

The Prince and the Pauper

By Mark Twain

Chapter 6

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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 from the story;
2. listen to correct a faulty summary and to complete notes;
3. study and practise using everybody, everything, everywhere, nobody, nothing and nowhere;
4. play a word definition game to revise vocabulary.

Materials: one copy of the worksheet per student; one copy of full transcript per student; one copy of the role-play sheet cut up for every four students; Track 1 (whole of Chapter 6) 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 6, Tom learns how to be a prince just in time for the Grand Banquet. But terrible news arrives that means Tom won't be a prince for much longer.

Vocabulary 1

Aim: to familiarize students with vocabulary from the chapter

1. Ask the students to tell you where Tom and Edward are presently in the story. Hand out the worksheet and direct them to the first activity. Explain that you are going to read out some words and expressions from the next chapter and that they should write each word or expression in a column depending on whether they think it is part of Tom's story or Edward's story. If they think it could be about either boy, they write it in the 'either' column. If they do not know the word, they can write it in the 'don't know' column.

2. Remind them of useful questions for an activity like this. For example, *could you say it again, please?* and *How do you spell that?* To clarify the instructions, do the first two words together. Then read out the rest, pausing between each:

a banquet	dead	fine clothes
flags	ill	an itch
jewels	mad	nervous
salad	trumpets	

3. Let the students compare answers in pairs. Hand out dictionaries or let students consult their own to find out the meaning of any words they have written in the 'don't know' column. You should check their understanding of the words by asking them questions about them, e.g:

What do people do at a banquet? Is it a small or big event?

Who wears fine clothes?

What colour is the flag of [country]?

When was the last time you were ill? What was the problem?

What do you do when you have an itch? Show me. (use as opportunity to teach scratch)

Give me some examples of jewels. Where do you see jewels?

What is a synonym for 'mad'?

Show me 'nervous'. What do you do when you are nervous? Why might Edward be nervous?

Why might Tom be nervous?

What is a trumpet made out of? Show me how you play a trumpet.

4. Ask them which words they put in Tom's column and which in Edward's, making sure that they justify their answers. Finally, ask the class which boy they think Chapter 6 is going

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to be about. They can do this by counting the number of words they have in each of the boys' columns. Tell them it is about Tom.

Listening 1

Aim: to correct a faulty summary of the story

1. Explain that the class is now going to listen to the first half of Chapter 6. Indicate the first listening activity on the worksheet; explain that it is a summary of the story but it contains seven mistakes. Ensure that they understand that these mistakes are not grammatical errors but mistakes about what happens. As they listen they need to identify the mistakes. Give them two minutes to read the summary before they listen. Play Track 1.

2. When they have finished listening to the audio, let them compare their ideas and write a corrected version in pairs. For whole-class feedback, ask individuals to read out their revised summaries, a sentence at a time.

Key:

The servant chose a white shirt and a red jacket for Tom.
Tom felt happy in the fine clothes.
Tom went to a big room and sat down on his own (the servants stood behind him).
He ate meat and drank water (but he didn't try the salad).
They did everything for him but they didn't scratch his nose.
At the end of the meal, Tom didn't wash his hands (he drank the water for washing hands!).
Tom was taken back to his room by the Lord Protector.

Listening 2

Aim: to complete notes

1. Point to the Listening 2 activity. Tell the students that before they listen to the rest of the chapter, they should read the notes and discuss what the missing information might be with a partner. Give them a minute to do this, and ask them for some ideas. By thinking about the missing information, the students will be more prepared to think what type of information is missing and what part of speech is necessary to fill the gap.

2. Play Track 2. Watch the students as they are listening to decide whether they will want to listen a second time. Give them time to confer after listening. Hand out the transcripts, one per student, so that they can check their answers.

