

The Prince and the Pauper

By Mark Twain

Chapter 14

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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 some vocabulary related to the parade and fancy clothes;
2. listen for new vocabulary;
3. listen for specific information;
4. become aware of a language chunk for expressing regret: *should (not) have*;
5. write captions for photos of people (and animals) with regrets.

Materials: one copy of the worksheet per student; Track 1 (first two paragraphs of Chapter 14); Track 2 (whole of Chapter 14) downloaded from onestopenglish; one copy of full transcript per student; one copy of the photosheet with photos cut up per group of students.

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 14, Tom rides through the streets of London on his way to Westminster Abbey and the coronation. He is enjoying his life as future king until a chance encounter with someone important makes him think twice.

Vocabulary

Aims: to check understanding of some vocabulary from the chapter; to prepare the students for listening

1. Show students the picture on the worksheets. For this first stage, you may prefer to have all the students looking to the front of the room and not getting distracted by the worksheet so, if you can, project it on to the screen or make a large photocopy that everyone can see. Ask the following questions about the picture:

Who is the boy in the carriage? (Tom)

Who do the people think he is? (Edward, future king of England)

Where is he? (in the streets of London)

Where is he going? (to Westminster Abbey for his coronation – to become king)

How is he feeling? (happy, excited)

What is he in? (a carriage)

What is he wearing? (fine clothes, a hat)

Who are the people at the front of the picture? (ordinary poor people)

2. Put the students into pairs. Hand out the worksheet if you haven't already done so. Explain that they will hear the words under the picture in Chapter 14 when they listen to the audio (*a feather, huge, jewel, leather, a parade, silk, waving*). Before they listen, they should discuss with their partner why they think the words appear in the chapter. If you are not confident that they have understood, you could do the first one with the whole class before letting them discuss the rest in their pairs.

3. When they have talked about all of the words, invite suggestions about why the words are important. Don't tell them whether they are right or not at this stage, just accept all plausible ideas as possible.

Listening 1

Aims: to listen for the new vocabulary; to set the scene

1. Tell the class that they are going to listen to the first part of Chapter 14. They need to listen out for the words from the vocabulary activity. When they hear a word, they should tick the box next to it. Tell them that there is one word that is not said. Play Track 1.

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Key: The word that is not said is 'jewel'.

Listening 2

Aim: to listen for specific information

1. Explain that the class is now going to listen to the whole of Chapter 14. Indicate the second listening activity on the worksheet and give them time to read through the sentences before they listen. Then play Track 2.

2. Monitor the students' progress as they listen and play the audio a second time if you can see more than a few unfilled spaces still. Then hand out the transcript for the students to check the answers on their own. When they have finished, ask if they have any questions.

Key: 1. shirt, hat; 2. huge, horses; 3. the king; 4. money; 5. his mother; 6. terrible; 7. parade; 8. happy; 9. look; 10. mad

Grammar

Aim: to introduce a language chunk to express regret: *should (not) have said / done / etc*

1. Ask the students the following questions about Tom:

How was he feeling at the start of the parade? How is he feeling now? Why? (He was happy; now he doesn't want to be king because he saw his mother and he is sad.)

What did he say to his mother? ('I do not know you, woman')

How does he feel about saying that? (He feels bad.)

Would he say the same thing if he could repeat the moment? (No)

Can he change the past? (No!)

At this point, if you know the students' mother tongue, you could ask them what we call the emotion being expressed, when you feel bad that you cannot change something in the past. You could tell them that in English it is called *regret*.

2. Write on the board: *He should not have said that to her*. Point out the chunk: *should (not) have* and that it is followed by the past

participle. Then show how *should not* can be contracted to *shouldn't*:

I / he / you / etc should(n't) have + past participle (said, been, had, made, -ed)

3. Give students an example from your life. For example, you could tell them that you forgot to have breakfast this morning and now you are hungry. Then ask them to complete the sentence for you: *I should ... (have had breakfast)*. Ask:

Did I have breakfast? (No)

Am I hungry now? (Yes)

Can I change the past? (No)

4. Drill the sentences on the board so that the students can hear themselves and feel the articulation of the structure in their mouths. Back chain it so that they start with a simple utterance and build the complexity, and get the sentence stress right (shown in bold):

said that to her – have **said** that to her – not have **said** that to her – **shouldn't** have **said** that to her – He **shouldn't** have **said** that to her.

