king?

Servant

It is your job to do anything and everything that the king says. You are very tired today and it is difficult to stand up. You would like to sit down.

Before you start, think about this question:

Is there anything you would not do for the king?

Court Secretary

You must make notes about everything that happens and what people say and do in the court. You will need a pen and paper. You must not speak. You do not need to write everything correctly in court but you must make notes so you don't forget anything.



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Now we return to the new king, Tom Canty. Tom slept well after the Great Banquet. He woke up and he thought he was in Offal Court. But then, he opened his eyes. He saw his big bed and his servants. He was in the palace.

Track 1

‘This is all real!’ he said to himself.

Six servants helped him to get dressed. They washed him, put on his clothes and cut his hair. They made him look wonderful. Then another six servants took him to the breakfast room. They gave him food and they stood and watched him. Two hours later he was ready.

Tom was taken to the throne room. There were lots of important men in the room. They were all waiting for Tom but Tom did not know why. He sat on the throne and he was very quiet.

The Lord Protector walked into the room. ‘We have got a very important meeting this morning. Now you are king, sir, we must talk about some important things. Your father spent a lot of money on the palace and on war. Now we haven’t got much money.’

‘What?’ Tom asked. ‘The king was a very rich man. Everybody knows that!’

‘No, sir,’ replied the Lord Protector. ‘We can’t even pay the servants.’

‘Oh dear,’ said Tom. ‘What shall we do?’

‘You are the king, sir. You tell us what to do!’

‘I see,’ said Tom. He knew what to do. ‘This palace is too big. We will live in a smaller palace. And there is too much food at the banquets,’ he continued. ‘We don’t need to eat so much food.’

The men in the room did not look happy. They did not like Tom’s idea.

‘We will think about your ideas, sir,’ continued the Lord Protector. ‘But we have got more things to talk about.’

Tom was getting very bored. He wanted to play with his friends at Offal Court. He looked out of the window and saw a group of people. They were walking and shouting.

‘What are they doing? I would like to know,’ said Tom. The Lord Protector went outside to find out. When he returned, he told Tom, ‘The people are following two prisoners. The prisoners are going to prison forever. They will never see their families again.’

Tom thought this was terrible. ‘Bring them here!’ he said.

The doors opened. The guards came in with two poor girls. Tom looked at the prisoners. They were like his sisters, Nan and Bet.

Track 2

‘Why are they going to prison?’ he asked.

‘They are witches,’ said the Lord Protector, very seriously.

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‘Witches!’ cried out Tom. ‘That’s stupid!’

Everybody was surprised. At that time, a lot of people thought witches were real but Tom had new ideas.

‘There aren’t any witches,’ he said.

‘But these two girls are witches!’ said the Lord Protector.

‘They started a storm.’

‘How did they start a storm?’ asked Tom.

‘They said some words . . . and they took off their shoes,’ said the Lord Protector.

‘They took off their shoes?’ said Tom. He was laughing.

‘Very well, let’s see.’ He asked the two young girls to stand up. They were very frightened and worried.

‘Can you start a storm?’ he asked them.

‘No, sir,’ the girls replied. ‘People say we are witches because we are poor. They don’t like us.’

Tom wanted to show everybody in the palace that the girls were not witches.

‘Take off your shoes now,’ he said. Everybody in the room was very worried.

‘Sir!’ said the Lord Protector. ‘If they take off their shoes, there will be a terrible storm or perhaps something worse!’

‘We will see!’ said Tom. The girls took off their shoes. Everybody waited and waited. Nothing happened. There was no rain, no wind, no storm.

‘They are not witches!’ shouted Tom. ‘Let these two girls go!’

The girls thanked Tom and they ran out of the palace. Everybody in the palace talked about Tom.

‘Perhaps this new king isn’t mad,’ they said. ‘He’s really clever!’
