

# The Prince and the Pauper

## By Mark Twain

### Chapter 12

**Author:** Daniel Barber

**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. listen for gist and detail;
2. listen to check predictions;
3. learn and practise the use of the present tense after *when* in time clauses about the future;
4. write and present a manifesto: 'When I am king ...' and hold an election.

**Materials:** one copy of the worksheet per student; one copy of 'King's Manifesto' per student; a paper crown of some sort (optional); Track 1 (first part of Chapter 12); Track 2 (rest of Chapter 12) 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 12, Edward and Miles find themselves in prison but help is at hand and they manage to get out. However, some disturbing news for Edward means that he can't afford to relax.

#### Listening 1

**Aim:** to listen for gist

1. Check that the class can remember what happened in the story last lesson (*Edward went with Miles to Hendon Hall. They were taken and put in prison.*) Hand out the worksheet and tell the class that they are going to listen to the first part of Chapter 12. Direct them to the first listening activity. Explain that as they listen, they must tick the options (a-f) that are true. Make it clear that they can tick more than one statement.
2. Play Track 1. When it has finished, allow the students a few moments to compare and discuss their answers before checking them with the whole class.

**Key:**

1. *b ('there were a lot of people arguing and fighting'); c ('dirty'); d ('sat down on the cold stone floor'). Not 'a' because they are able to talk to each other; not 'e' because they seem to enjoy listening to each other; and not 'f' because the food is not mentioned.*
2. *c (we hear three people's stories), e ('At last, he fell asleep'), f ('Both thought about their own problems'). Not 'a' because they do*

*not mention food (begging is mentioned but it is part of one of the prisoners' stories). Not 'b' because no one helps each other*

#### Listening 2

**Aim:** to listen for detail

1. Explain that they are going to listen to the first part of the chapter again. This time they must correct one mistake in each of the five sentences in Listening 2. Give them a minute to read the sentences and be prepared to answer questions; in particular, be ready to teach *hawk* (a large bird that kills other birds and animals for food, sometimes used for hunting).
2. Play Track 1. When the audio has finished, let the students check their answers in pairs before asking volunteers for the corrections.

**Key:**

1. *Miles is worrying about Lady Edith and his brother.*
2. *He is in prison because he was begging and beggars must go to prison.*
3. *He will be in prison for twenty years.*
4. *The third man said a politician was a bad man.*
5. *He can sleep (after some time).*

# The Prince and the Pauper

## By Mark Twain

### Chapter 12

#### Listening 3

**Aim:** to find out how Miles and Edward escape from prison

1. Ask the class whether they think that Miles and Edward will be in prison for a long time. Get the students into pairs or small groups and have them invent an escape plan. Go around the class, listening in on people's ideas, making suggestions, mentioning potential problems and so on.

2. When they have talked for a couple of minutes, put groups together so that they can tell each other their plans. Then get the whole class's attention and invite groups to tell the class their plans. You could do a vote for: the most likely plan; the most inventive plan; the plan most likely to fail!

3. Play the rest of the chapter (Track 2). Afterwards, ask how they did escape and whether any groups' ideas were correct or close to what actually happened.

4. Point out Listening 3 on the worksheet. Put the students in pairs again and have them try to answer the questions from memory. They should write any answers that they already know.

5. Now give them a chance to check their answers and complete any that they are not sure of by playing Track 2 again. Go through the answers as a whole class.

#### Key:

1. Blake Andrews is one of the servants at Hendon Hall.
2. He saw a letter saying that Miles had died.
3. The new king is being crowned (the coronation).
4. Edward is angry because he should be the new king, not someone else.
5. He gives a guard some money.
6. They go to London because Edward wants to stop the other person becoming king and Miles wants to speak to the new king to get his house back.

#### Grammar

**Aim:** to raise awareness of the use of the present form after *when* with future meaning, and practise using it

1. Write on the board: *When Edward gets out of prison, he will ...* Invite students to finish the sentence. They may have more than one suggestion, in which case copy them all on the board. Ask the class to think about the verbs in the sentence. Ask them whether this sentence is talking about the past, present or future and how they know. Point out that although the sentence describes the future and uses *will*, the part that starts with *when* uses the present tense.

2. Ask the students to do the grammar activity on the worksheet. They must choose either the present simple or future with *will* for the two verbs in each sentence. Go through the answers slowly and clearly.