5. Ask them to do the grammar activity on the worksheet. Use the example to show how if the original sentence is positive, the new sentence will be negative, and vice versa. Offer plenty of help here as you go around the classroom checking people's work.

Key: 1. given; 2. swapped; 3. married; 4. bought; 5. been.

Writing

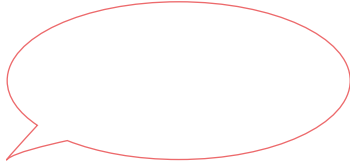
Aim: to practise expressing regret with the structure *should have*

1. Hand out the eight pictures per group of students. Explain that all these people and animals have regrets. Draw a speech bubble on the board (see below) and ask the students to draw three speech bubbles with space inside to write a sentence. You could use one of the pictures as an example and elicit ideas of sentences that the person in the photo might be saying. Encourage multiple ideas.

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2. When the students have drawn their speech bubbles, instruct them to think of possible regrets for three of the people in the photos. They are free to choose which three they write about. Monitor their writing closely to make sure that they express the regret clearly.

3. When students have written the captions, stop the activity and ask the students to choose their favourite caption and read it out. Ask the class to guess which picture it's for.

Note: As students are fairly low level, this writing task may be challenging for them. Encourage use of *should* / *should not have* but do not make it the only focus of the task. Congratulate any writing efforts made.

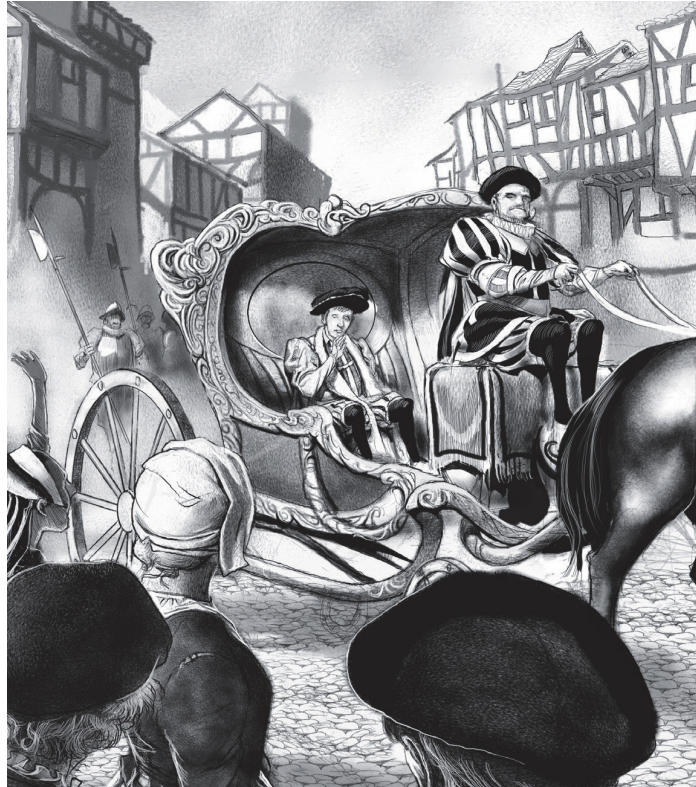
Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.
2. The students write about one or more regrets that they have.

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Worksheet

Vocabulary

Look at the picture and the words below. Why do you think these words are in Chapter 14? Discuss in pairs.

- a feather** – one of the soft, light things that covers a bird's body
- huge** – very big
- jewel** – a hard, coloured and valuable stone that has been cut and made shiny
- leather** – a strong material made from animal skin that is used for making shoes, clothes, bags etc
- a parade** – a public celebration in which a large group of people move through an area, often with decorated vehicles and bands playing music
- silk** – thin, expensive cloth made from the fibres produced by an insect
- waving** – moving your hand to say hello or goodbye

Listening 1

Listen to the story. Tick (✓) the words that you hear from the list above.

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Listening 2

Listen and complete the notes.

