

# The Prince and the Pauper

## By Mark Twain

### Chapter 3

**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. discuss the prince's situation;
2. review adjectives of feelings;
3. listen for reasons characters are feeling different emotions;
4. study the double object structure with the verb *give*;
5. re-enact the dialogue between Prince Edward and Mr Canty.

**Materials:** one copy of the worksheet per student; one copy of the full transcript per student; Track 1 (full audio) 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 3, Prince Edward finds himself out on the street, where everyone thinks he is a beggar boy. How will he get back into the palace?

### Writing

**Aims:** to recap the end of Chapter 2; to engage the students in the prince's predicament and the likely behaviour of people towards him

1. Ask the class the following questions:

- *Where is Tom?*
- *Where is Prince Edward?*
- *Why didn't the guard believe that Edward was the prince?*
- *What did the people outside the palace gates do when Edward said he was the prince?*

Also ask what the people should do, if they see a prince. Use this question as an opportunity to teach *to bow*, or *to bow down to someone*, a new word in the story today.

2. Write on the board:

**a predicament** = a difficult situation that is not easy to get out of

Tell the class that we can say '*Prince Edward is in a predicament*'. Hand out the worksheet and point to the Writing activity. Explain that they need to write sentences to describe the prince's predicament. Make it clear that they don't have to use all the sentences and that

they can write their own ideas if they want. Put students into pairs to do this.

3. While they are writing together, prepare the board by writing up the sentence stems. Then, go round the room checking and correcting their sentences. After two minutes, invite volunteers to complete the sentences on the board with their ideas.

**Key:** (possible answers)

*He can't ... get into the palace.*

*Nobody ... believes that he is the prince.*

*Nobody ... believes him.*

*Everybody ... is laughing at him.*

*He is ... outside the palace. He is ... far away from the king.*

*He hasn't got ... any friends. He hasn't got ... anything to show he is the prince.*

*He ... looks like a beggar boy.*

*The guards ... don't recognize him. The guards won't let him into the palace.*

4. Finally, ask the class what they would do in the prince's situation. Encourage a variety of ideas.

### Vocabulary

**Aim:** to review adjectives of feelings before listening

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1. Ask the class how they think the prince is feeling. Accept all ideas as long as they can justify them. For example, if the students suggest *scared*, ask *Why?*
2. Now direct them to the Vocabulary activity on the worksheet. To check the students understand the words, elicit each feeling by acting out the words, in random order, using facial expressions and gestures.
3. Ask them to guess whether Prince Edward or someone else in the story experiences these feelings. Encourage them to think of reasons. They can do this in pairs or small groups. Give them no more than three minutes for this.

#### Listening

**Aims:** to listen for detail; to check students' predictions

1. Tell the students that they are going to listen to Chapter 3 of the story so they can check their ideas about the characters' feelings. Play Track 1. When they have finished listening, put them into groups to compare their answers.
2. Hand out a copy of the transcript to each student and give them a few minutes to check their answers. Finally, ask for volunteers to share their answers with the whole class; ask: *Who felt angry? Why?*

#### Key:

**angry** – Edward because the people laughed at him and called him names; later, because the boys laughed at him; then the boys were angry with Edward because he kicked one of them; finally, Mr Canty was angry with Edward (who he thought was Tom) because he was out in the street

**bored** – the people because the prince went quiet

**wet, cold and dirty** – Edward because the boys threw him in a pond

**frightened** – Edward because the boys were angry with him

**happy** – Edward because he knew Christ's hospital and thought they would help him there

**hurt** – Edward because the boys hit him; because the dogs hurt him too

**lost** – Edward because he didn't know where

*he was in London; and then his feet hurt because he walked*

**surprised** – The boys because Edward said he was the prince; Mr Canty because Edward doesn't recognize him

**tired** – Edward because he walked a lot, shouted at people a lot and wanted to go home

**upset** – Edward because of everything that has happened to him; because he misses the palace

#### Grammar

**Aim:** to study the double object structure with the verb *give*

1. Ask the students if they can remember Prince Edward's reaction to being hit and thrown in the pond by the boys at Christ's Hospital. (*He decides to give them lots of books when he becomes king.*) Ask them if they are surprised by this and why. Ask what it suggests to them about Prince Edward.

2. Write on the board:

*Prince Edward would give [who?] [what?]*

Elicit the sentence:

*Prince Edward would give the Christ's Hospital boys lots of books.*

Show how it can be said in a different order:

*Prince Edward would give lots of books to the Christ's Hospital boys.*

Point out that when we say what is given first, we introduce the receiver with *to*.

