

The Prince and the Pauper

By Mark Twain

Chapter 1

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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 vocabulary related to wealth and poverty;
2. listen to check predictions;
3. review irregular past simple verbs;
4. predict the rest of the story with a peer dictation activity.

Materials: one copy of picture to project to the class or one printed copy per student; one copy of the worksheet per student; one copy of the full transcript per student; Track 1 (first three paragraphs of Chapter 1); Track 2 (whole of Chapter 1) 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 1, we learn about Tom's life of poverty and crime near London Bridge and his dreams of a better life.

Vocabulary

Aims: to familiarize the students with the historical setting of the play; to learn vocabulary related to poverty and royalty

1. Show the class the labelled picture. If possible, project it so that everyone can see it. If not, hand out the picture. Write *rich* and *poor* on the board. Ask the class:

- *What year is this?* (students' own guesses)
- *Where is this?* (students' own guesses)
- *Which parts of the picture show rich people and rich things?* (top area and bottom left area)
- *What name do we give a big house like this?* (a palace or castle)
- *Who lives in a big house like this?* (a rich person, a king or queen)

Now indicate the bottom right-hand side of the picture. Ask the class more questions:

- *Where are these people?* (in prison)
- *Why?* (variety of possible answers, but guide them towards the idea of stealing – they could be thieves – singular thief)
- *Why do they steal?* (Because they are poor. Introduce the word 'pauper': a very poor person – make sure the students understand that this is an old-fashioned

word – the modern way to say this is 'a poor person')

- *How are they feeling?* (variety of possible answers, but guide them towards the fact that they will be hungry)
- *What other things do they do for money?* (use the picture to convey the idea of begging and teach 'to beg': to ask people for money or food)
- *Are they wearing expensive clothes?* (no – introduce the word 'rags': clothes that are old, torn and dirty)

2. Hand out one worksheet to each student. Point to the Vocabulary activity. Get the students to write 'R' for *rich* next to the words associated with wealth and 'P' for *poor* for words associated with poverty.

Key:

<i>rich</i>	<i>poor</i>
<i>expensive clothes</i>	<i>to beg</i>
<i>king</i>	<i>dirty streets</i>
<i>palace</i>	<i>hungry</i>
<i>parties</i>	<i>noisy</i>
<i>prince</i>	<i>pauper</i>
<i>royal court</i>	<i>rags</i>
<i>servants</i>	<i>rubbish</i>
	<i>steal</i>
	<i>thief</i>

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Note: Fast finishers could write a sentence using vocabulary which is new to them.

Listening 1

Aims: to listen for the basic information about the story; to get used to the audio with a short extract before listening for a more extended period

1. Explain to the class that they are going to listen to a story by a famous American writer, Mark Twain. Ask if anyone has heard of Twain and whether they know any of his famous stories, such as *The Adventures of Huckleberry Finn*.
2. Tell them that they are going to listen to the first two minutes of Chapter 1 of the story. Point to the Listening 1 activity on the worksheet. Ask them to read the questions and check they understand *to have something in common* (question 2). Play Track 1.
3. When they have finished listening, get whole-class feedback. It's important to respond positively to any correct answers; if a student hears only one detail, such as Edward wears expensive clothes, this is good listening and should be praised.

Key:

1. Edward (Edward Tudor, future king) and Tom (Tom Cauty)
2. They were born on the same day (and both in London).
3. Edward is very rich. Tom is very poor. People are happy about Edward's birth but not about Tom's. Edward wears expensive clothes, Tom wears rags.

Listening 2

Aim: to predict Tom's lifestyle before listening for gist

1. Tell the class that the rest of Chapter 1 describes Tom's life. Put them into groups of three or four and direct them to the Listening 2 activity on the worksheet. To encourage them to guess, answer the first question together. If they do not understand at first, ask simple questions like: *Is his house big or small?; Does he have a garden?* etc. Whatever the students say, show them that they must write down these ideas in the correct spaces.

2. Give students five minutes to do this. As they discuss and write, go around the room visiting groups, commenting on their ideas and making suggestions. When they have finished, join pairs of groups together and get them to compare their answers.

