

# The Prince and the Pauper

## By Mark Twain

### Chapter 16

**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. make predictions about Edward, his reign and the outcome of the story for the main characters;
2. explore what they would do if they were king;
3. listen for gist and detail;
4. study and practise *I would ...* for hypothetical situations;
5. review their earlier predictions about the story.

**Materials:** one copy of the worksheet per student; Track 1 (first half of Chapter 16); Track 2 (rest of Chapter 16) downloaded from onestopenglish; the envelope of predictions from Lesson 11; small prizes for the final activity

**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 16, we find out what happens to Miles. We also learn about Tom's future and the life of the young king.

### Listening

**Aim:** to listen for specific information

1. Ask the class to recap the last lesson. Ask them what they expect to read about in this last chapter. If they do not think of Miles, ask them if they think they will read about him and what will happen.
2. Hand out the worksheet and direct them to the first listening activity. Let them read the summary. You may even decide to encourage them to guess the missing words because this gets them thinking about the type of missing information. Play Track 1.

3. Give the students a chance to compare their answers before going through the answers with the whole class.

**Key:** 1. the palace; 2. servant; 3. tall; 4. soldier's; 5. easy; 6. the throne; 7. Tom (Canty); 8. sat down / sat on a chair; 9. (good) friend

### Speaking and Listening

**Aims:** predict some of the key information from the second half of the chapter; prepare for the grammar focus

1. Put the students in pairs and ask them to fill in the table in the speaking activity on the

worksheet. To clarify the instructions, you could ask the class for one or two ideas to put in the first column. Give them a few minutes for this, then ask volunteers for their ideas. Write them on the board, but not as a table. Instead, write sentences with *will*, e.g. *He will buy lots of clothes. He will put Miles's brother in prison.*

2. Ask the class to listen to see if they were correct. Play Track 2. Get feedback by asking: *Which of our ideas were correct?, What did he do for Tom's family?* etc.

### Key:

*For himself – there is no information about this*

*For his friends – Miles lives in Hendon Hall and marries Lady Edith. (His brother doesn't go to prison because Miles doesn't want this). Tom lives in Christ's Hospital and helps the boys there. Tom's family has lots of money.*

*For his country – he is kind to his people, he listens to them and he helps them*

### Grammar

**Aim:** study and practise *I would...* for hypothetical situations.

1. Tell the class what you would do if you were king and write it on the board next to the *will* sentences that you have written about

## The Prince and the Pauper

### By Mark Twain

### Chapter 16

Edward. Make it clear that this is hypothetical by drawing a thought bubble around the sentence, for example:



2. Ask the students to think about the difference between the sentences they wrote about King Edward and the one you have written about yourself. Make sure that they see the change from *will* to *would* and emphasize the fact that your sentence does not describe reality. You could ask them: *Is Edward the king?; Can he make these decisions?; Am I the king?; Can I make these decisions?; Can I dream about making these decisions?* Also, show the class that you can contract *I would* to *I'd*, and check that they can pronounce it in a sentence: *I'd buy a big house*. Ask if they would buy lots of clothes for themselves; if there is someone who would not do this, use it as an opportunity to present: *I wouldn't (buy clothes)*.

3. Ask the class to write five sentences describing what they would do if they were king. Encourage them to think of what they would do for themselves, their friends and family, and for the country. Go around the class as they write, making sure that they are using *would* correctly, correcting other errors and helping them with vocabulary. While they are still writing, put the following questions on the board:

*Who would be the most generous to his / her friends?*  
*Who would be the most fun?*  
*Who would spend the most money?*  
*Who would make the best king?*

4. Explain that the students are now going to evaluate their sentences using the criteria on the board. Put the students into groups of five or six, preferably in a circle. Tell them to take turns to read out their sentences. When they have heard everyone's sentences, they should decide together the answers to the questions.

5. Once all of the groups have come to a decision, get some feedback from each group.

### Speaking

**Aims:** to review the whole story; to finish with some fun

1. Show the students the envelope of predictions that they made in the 11th lesson of the series and see if they can remember what is in it. Explain that you are going to see how close their predictions were and who made the most accurate predictions. Explain that you have prizes for the winners. These can be anything that you think is appropriate, but if you don't have real prizes, you could pretend to give the sorts of prizes that kings award their loyal subjects:

- a sword
- a coat of armour
- a knighthood (i.e. I name you *Sir Manuel of Essex*, etc.)
- land (e.g. *all the land from here to the sea*)
- rights (e.g. *the right to sit down in front of the king*, etc.)
- fine clothes

2. Pull out the predictions one by one, or if you prefer, get a student to do so. You (or they) read it out, find out who wrote it and how accurate they were. When they have all been read out, award winners their prizes!