Key: 1. *uncle*; 2. *washing your fingers*; 3. *'please' and 'thank you'*; 4. *sleep or read*; 5. *did nothing*; 6. *coat with many jewels*; 7. *boat*; 8. *mad*; 9. *dead*

3. Ask the class what the news of the king's death means to Tom. (He will become king!)

Grammar

Aim: to practise using everybody, everything, everywhere, nobody, nothing and nowhere

1. Write on the board: 'Tom got everything right and everybody stopped worrying.' Ask the class questions about what Tom got right, e.g. (he didn't eat with his hands, he ate salad ...) and write their answers in a list on the board. Draw a circle around the list and cross it out, underlining the word everything to emphasize the idea that this word replaces all these ideas. Then ask who was at the banquet: elicit members of the royal family, guests, servants, guards, and so on, and as you did before, cross these out and underline 'everybody'.

2. Point to the Grammar activity on the worksheet. Tell the students to use the words in bold to replace the phrases in italics.

Key: 1. *everything*; 2. *Everybody*; 3. *nothing*; 4. *Everywhere*; 5. *Nobody*; 6. *nowhere*

3. Put the students in pairs. Tell them to write at least three more pieces of advice for a prince. Put the following ideas on the board to help them: travel, your sword, washing yourself, cooking, talking to people, eating, going to bed ... Go around the room, helping students with ideas and correcting their use of English. Encourage them to use nobody / everywhere etc ... but do not insist that their advice has to include these words.

4. Invite students to tell the class their ideas.

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Vocabulary 2

Aim: to review vocabulary from Chapters 1-6

1. They have now listened to six chapters of the story and have studied a number of words and expressions. Tell them that they are going to play a game that tests their knowledge of these words. Put the class into teams of three and five.

2. Tell the teams to choose one player to be the guesser. These people should sit in front of their teammates with their back to the board. Explain that you will write a word on the board and the team must communicate that word to the guesser. The first guesser you hear shout out the word wins a point for their team.

They can:

- give a definition
- give an example
- use mime or gesture
- put it in a sentence 'beeping out' the word

They cannot:

- mouth the word
- say the word in any language!

They must:

- speak English at all times

3. Do 'banana' as an example. Elicit some ways that they could communicate this word to their guesser. (*It's a yellow fruit. / Monkeys eat it. / [mime peeling a banana] / The monkey ate the 'beeeep'!*)

4. Make sure the guessers know not to turn their heads to the board and then start the game by writing the first word clearly in the middle of the board. The key words from the first six chapters are listed below. You should choose the words to play with your class, as they may be more familiar with some words than others. You may also have different words that you have studied since starting the story.

a banquet	to run away
a bruise	comfortable
a carriage	dirty
a crown	fine clothes
a flag	frightened
a guard	gates
a palace	ill
a prisoner	jewels
a servant	mad
straw	mud
the royal court	to scratch
the throne	to steal
to beg	to swap
to bow	to turn out (the light)
a stick	nervous
a suit of armour	noisy
a sword	on the floor
a thief	poor
a tower	prison
a trumpet	rags
an itch	rich
an object	royal
bored	salad
to find out	to wake up
to hurt	twins
to laugh	your palm
to pretend	

5. Remember, this is a learning and revision opportunity as well as a game. The winning team clearly knew the word, but what about the other teams? So leave the words on the board and discuss the words with the class, e.g. *Where was the carriage? Who slept on straw?* Congratulate the winners when you have run out of time.

Note: You can play this game with other words at the start or end of other lessons or use the word list to play other vocabulary recycling games.

Follow-up tasks

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

2. They write a front-page newspaper article for the *Tudor Times* about the banquet and / or the death of the king.

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Vocabulary 1

Write the words you hear in a column in the table:

Words in Tom's story	Words in Edward's story	Words in either story	Words I don't know

Worksheet

Listening 1

Read the summary. Then listen and find seven mistakes in the text.

At one o'clock, a servant came to tell Tom that it was time for lunch. The servant chose a red shirt and a white jacket for Tom, and he dressed Tom. Tom felt uncomfortable in the fine clothes. Tom went to a big room and sat down with the servants. He ate salad and meat and drank water. The servants were worried about Tom because they thought he was ill. They did everything for him – they even scratched his nose when he had an itch! At the end of the meal, Tom washed his hands and went back to his room on his own.