3. Now tell them to listen to the rest of Chapter 1 to find out if they were correct. Play Track 2.

4. Hand out a copy of the transcript to each student. Give them time to read through it carefully to check their answers.

Key:

1. small; made of wood; small, dark windows; they live in one room on the third floor
2. narrow streets; dirty; too many people; there is a horrible smell of rubbish; noisy and dangerous; lots of fights
3. father and grandmother are frightening – they hit Tom; mother and two sisters are kind and friendly; sisters are twins, 15 years old, called Nan and Bet
4. father is a thief (he steals); children are beggars
5. He is happy because he thinks everyone is poor and hungry; he enjoys playing in the river
6. to see a real prince and to be one

Grammar

Aim: to review irregular verbs in the past simple

1. Ask the class: *Is the story told in the present, past or future?* Explain that reading and listening to stories is a good way to practise the past simple tense because most stories are told in the past. Show them the Grammar activity on the worksheet and put them in pairs to complete the table. Tell them not to look at the transcript yet for this activity. Stress that they shouldn't worry if they do not know any of the answers – they will use the story to check afterwards.
2. When they have finished, tell them to check their answers by reading the transcript again and listening at the same time. Explain that they are in the order that they appear in the story. Play Track 2 again. By listening and reading simultaneously, they can hear the pronunciation of the irregular verbs. If appropriate, you could tell the students to

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shout 'STOP!' when they hear an answer; the students could repeat the pronunciation of the verb before continuing.

Key: *wore; threw; slept; hit; steal; gave; went; taught; read; dreamt; thought; woke up; knew*

Writing

Aim: to predict the rest of the story; to encourage students to listen to one another and practise asking for clarification

1. Ask the students if anyone knows this story. In the event that someone does know what happens, ask them not to reveal the plot during this activity. Write on the board the following sentence stems:

I think Tom ...
 I think Prince Edward ...
 I think the two boys ...
 I think ...

Tell the students to choose one of the sentence stems and complete it to describe what they think happens. As they do this, look over their work and check for good use of English. If you see serious errors, make corrections because the students will be dictating these sentences to other classmates in a few minutes.

2. When the students have finished writing, put them into groups of five or six. Explain that they are now going to dictate their sentences to the other group members. They should write down any sentences which are different from their own but if a sentence is the same (or has the same meaning) as one they have already written, they do not need to write it.

3. Invite volunteers in each group to start. Encourage them to speak clearly for everyone to hear. Make sure the class knows how to ask certain useful questions for this activity: *Can you say that again, please?*, *Can you spell that, please?* and *Can you speak up, please?*