### Follow-up tasks

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

2. The students find and compare film versions of the story online. Tell them that there have been at least five films or television adaptations made of *The Prince and the Pauper*, in 1937, 1975, 1990, 1996 and 2000. They can either:

- choose one version, watch it and write a review of it with recommendations for the rest of the class, or
- choose two versions and compare them, saying what the main differences are and which they would recommend.

3. The students write a review of the book for a school magazine or blog.

4. The students prepare a film trailer for a new film adaptation.

**The Prince and the Pauper**

**By Mark Twain**

**Chapter 16**

**Listening**

**Complete the summary of the first part of the chapter.**

Miles could not find Edward so he went to (1)\_\_\_\_\_. He waited outside for a long time. A (2)\_\_\_\_\_ saw Miles sleeping the next morning. The new king had asked them to look for a (3)\_\_\_\_\_ man who was wearing (4)\_\_\_\_\_ clothes. Miles went with him. He was surprised that it was so (5)\_\_\_\_\_ to see the king. The new king was sitting on (6)\_\_\_\_\_. When he saw the king's face he was surprised because he looked like (7)\_\_\_\_\_. He wanted to know if it was really him so he (8)\_\_\_\_\_. A servant was angry but the king smiled and said, 'Miles Hendon is my (9)\_\_\_\_\_.'

Worksheet

**Speaking and listening**

**Work in pairs. Fill in the table.**

What will Edward do ...

... for himself?	... for his friends?	... for his country?

**Listen to find out if you are correct.**

## The Prince and the Pauper

By Mark Twain

### Chapter 16

Transcript

Track 1

When the coronation was happening, Miles was looking for Edward. He was very worried about his young friend. He was also worried about Lady Edith and Hendon Hall. Miles went to the palace and he waited outside. He was hoping to see the king and ask for his help. He waited for so long that he fell asleep.

The next morning, a servant walked out of the palace. He saw a man asleep by the palace gates. There were often people sleeping there but this man was different. After the coronation, the new king told all the servants to look for a tall man in old soldier's clothes. He was called Miles Hendon and he was a good friend of the new king. The servant looked at the sleeping man. He was tall and he was wearing old soldier's clothes. The servant woke the man up.

'Is your name Miles Hendon?' he asked.

'Yes, it is,' replied Miles. 'Why?'

'Come with me, sir,' said the servant. 'We are going to see the king!'

The servant took Miles into the palace. Miles was very surprised. He thought it would be very difficult to meet the king but it was easy! They went into a big room with lots of people in it. Miles stood in the middle of the room and he waited to speak to the king. The new king was sitting on the throne and he was talking to a servant. Miles looked around the beautiful room. He felt very lucky. The new king was wearing expensive, fine clothes. There were lots of servants all around him. Then Miles saw the king's face.

'My boy!' whispered Miles to himself. 'Is it really him?' Miles could not believe it. The king looked just like young Tom Canty! He had an idea. He saw a chair in front of the throne. He walked over to it and sat down.

'What are you doing?' shouted a servant. 'You can't sit down in front of the king!'

The king heard this and he looked at Miles.

'Oh yes he can,' said the king, smiling. 'This man is Miles Hendon. He is my good friend. He can sit down in front of the king, and so can all of his children, forever and ever!'

Miles could not speak. He laughed and cried at the same time. His young friend was not mad. He really was the king!

Track 2

'I sent my guards to Hendon Hall,' the king said. 'Hugh said that he wrote the letter. Do not worry. He will go to prison! You can live in Hendon Hall and you can marry Lady Edith!'

Miles was so happy. He wanted to kiss the boy. Then he remembered that his young friend was the king and he went down on his knees.

'Thank you for everything, my king,' said Miles. 'I will return to Hendon Hall and marry Lady Edith, but please don't send Hugh to prison.'

'OK, he won't go to prison. You are a very kind man and a true friend, Sir Miles. I hope you will be very happy,' said the king.

Then Tom Canty came into the room. He was not wearing rags but his clothes were plain. Miles could not believe what he saw. The boy looked the same as his king.

## The Prince and the Pauper

By Mark Twain

### Chapter 16

Transcript

The story was all true!

‘Tom Canty!’ said King Edward. ‘I’ve been told about your life in the palace. I’m pleased with you. You were a good king. I want you to live in Christ’s Hospital and help the boys there. Make them clever and kind, like you. I will give you and your family lots of money. You will never be poor or hungry again!’

Miles Hendon returned to Hendon Hall and married Lady Edith. Tom, his mother and his sisters went to live in Christ’s Hospital. They never saw John Canty or Grandmother Canty again. Tom helped the boys at the hospital and he lived a long and happy life. People always spoke about his life in the palace.

Edward saw Tom Canty and Miles Hendon often, and they always talked about their story. Sadly, though, King Edward died when he was just fifteen. Before he died, he was a great king. He was very kind to his people. He listened to them and he helped them. This is because he learnt a lot when he was a pauper.

---