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Listening 2

Listen and complete the notes with one or two words.

1. The Lord Protector was the prince's _____.
2. He told Tom that the water at the end of the meal was for _____ your _____.
3. He also said that a prince should not say '_____' and '_____':
4. Tom couldn't _____ or _____ because he was nervous.
5. When the servant arrived, Tom _____.
6. He was wearing a blue and gold _____ with many _____.
7. Tom loved travelling to the banquet on a big _____.
8. The people didn't think the prince was _____.
9. During the dancing, the people found out that the king was _____.

Grammar

Replace the phrases in *italics* with a word from the box.

nobody
everybody

nothing
everything

nowhere
everywhere

Advice for a prince

1. When you eat, let the servants do *all the work*.
2. *All the people* should always say 'please' and 'thank you' except a prince.
3. When getting dressed, you should do *no work*.
4. *In all the places* you go, the people must bow down to you.
5. *Not one person* eats until you start eating.
6. A prince can go *to no places* without his servants and his fine clothes.

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At one o'clock, there was a knock on Tom's door in the palace. A servant came into the room.

'Are you ready for lunch, sir?' the servant asked.

'Erm, yes,' said Tom, but the servant looked at him carefully.

'But you aren't wearing your lunch clothes, sir,' he said.

'You usually wear different clothes for lunch.'

'Of course,' said Tom. 'Tell me, what do I usually wear for lunch?'

The servant went to the wardrobe room and chose some very fine clothes. Tom liked them and he started to get dressed.

'Erm, sir,' said the servant. 'I usually help you to get dressed.'

'OK,' said Tom. He did nothing and the servant helped him. He put on a beautiful white shirt and a small red jacket. It took a very long time but Tom was happy with these clothes.

Then Tom followed the servant through the palace. They went to a very big room with lots of tables. Tom sat alone at one of them and ten servants stood behind him.

The servants put lots of plates of food on the table, and then they waited. It was very quiet. Tom did not understand what was happening. He was hungry and he wanted to eat.

'Is anybody going to eat?' he asked.

'But only you eat, sir,' said one servant.

'Oh, of course,' said Tom. He picked up a cup but a servant stopped him.

'Sir!' said a servant. 'The Servant of the Cup will help you. He puts water in your cup.'

'Oh, yes,' said Tom.

The Servant of the Cup put water in Tom's cup. There was a plate with lots of green leaves on it.

'What is this?' Tom asked.

'It is salad, sir,' said a servant.

'What is salad?' asked Tom.

'Erm, green leaves, sir,' replied the servant. Tom did not think it looked very nice. He decided not to eat it and he took some meat. Another servant stopped him. The servant had to cut the meat into little pieces for Tom. Then Tom ate it with his fingers.

The servants watched Tom. They were sad because they thought the prince was ill.

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Transcript

The prince usually loved salad and he never ate with his fingers.

There were some nuts on a plate. Tom wanted to eat the nuts but he did not want the servants to watch him. He put some nuts in his pocket. 'I will eat them later,' he thought.

Then Tom had an itch on his nose. 'I'm sure a prince doesn't scratch his own nose,' he thought. He tried not to think about it but the itch got worse and worse. He did not know what to do.

'My nose itches,' he said. 'What must I do?'

The servants looked at each other. They did not know what to do. There was no servant for scratching royal itches.

'Please,' continued Tom, 'I don't like having an itch on my nose.'

The servants did not move. They were all worried and looked at each other. After a few minutes, Tom could not wait. 'I'm sorry,' he said, and he scratched his nose himself.

When Tom finished eating, the servants brought a bowl of water. It was for Tom to wash his fingers in. Tom did not know the reason for the bowl of water. He picked the bowl up and he started to drink from it. The servants were very surprised.

'This doesn't taste very nice!' he said. 'It needs more salt.' The servants looked at each other again. Then Tom stood up but another servant stopped him.