1. Tom was wearing a white silk _____, a gold coat and a big _____ with a feather.
2. The parade was _____. There were lots of carriages, soldiers and _____.
3. The people shouted: 'Long live _____!'
4. Tom had lots of _____ to give to the poor people.
5. Tom was suddenly surprised because he saw _____.
6. After he told her 'I do not know you', he felt _____.
7. He stopped enjoying the _____.
8. The people could see that he was not _____.
9. The Lord Protector told Tom to _____ happy.
10. He thought Tom was _____ again.

Grammar

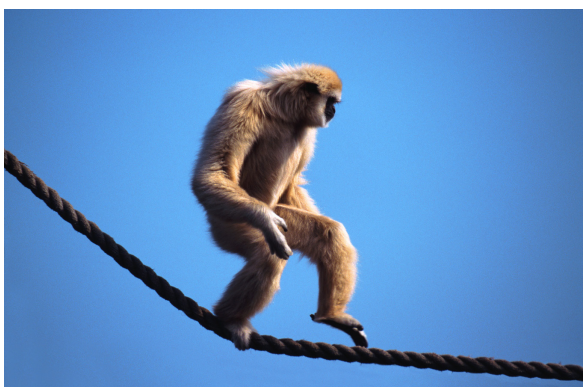
Make sentences with should (not) have. Use the example to help you.

Example: Tom: I said that to my mother.

I shouldn't have said that to her / to my mother.

1. Tom: I didn't give my family any money
I should have _____ (give) my family some money.
2. Edward: I swapped clothes with Tom Canty.
I shouldn't have _____ (swap) clothes with Tom Canty.
3. Miles: I didn't marry Lady Edith before I went to France.
I should have _____ (marry) Lady Edith before I went to France.
4. Tom: I bought lots of clothes.
I shouldn't have _____ (buy) lots of clothes.
5. Edward: I wasn't there when my father died.
I should have _____ (be) there when my father died.

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Worksheet



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On the morning of the coronation, Tom woke up and heard all the people waiting for him outside. It sounded like music and it made him very happy. Then his servants dressed him in the most beautiful and expensive clothes. He wore a white silk shirt, a rich gold coat, a big hat with a feather in it and fine leather shoes. He looked like a real king.

Track 2

Soon, he was in a fine carriage pulled by horses. They were going through the streets of London in a huge parade. There were lots of carriages and soldiers and horses. Thousands of people were watching the parade. They shouted and sang. Everybody was happy.

Track 1

‘Long live the king!’ they shouted.

Tom smiled at them. He loved being the king! He laughed and threw money out of his carriage for the poor people. But then, in the crowd, he saw a face he knew. It was his mother. He was so surprised, he put his hand up in front of his face. His palm was turned out.

Then Mrs Canty knew this boy was not King Edward. He was her son, Tom, who was clever and dreamt of being a prince.

‘My son! My son!’ she shouted. She ran into the street, past the guards, in front of the royal carriage.

‘Oh my child! Oh my boy!’ she cried. ‘Tom! Tom! It’s me! Your mother!’ She held his leg but the guards pulled her away.

‘I do not know you, woman,’ Tom shouted at his mother.

‘I do not know you.’

He saw the guards take his mother away. She was crying. Tom felt terrible. He should not have said that to her. She was his mother. He wanted to kiss her and talk to her about his new life. He was not a king.

The royal carriage drove on but now Tom was not happy. He stopped smiling and waving to people. He stopped throwing money from the carriage. He stopped enjoying the wonderful parade.

‘Our new king is sad,’ shouted one man.

‘And it’s his coronation day, too!’ said another.

‘We thought he was a kind and happy king,’ the people said.

‘Please look happy, sir,’ said the Lord Protector to Tom.

‘The people can see that you are sad. They are worried.’

‘That woman was my mother,’ said Tom sadly. He wanted to cry. He wanted to get out of the carriage and take off all his fine clothes. He wanted to go to Offal Court with his mother and his sisters. He did not want to be the king now, he only wanted to be Tom Canty.

‘Oh no!’ said the Lord Protector. ‘The new king is mad again! What will happen at the coronation?’