

The Prince and the Pauper

By Mark Twain

Chapter 7

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. reconstruct a text via a dictogloss activity;
2. listen to compare similar scenes from the story and to check predictions based on an image;
3. practise the past continuous;
4. talk about their experience of major news events.

Materials: one copy of the worksheet per student; one copy of full transcript per student; Track 1 (first part of Chapter 7); Track 2 (rest of Chapter 7) 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 7, Edward finds himself in trouble in the street again, but this time he is saved by a friendly stranger.

Writing

Aim: to prepare for the listening by comparing this scene with a previous similar scene

1. Tell the class that you are going to read an extract from earlier in the story. Ask them to listen and remember which part of the story it is from. Read out the following extract from Chapter 3:

'The people from the palace gates followed the prince for a long time. They laughed at him and called him names. The prince was angry and shouted at them. At last, he grew tired and quiet. The people got bored and left him alone.'

Elicit what is happening (*the prince has just been thrown out of the palace by the guard; he can't get back in because he is dressed like a beggar*).

2. Tell them that you are going to read the extract again and that they must make notes of the main words while you read, because they will have to reconstruct the text afterwards. Conduct a dictogloss. In a dictogloss, you dictate the text at normal reading speed (you may go a little slower for this level) so that the students can only write

the main words. You should explain this before you start so that students, who may be familiar with dictations in which they have to get every word correct, are not discouraged by the speed and give up. You may decide to dictate it twice but only if it is clear that the students didn't write down enough key words to reconstruct the text.

3. Put students into pairs or small groups. Combining their notes from the dictation, they should be able to rewrite the text. Go around the class visiting groups and checking their grammar and spelling. Assure them that the text doesn't have to be exactly the same. Students should focus on including all the information and making that information clear to understand and grammatically correct.

4. When they have reconstructed their texts, ask each group to read their text aloud to the whole class or to another group to compare.

Listening 1

Aim: to listen for similarities and differences

1. Hand out the worksheet and indicate the first activity. Tell the class that they are going to listen to the continuation of Edward's story. The scene they are going to listen to

The Prince and the Pauper

By Mark Twain

Chapter 7

has some similarities to the one they have just written about but it is not the same. They should listen and note the similarities and differences in the two columns on the worksheet. Play Track 1.

2. After they have listened to the audio, put them in pairs to compare their answers. Then ask volunteers for the similarities and differences.

Key:

Similarities: The prince is angry and shouts at the people; the people laugh at him.

Differences: The prince is going towards the palace to the banquet but in the earlier scene he was going away from the palace; the people get angry; they push him and pull him; someone hits him (in the earlier scene, they get bored and leave him alone)

Listening 2

Aim: to check predictions based on a picture of the scene

1. Point to the illustration on the worksheet and ask the students to answer the questions in pairs or groups.

2. After a minute, call the class together and discuss their ideas. Encourage disagreement and as many different ideas as possible. Play Track 2.

3. Hand out the transcript for the students to check their answers.

Key:

1. *The two men are John Canty and a new character, Miles Hendon; the boy is Prince Edward.*

2. *John is trying to get his son back and wants to hit him, but Miles is stopping John.*

3. *Miles is saying to John that he will never hit him again, that Edward can live with him.*

4. *Students' own ideas about what happens next.*

4. Ask the class why they think Miles Hendon is doing this. Accept all answers, but make sure you get their reasons for their ideas. You might check the students know the word *knight*, as the prince promises to make Miles Hendon a knight when he is king.

Grammar

Aim: to practise using the past continuous with the past simple

1. Ask the class why the people outside the Great Banquet hall laughed when Edward said he was the prince. Elicit the answer and write the follow sentence on the board:

The people laughed because he was wearing rags.

Ask them to identify the two verbs in the sentence (*laughed* and *was wearing*) and to compare the two actions by asking *Which action is a longer action?* Finally, ask them to identify the verb in the past simple and the verb in the past continuous.

2. Make sure that students are aware of the differences in form of the past continuous. Write on the board:

The people _____ (wait) to see the prince.

and elicit the correct form:

The people were waiting to see the prince.

Ask the students why *were* and not *was* is used in this sentence (*because it is the third person plural*). Also check they can form the negative (*weren't waiting*).

3. Direct their attention to the Grammar activity on the worksheet. Ask them to complete the sentences with the correct form of the verb. Give them a minute to do this, then go through the answers together.

Key: 1. *arrived, were waiting*; 2. *said, was not wearing*; 3. *was shouting and arguing, hit*; 4. *were pushing and pulling, shouted*; 5. *was talking, arrived*; 6. *heard, were talking*

Speaking and Grammar

Aim: to practise using the past continuous to describe what people were doing when something happened

1. You are going to talk about an important world event that you remember happening. Ideally, the event should be a familiar one

The Prince and the Pauper

By Mark Twain

Chapter 7

for your students, but it doesn't have to be. Some famous examples include: the attack on the World Trade Centre in New York (11th September 2001), the death of Princess Diana (31st August 1997), the Asian tsunami in 2004 (26th December 2004) or the Japanese earthquake of (11th March 2011).