#### Key:

1. *When Edward arrives in London, he will go to the palace immediately.*
2. *Miles will try to get his old house back when he gets out of prison.*
3. *When Edward becomes king, he will try to help poor people.*
4. *When Miles gets Hendon Hall back, he will kill his brother.*
5. *Tom will be very sad when Edward returns to London.*

3. Ask the class which of the five sentences they think are true. Encourage alternative opinions. For example, if a student doesn't think Miles will kill his brother, ask him what he thinks will happen instead.

#### Writing and speaking

**Aims:** to practise talking about the future; to win an election!

1. Ask the class whether they think Edward will make a good king (if he gets to London in time!). Make sure they qualify their answers. If it is culturally appropriate, you might ask the class about their countries' monarchs, if they have monarchs or presidents if they come from a republic. Then ask them if they think *they* would make a good king or queen. Again, ask them to justify their answers.

2. Draw a ballot box and voting slip on the board. Explain that the class is going to hold elections for a new kind of leader, a

## The Prince and the Pauper

### By Mark Twain

### Chapter 12

democratic monarch. Explain that the class has transformed into the 'Democratic Kingdom of \_\_\_\_\_' (choose a funny name suitable to your class). This nation is unusual because the people have decided they want to keep their king or queen but it will be a king or queen they elect to rule for ten years by voting for them. Explain that the elections will be held today and anybody can become king or queen if they want to.

3. Teach the word *manifesto*. Explain that when a politician wants people to vote for them, they make a list of promises about what they will do when they are elected. Hand out a copy of the 'King or Queen's Manifesto' to each student and ask them to think about what they will do when they are king or queen. Give them a few minutes to write down their ideas, then go around the class helping where you can.

4. When everyone has at least two or three ideas, get the students into groups of three to five students. Explain that only one person from each group is going to stand for election. They can choose which person that is depending on their individual ideas. When they have decided who will stand, they are free to share their manifesto ideas with that person. Give them a few minutes to discuss and write their final manifestos.

5. Decide how you want to conduct the voting. You could ask the class to clap for each king, the loudest and most enthusiastic clapping decides who wins. If you prefer, you could have each voter write their vote on a piece of paper and then count the votes, as in a real election. It is up to you. Get the whole class's attention. Explain that each candidate will now present their manifesto to the class. Invite the candidate kings and queens to the front of the class to present their manifestos. The class should then vote for who they would like to rule them.

6. Announce the winner and hold a coronation ceremony. A simple crown is easy to make with some cardboard (just look up 'crown template' on the internet).

#### Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.
2. They research 'elective monarchies' online to answer the question: Are there any kings or queens who are elected today? (There are, in Malaysia and Cambodia, although the people do not vote. Instead, they are elected by a small council of important people.)

## The Prince and the Pauper

By Mark Twain

### Chapter 12

#### Listening 1

Tick the options that are true. More than one answer is possible.

1. The problems with the prison are that:

- a) it is lonely
- b) it is noisy
- c) it is not very clean
- d) it is uncomfortable
- e) people talk too much
- f) the food is not very good

2. In the prison they:

- a) beg for food
- b) help each other with their problems
- c) listen to each other's stories
- d) play games
- e) sleep
- f) worry about their own problems

#### Listening 2

Correct one mistake in each of these summaries.

1. Edward is worrying about getting back to his life in London. Miles is worrying because he is hungry.

---

2. The first man tells his story. He is in prison because he stole a horse.

---

3. The second man is in prison because a man says he stole his hawk. He will be in prison for thirty years.

---

4. The third man is a politician. He will be in prison for his whole life.

---

5. Edward thinks about these poor people. He decides to help them when he becomes king. He can't sleep.

---

## The Prince and the Pauper

### By Mark Twain

### Chapter 12

#### Listening 3

Listen and answer the questions.

1. Who is Blake Andrews?
2. Why did Andrews think that Miles was dead?
3. What is happening tomorrow?
4. Why is Edward angry?
5. How does Andrews help them escape?
6. Why do they go to London?

#### Grammar

Write the verbs in the correct tense, present simple or future with *will*.

1. When Edward \_\_\_\_\_ (arrive) in London, he \_\_\_\_\_ (go) to the palace immediately.
2. Miles \_\_\_\_\_ (try) to get his old house back when he \_\_\_\_\_ (get) out of prison.
3. When Edward \_\_\_\_\_ (become) king, he \_\_\_\_\_ (try) to help poor people.
4. When Miles \_\_\_\_\_ (get) Hendon Hall back, he \_\_\_\_\_ (kill) his brother.
5. Tom \_\_\_\_\_ (be) very sad when Edward \_\_\_\_\_ (return) to London.