4. As the students to read out their sentences to one another, make sure the rest are copying them in their notebooks.

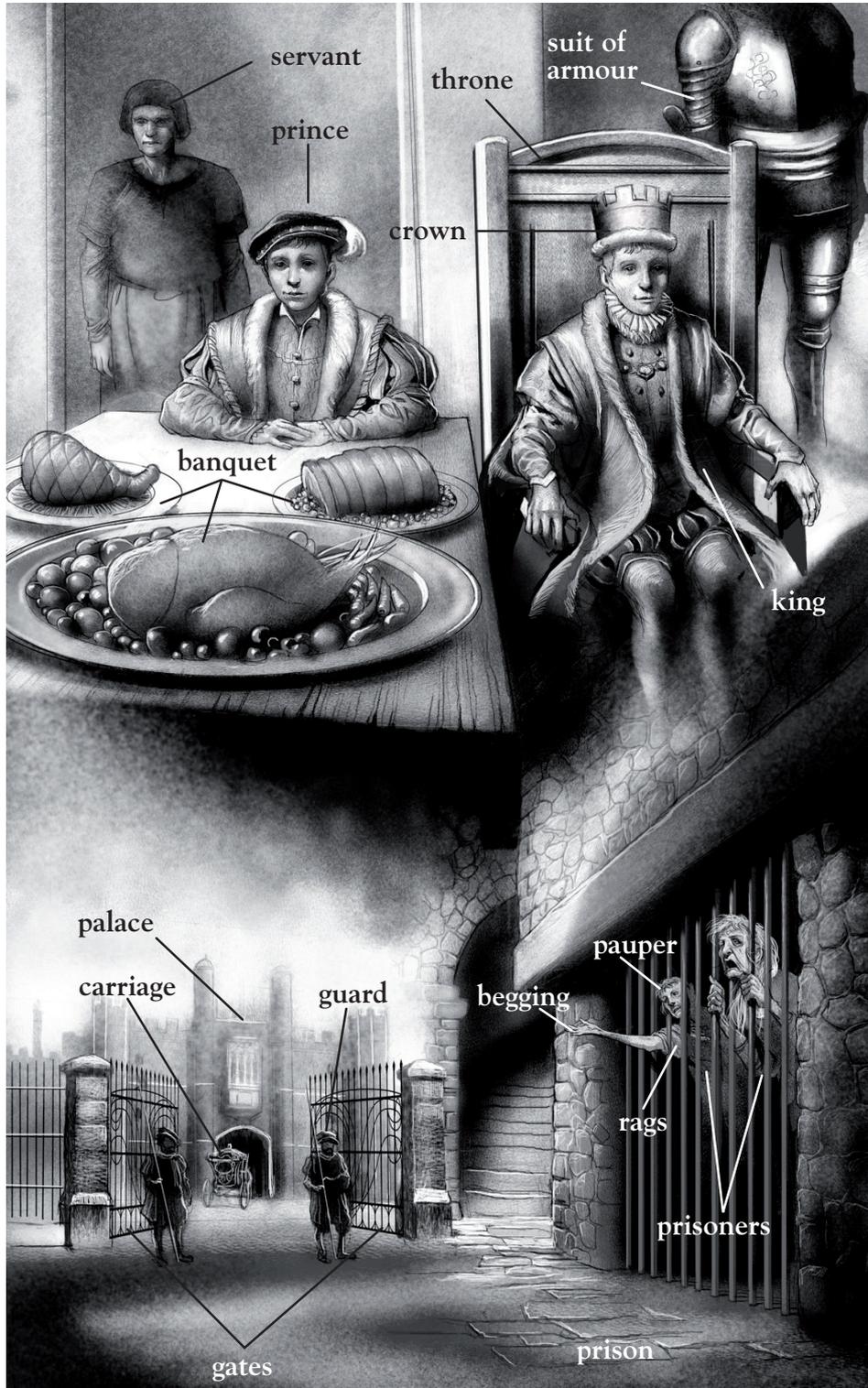
5. When all the students have dictated their sentences, tell them to rank the predictions, from most to least probable. When they have completed this, round off the lesson by asking different groups for their most likely predictions.

Follow-up tasks

1. The students start a summary project. They write a summary of what happens in Chapter 1. After each chapter, they do the same thing.

2. They do an internet search about the author, Mark Twain. You could direct them to Simple English Wikipedia for information, for example www.simple.wikipedia.org

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Picture

The Prince and the Pauper

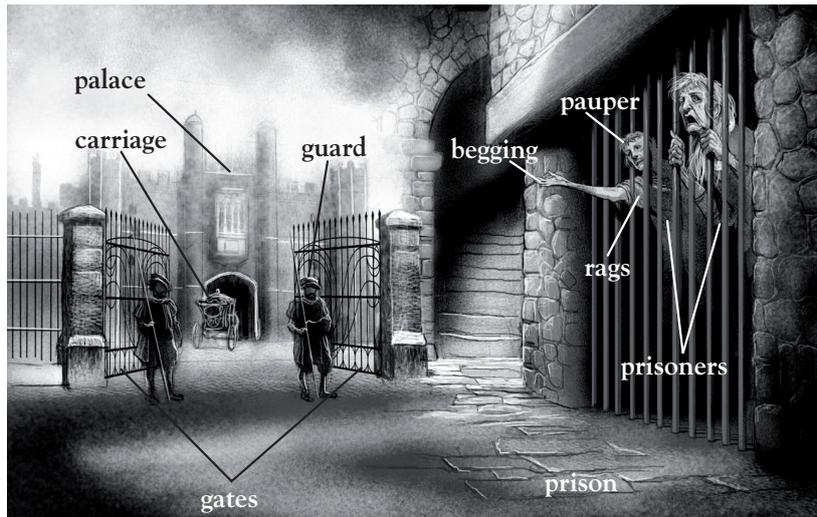
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Vocabulary

Write 'R' next to the words associated with being rich and 'P' next to words associated with being poor.