'The Lord Protector always takes you back to your room,' said the servant.

'Oh, yes,' said Tom, but really he did not understand.

'Call the Lord Protector!' said the servant to another servant.

'Call the Lord Protector!' the other servant shouted to another servant.

After some time, the Lord Protector came into the room. He was the prince's uncle and he was a very important man. As they walked, the Lord Protector talked to Tom.

'Sir,' he said. 'I know you are ill at the moment. You must be worried about the Great Banquet tonight.'

'Yes, that is true,' said Tom. 'I am very worried.'

'I will help you. I will tell you what a prince must do. When you eat, let the servants do everything,' continued the Lord Protector. 'Servants will put water in your cup and they will cut your food into small pieces. If you want nuts later, just ask a servant to bring you some. A prince doesn't put nuts in his pocket.'

'No, of course not,' replied Tom.

Track 2

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Transcript

‘And the bowl of water at the end of the meal ...’ said the Lord Protector.

‘Yes, that didn’t taste very nice,’ said Tom.

‘That is to wash your fingers in. It isn’t a drink, sir,’ the Lord Protector went on.

‘Oh yes. I remember now,’ said Tom.

‘And one other thing,’ continued the Lord Protector. ‘A prince does not say “please” or “thank you”.’

‘Why not?’ asked Tom. ‘Everybody should always say “please” and “thank you!”’

‘Ordinary people should always say “please” and “thank you”,’ replied the Lord Protector. ‘But you are a prince!’

They arrived at the prince’s room.

‘I will leave you now, sir,’ said the Lord Protector. ‘Please rest this afternoon. Then you will be ready for the Great Banquet tonight.’

Tom lay on the big, soft bed but he did not sleep. He was too nervous about the Great Banquet. He walked around the room and he found lots of books. Tom usually loved reading but he was too nervous to read. Lots of people were coming to the Great Banquet. They would watch him and they would know he was not a prince. A few hours later, a servant knocked on his door.

‘The Great Banquet is soon, sir,’ said the servant. Tom knew what to do. He stood and did nothing. The servant got his clothes and he helped Tom to get dressed. After some time, Tom was ready to go to the Great Banquet. He was wearing a long, heavy blue and gold coat. It had hundreds of jewels on it. Tom felt very nervous but he looked like a real prince.

Tom was taken to the Great Banquet on a boat. It was the biggest and loveliest boat on the river. Fifty smaller boats followed Tom’s boat. Some of them were very small, and some of them were very big. They were all very colourful and had big royal flags. They looked wonderful. Soldiers played trumpets loudly and there were lights in the sky.

Tom sat on a big, comfortable chair. He watched and listened to everything. It was so beautiful and it made him very happy. He smiled and smiled. The prince’s sisters sat with him. They did not even look out of the window. It was boring for them.

They soon arrived at the Great Banquet. There was more music and there were more flags. Hundreds of people were waiting at the side of the river. They all wanted to see the prince. The pauper Tom Canty from Offal Court walked off the boat.

‘Here is Prince Edward!’ the people shouted.

The Great Banquet was in a very grand hall. It was as big as the palace and it was beautiful. There were hundreds of tables. Each table had lots of colourful flowers

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Transcript

on it. More soldiers played their trumpets when Tom walked in. Everybody was watching Tom very carefully. They wanted to know if he really was mad.

Tom sat at a very big table at the front of the room. There was food everywhere. Tom remembered to let a servant put water in his cup and cut his food into small pieces. Servants brought plate after plate after plate. Tom never said 'please' or 'thank you'. He ate lots, and the food was very good. He even tried some salad. Tom got everything right and everybody stopped worrying. They did not think he was mad.

After dinner, there were dancers for the prince to watch. Tom liked the dancing. It made him feel happy and he laughed a lot. When everybody saw the prince laughing, they laughed, too. It was a perfect evening. But then, the big doors opened and a servant ran in.

'I have got terrible news,' he said. 'The king is dead!'