Please note that the events above are simply suggestions, and the event you choose should depend on the age of your students (and yourself!) what they have experienced in life and where you and they are from.

Tell the class about your experience of one of these events, where you were, what you were doing and who you were with. Finish with the words: *I'll never forget that day.*

2. Invite others to talk about their experience of the same event or another important world event. Listen and respond to what they are saying (not how they are saying it!). However, make a note of any good uses of, or missed opportunities for, the past continuous. When you have heard from a few students, write up on the board those sentences concerning the past continuous. Point out the correct and incorrect uses of the verb form.

3. Explain that the class is going to imagine they are living in 16th-century London and that today is 28th January 1547, the day that King Henry VIII died. Ask them to listen with their eyes closed as you ask some questions. They should answer the questions in their head. Read out the questions slowly and clearly, leaving plenty of time between questions for them to think of their answers:

Are you a man or a woman, boy or girl?

How old are you?

Are you rich or poor?

What is your job?

What is your name?

Where do you live? What is your house like?

What's the weather like today?

Where are you right now? Are you at home or somewhere different?

What can you see? Can you see other people?

What are you doing? What are other people doing?

How do you hear about the news of the king's death? Who tells you?

How do you feel about the news? Are you sad or happy? Why?

4. Tell the class to open their eyes. Put students into groups of three to five and ask them to tell each other about their experience of the death of King Henry. As they talk, listen in and monitor their stories and the language used to tell them.

5. Finally, ask individuals to tell the class what they were doing when they heard the news.

Follow-up tasks

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

2. Students do some research to find out about the death of Henry VIII: when and where it happened, and why.

The Prince and the Pauper

By Mark Twain

Chapter 7

Listening 1

Listen and write down the similarities and differences between the scene earlier in the story and this one.

Worksheet

Similarities	Differences

Listening 2

Look at the picture and answer the questions below.



1. Who do you think are the people in the picture?
2. What is happening?
3. What are they saying?
4. What happens next?

Listen and check your ideas.

The Prince and the Pauper

By Mark Twain

Chapter 7

Grammar

Choose the correct form of the verb in brackets, past simple or past continuous.

1. When Prince Edward _____ (arrive) outside the Great Banquet hall, a lot of people _____ (wait).
2. He _____ (say) he was the prince but he _____ (not wear) a prince's fine clothes.
3. While he _____ (shout and argue) with the people, someone _____ (hit) him.
4. The people _____ (push and pulled) him when a tall man suddenly _____ (shout) 'Leave him!'.
5. Miles _____ (talk) to the prince when John Canty _____ (arrive).
6. Miles and Edward _____ (hear) the news of the king's death while they _____ (talk) in the street.

The Prince and the Pauper

By Mark Twain

Chapter 7

Transcript

We now return to the real prince, who has just run away from John Canty. Prince Edward was walking to the Great Banquet hall. He wanted to tell everybody that he was the real prince.

Track 1

When he arrived outside the Great Banquet hall, there were a lot of people waiting.

‘We want to see the prince!’ the people shouted. Edward pushed his way through all the people.

‘I am the prince!’ he said angrily. ‘You can see me now! I am here!’

The people looked at this boy and they laughed. He was wearing rags. He was a pauper.

‘You’re not the prince!’ one man said to him.

‘Don’t be stupid!’ said a woman. ‘Look,’ she said to her friends, ‘This boy thinks he’s Prince Edward!’

‘I am Prince Edward! I have no friends but I am the prince!’ he shouted. He wanted to cry. The people stopped laughing at Edward. They were angry with him now.

‘Be quiet!’ they said to him. ‘Stop saying you’re the prince! You’re wearing rags.’

The people pushed him and pulled him. One person even hit him. Edward tried to run but there were too many people. He was frightened and worried.

‘Leave him!’ shouted a very tall man, suddenly. He was strong and wore soldier’s clothes. The clothes looked very old and his hat was broken.

Track 2

‘He’s only a boy! Don’t hit him! Boy, I don’t know if you are a prince but I will be your friend. My name is Miles Hendon.’ Miles pushed the people away. Edward felt OK for a moment.

‘There’s my boy!’ It was John Canty again. He was very angry when he saw Edward. ‘There you are!’ he said. ‘Come with me! I will hit you for running away from me!’

Miles told John Canty, ‘You will not hit this boy again! He can live with me now.’

‘Yes!’ said the prince. ‘He is not my father. I hate him!’

John Canty did not listen. He tried to take the prince but Miles stopped him. Then Miles picked Edward up and quickly carried him away from John Canty.

Miles ran through the streets. When it was quiet, he put Edward down.

‘You helped me. When I am king, I will make you a knight!’ said the prince.

Before Miles could say anything else, a boy came running through the streets.

‘The king is dead!’ he shouted. ‘Long live Edward, King of England!’