Worksheet



- | | | | |
|--------------------------------------------|----------------------------------|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> to beg | <input type="checkbox"/> king | <input type="checkbox"/> pauper | <input type="checkbox"/> rubbish |
| <input type="checkbox"/> dirty streets | <input type="checkbox"/> noisy | <input type="checkbox"/> prince | <input type="checkbox"/> servants |
| <input type="checkbox"/> expensive clothes | <input type="checkbox"/> palace | <input type="checkbox"/> rags | <input type="checkbox"/> steal |
| <input type="checkbox"/> hungry | <input type="checkbox"/> parties | <input type="checkbox"/> royal court | <input type="checkbox"/> thief |

Listening 1

Listen and answer the questions.

1. What are the names of the two boys?

2. What do they have in common?

3. What is different about them?

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Listening 2

Answer the questions below.

1. What is his house like?

2. What is their neighbourhood like?

3. What is his family like?

4. What do they do for money?

5. How does he feel?

6. What is his dream?

Grammar

Complete the table.

infinitive	past simple
wear	
throw	
sleep	
hit	
	stole
give	
go	
teach	
	read
dream	
think	
wake up	
know	

Read and listen to check. The verbs are in the order they appear in the story.

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Transcript

Nearly five hundred years ago in London, two baby boys were born on the same day. One family wanted their baby very much. This baby wore beautiful, expensive clothes. His family and lots of servants took care of him. He was Edward Tudor, the future King of England.

Track 2

Everybody in England wanted this baby. When he arrived, the country was very happy. There was a holiday and everybody had big parties. People kissed each other and danced in the streets.

Track 1

The other baby boy's family were very poor and they did not want another baby. This baby was called Tom Canty. Nobody danced for him. He was a pauper and he wore rags.

For nine years, Tom Canty lived in a small house near London Bridge. About one hundred thousand people lived in the old city of London then, perhaps more. Some parts of London were very rich but London Bridge was very poor.

The houses were made of wood and they had small, dark windows. The streets were narrow and dirty and there were too many people. There was always a horrible smell because people threw rubbish on the streets.

Tom lived in a house in Offal Court. Many poor families lived in that house and it was often a noisy and dangerous place to live. Every night people shouted and argued. There were always lots of fights.

Tom's family lived in one room on the third floor of the house. He lived with his mother, father, sisters and grandmother. They all dressed in rags. Tom's mother and father slept in a bed and the others slept on the dirty floor.

Tom had twin sisters, Nan and Bet. They were both fifteen years old. His mother and his sisters were not clever people but they were kind and friendly. Tom loved them but he was frightened of his father and his grandmother. They often hit Tom, his sisters and his mother.

Tom's father was called John Canty. He did not work. He stole money and told Tom and his sisters to steal, too. Tom said he did not want to be a thief but his father hit him. The family was very poor and hungry. Tom and his sisters begged for money in the streets. Some people gave them money. Other people laughed and shouted at them.

But little Tom Canty was happy. He thought that everybody was poor and hungry like his family. He sometimes played with his friends. They went swimming in the river or they played in the mud.

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A man called Father Andrew lived in Offal Court. Father Andrew was a good man. He taught Tom to read and write. Tom loved listening to Father Andrew's stories about princes and palaces. He read Father Andrew's books about kings and queens. When he read, he dreamt of a different life. Tom's big dream was to see a real prince.

Tom sometimes pretended he was a prince. He walked and talked like a prince. He had a royal court and people asked him for help. These people thought Tom was a very clever boy, like a real prince!

Tom wanted to see a prince very much. He thought about it all the time. One night, Tom dreamt about being a prince. He lived in a beautiful palace and he was loved by many people. When he woke up, he knew it was a dream. He looked at the small, dirty, cold room and he cried.