*Prince Edward would give [what?] to [who?]*

Finally, explain that when the receiver is a pronoun, we usually put it before the thing being given:

*Prince Edward would give them lots of books.*

3. Ask students to complete the Grammar questions on the worksheet in pairs.

#### Key:

1. Edward gave Tom his expensive clothes.
2. Tom gave his rags to the prince.
3. The servants gave some food to Tom.
4. The king will give Mr Canty lots of money if

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*he takes the prince to him.*

*5. Mr Canty wants Edward to give him begging money.*

#### Speaking

**Aims:** to have some fun with the characters;  
to bring the dialogue to life

1. Write *Ah! There you are!* on the board:

Explain to the class that they are going to act out the conversation when Mr Canty finds Prince Edward in the street. Tell them that to prepare they should practise their lines. Put the students in pairs, one student is Prince Edward and the other is Mr Canty. They can refer to the transcript to practise their lines, but they are also free to make up extra lines that are not in the story. Show them the sentence on the board as an example of a line which is not in the transcript but which could begin the conversation. Tell them that they will not be able to refer to the transcript when they act the conversation.

2. Give them five minutes to rehearse. When they have had time to learn their lines, ask for a volunteer couple to act the scene in front of the class. Get as many couples up to perform as you have time for without forcing anyone who does not wish to perform.

#### Follow-up tasks

1. The students continue their summaries of the story, or add a new entry in Edward's diary.

2. Students write an anecdote about a time when either they were lost or nobody believed them.

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#### Writing

Complete some of the sentences below to explain Prince Edward's predicament.

He can't ...

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Nobody ...

---

Everybody ...

---

He is ...

---

He hasn't got ...

---

He ...

---

The guards ...

---

#### Vocabulary

Which of these feelings do you think Prince Edward feels? Which do other characters feel? Write *E* for Edward and *O* for other people.

angry

frightened

surprised

bored

happy

tired

cold

hurt

upset

dirty

lost

wet

#### Listening

Listen and check. Why do they feel this way?

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**Grammar**

**Order the sentences.**

1. gave / Edward / Tom / his expensive clothes

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2. to / gave / his rags / the prince / Tom

---

3. some food / Tom / the servants / to / gave

---

4. the king / if he takes the prince to him / lots of money / will give / Mr Canty

---

5. him / Mr Canty wants Edward to / give / begging money

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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.

The young prince walked on. He was in a part of the city he did not know. He was lost and his feet hurt. He walked on until he saw a place he knew. It was a home for poor children called Christ's Hospital. His father, the king, gave the hospital lots of money.

'Good!' said the prince to himself happily. 'The people here will help me.' He went in and saw lots of boys playing games.

'I am Prince Edward,' he said to them all. 'I want to speak to the school master here.' The boys were all very surprised.

'You're not the prince!' they said. 'Look at you! You're only a beggar boy!'

'Listen to me!' shouted the prince. 'I am Edward, Prince of Wales. You must all bow down to me!' All the boys laughed at him. They pretended to bow to him which made the prince angry. He kicked one of the boys.

'At first we thought you were funny,' they shouted, 'but now we're angry with you!'

The prince was frightened. The boys took him outside and they hit him many times. Their dogs hurt him, too. Then the boys threw him into a pond and left.

Now the prince was wet, cold, dirty and tired. His whole body hurt. He was upset and he missed the palace. He decided he would give the Christ's Hospital boys lots of books when he was king. He thought this would help them to be more kind.

It was getting dark, and it started to rain. Edward walked through lots of little streets. He did not know where he was. Suddenly, there was a big man. He was very angry.

'What are you doing out at this time of night?' shouted the man. 'I hope you've been a good beggar today and got some money for me, son!'

'Mr Canty!' shouted the prince. 'Are you really Mr Canty? You're the poor boy's father! You must go to the palace and get Tom!'

'The poor boy's father?' asked John Canty. He was very surprised. 'I don't know what you're talking about. I'm *your* father, Tom!'

'Mr Canty, I'm so tired and I want to go home now. Take me to my father, the king. He will give you lots of money and make you rich,' begged the prince.

John Canty looked at the prince and shook his head. 'Tom Canty, you're mad!' he said.

'But you must believe me!' cried the prince. 'I am not Tom Canty. I'm Prince Edward!'

'Mad! Completely mad!' continued John Canty. He picked up the prince, and started walking home.