**The Prince and the Pauper**

**By Mark Twain**

**Chapter 12**

Worksheet

**King or Queen's Manifesto**



When I am king / queen, I will \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

transport

money

\_\_\_\_\_  
\_\_\_\_\_

crime

education

\_\_\_\_\_  
\_\_\_\_\_

laws

health and  
hospitals

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

work and  
holidays

## The Prince and the Pauper

By Mark Twain

### Chapter 12

Transcript

Once again, Edward and Miles were in trouble. The prison was dark and dirty. There were a lot of people arguing and fighting. Edward and Miles sat down on the cold stone floor. Both thought about their own problems. Edward thought about returning to the palace. Miles thought about Hugh and his love, Lady Edith.

Track 1

The other men in the prison told each other their stories. Edward listened and he remembered the story of the farmer.

‘These stories are terrible,’ he said to himself. ‘I must hear more stories and learn from them. Then I will be a good, kind king.’

‘Why are you in prison?’ Edward asked one man.

‘People said I stole a horse,’ he replied. ‘I said I didn’t do it and the judge believed me.’

‘Then why are you here?’ asked Edward.

‘Because I am a poor man,’ he said. ‘I haven’t got a home and I can’t buy food. I have to beg and beggars are sent to prison.’

Then Edward asked another man.

‘I found a hawk,’ said the man. ‘I took it to its owner but he said I stole the bird! The judge sent me to prison for twenty years.’

‘That’s not fair!’ said Edward. He was very angry. Another man told Edward his story.

‘I said a politician was a bad man,’ he said. ‘It was true but the politician knew the judge. I will be in prison forever.’

Edward thought about these stories for a long time.

‘When I am the king,’ he said to himself, ‘I will try to help all these people.’ At last, he fell asleep.

The next morning, a guard woke them up. ‘You’ve got a visitor!’ he said.

‘A visitor?’ asked Miles. ‘Who is it?’

A small, old man came to the prison door to talk to them.

‘Blake Andrews!’ shouted Miles. ‘It’s old Mr Andrews. He was one of our servants in Hendon Hall. He was a good man.’

Mr Andrews was very worried. He walked over to Miles. When the guard left the room, he went on his knees.

‘Sir Miles!’ he whispered. He was very happy to see Miles again. ‘We thought you were dead. Now, here you are, alive!’

‘Why did you think I was dead?’ asked Miles.

‘We saw a letter,’ said old Mr Andrews. ‘It said you were dead but some of us didn’t think it was real. Some people said your brother wrote the letter. He wanted

Track 2

## The Prince and the Pauper

By Mark Twain

### Chapter 12

Transcript

everybody to think you were dead, then he could marry Lady Edith.'

'That's terrible!' said Miles. 'Why didn't you stop him?'

'Your brother is a very angry man,' said Mr Andrews. 'We have to work for him and we are all frightened of him. After your father died, we didn't know what to do.'

'Listen,' said Miles. 'You must help us to get out of prison.'

'I will try,' said old Mr Andrews. 'But things are difficult. The coronation is tomorrow and everybody is very busy.'

'Coronation?' said Edward, surprised.

'Yes,' said Mr Andrews. 'The new king will be crowned!'

'The new king!' said Edward. 'They need to find him first!' Mr Andrews did not hear Edward. 'People say the new king is mad,' said Mr Andrews. 'But they also say he is kind.'

'What king?' shouted Edward. 'We have to get out of this prison! Now!'

Old Mr Andrews did not understand why Edward was so angry. He thought he must be mad.

'I will try to help you,' Mr Andrews said.

Edward and Miles watched Andrews talk to the prison guard. He gave the guard some money. The guard smiled and nodded his head.

A few hours later the guard opened the door.

'You can go,' he said to Edward and Miles. 'But you must leave this place and never return to Hendon Hall!'

Edward and Miles ran out of the prison. Miles was very interested in the new king. Mr Andrews said the new king was a good person who wanted to help people. Perhaps he could help Miles to get Hendon Hall back. It would be very difficult to speak to the new king but he did not have another idea.

Edward was very worried. He needed to be at the coronation. He had to tell everybody that he was the real king.

'What do we do now?' Miles asked Edward.

'We go to London!' said Edward.

They walked very quickly to London and arrived late that night. The coronation would happen the next day in a huge church called Westminster Abbey. Thousands of people were waiting outside the Abbey. They wanted to see the new king the next day. There were so many people that Edward and Miles soon lost each other.

Tom was sleeping in a big, soft bed and the real king was outside, alone. He was hungry, tired and wearing rags.