

# The Prince and the Pauper

## By Mark Twain

### Chapter 11

**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. do a guided dictation;
2. talk about homecomings;
3. listen for gist and detail to choose the correct answers;
4. study and practise *will* for predictions;
5. discuss Miles's options.

**Materials:** one copy of the worksheet per student; one copy of full transcript per student; Track 1 (short extract); Track 2 (whole of Chapter 11) 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 11, Edward goes with Miles Hendon to Hendon Hall, Miles's family home, where he is expecting to pick up his old life where he left off ten years ago. His brother and cousin are there when he arrives.

#### Listening 1

**Aim:** to prepare students for the rest of the chapter

1. Explain that in Chapter 11, students will hear about Miles and Edward's trip to Hendon Hall, Miles's old house. Ask them what they remember about Miles's story. Make sure that you discuss the following key facts:

- Miles has been away in France (as a soldier and prisoner) for ten years.
- He lived in Hendon Hall with his father, his brother Hugh and his cousin Edith.
- Hugh is not a nice person. Edith is very kind and beautiful.
- Miles wants to marry Edith.

2. Explain that they are going to do a dictation of a very short extract from the story. Tell them that you are going to play the audio at the normal speed, so it will be impossible to write every word, but you will play it several times so they can write more words each time they listen. Make sure that they are ready with a pen and paper and play Track 1. You may find that students quickly give up because it is too fast; encourage them to keep writing any words they can hear.

3. Ask the class if they would like to hear it again. They will undoubtedly say yes. Play Track 1 again. This time, give them time after listening to compare the words that they have with a partner. Hand out the worksheet, pointing to the first listening activity. Show them that this is the dictated text and that they can begin to fill in the missing words with the words they have heard so far. Ask the class, for example, what the first two words are, which they should already have. Give them a few minutes to fill in the words as far as they can.

4. Play the audio once or twice more, until *most* of the class has *most* of the words filled in. Then ask individuals to tell the class the sentences, slowly and clearly. They could do one sentence each, for example. If you have time, play the track one last time so that the students can read and listen to the completed text.

**Key:** *'Here is Hendon Hall, my king! My family will be so happy to see me. They will love you, too. Look how big it is. There are seventy rooms!' said Miles. He was very happy to see his old home again after so much time.*

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#### Listening 2

**Aims:** to listen for gist; to compare Miles's expectations with reality

1. Ask the class the following questions and encourage discussion:

*How is Miles feeling about coming home?*

*Have any of you ever been away for a long time?*

*Were you / Would you be excited about coming home?*

*Did / Would you receive a 'warm reception'? (You should demonstrate or explain this expression.)*

*What normally happens in your house, if you have a visitor that you haven't seen for a long time?*

2. Tell them that they are going to listen to the whole of the chapter now. Set them the questions on the worksheet (Listening 2) and play Track 2.

3. When the track has finished, go through the answers with the whole class.

**Key:** 1. No, he doesn't; 2. His brother and cousin refuse to recognize him and he is not welcome in the house; 3. They are going to be put in prison.

#### Listening 3

**Aim:** to listen for detail

1. Point to the third listening activity on the worksheet. Give the students a couple of minutes to read through the multiple choices before playing Track 1 again.

2. When the audio has finished, give the students a minute to compare and discuss their answers with a partner. Nominate students to share their answers with the class. Encourage justifications, such as, for question 1: *Why not c?* (because the journey takes a long time).

**Key:** 1. b; 2. b; 3. c; 4. c; 5. b; 6. c; 7. b; 8. c

3. Ask the class whether they can see any similarities between Edward's story and Miles' story. Encourage their own ideas but suggested answers are given here: *Both have been replaced a different person: Edward by*

*Tom and Miles by his brother, Hugh. Both are living difficult lives because of this and neither has a home. Also both have recently lost their father.*

#### Grammar 1

**Aim:** to examine and practise using *will* for future predictions

1. Tell the class to turn over their worksheets so that they can't read them. Remind them of the dictation at the start of the lesson and ask them to tell you the dictation from memory. As they tell you the sentences, write the two sentences with *will* on the board:

*My family will be so happy to see me. They will love you, too.*

2. Ask the class:

*Who is speaking? (Miles)*

*Is he talking about the past, present or future? (future)*

*Does he know for certain that his family will be happy? (No, it's a prediction.)*

*Why does he think his family will be happy? (We don't know but we can guess it is because he remembers his family as nice, except for his brother.)*

*Are his predictions correct? (No!)*

3. Tell the class that Miles and Hugh make more predictions. Point them to the Grammar activity on the worksheet. Put them in pairs and give them a minute or two to fill in the predictions. Then hand out the transcripts for them to check their answers.

**Key:** 1. *know me*; 2. *will know me*; 3. *will not know you*

4. Explain that they are now going to make some predictions about the rest of the story. Write the following sentence stems on the board:

Edward and Miles will ...

Edward ...

Tom ...

Edward and Tom ...

... will ...

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Explain that they must think of three predictions about what they think will happen during the rest of the story using three of the sentence stems on the board. Have them write each prediction on a small slip of paper. Give them a couple of minutes for this and go around the room helping them with ideas.

5. Put them into large groups of 4-6 students. Explain that they need to put all of their predictions into a line on the table, from the prediction or predictions that they think will most probably happen to those they think are least likely or don't think will happen. Give them a few minutes for this.

6. Have the groups read out their top three predictions to the class. Ask the class for their reactions and whether they agree that they are good predictions. Ask each group to give you the slips with their top three predictions written on and put them all together in an envelope. Explain that you will return to their predictions at the end of the story.

#### Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.
2. The students write their personal predictions about the story, specifying what they think will happen and why. They bring their predictions in sealed envelopes for the next class.

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#### Listening 1

Listen to the extract and complete the text.

' \_\_\_\_\_ Hendon Hall, \_\_\_\_\_ ! \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ! \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Worksheet

#### Listening 2

Listen and answer the questions.

1. Does Miles get a warm reception?
2. Why? Why not?
3. What is going to happen to Miles and Edward now?

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#### Listening 3

Listen and choose the correct answers a, b or c.

1. Edward likes Miles's suggestion that they go to Hendon Hall because ...
  - a. it is on the way to London and the palace.
  - b. he is tired and would like to rest.
  - c. it is very near to where they are.
2. The journey takes them ...
  - a. less than one day.
  - b. more than one day.
  - c. more than two days.
3. The man who opens the door ...
  - a. is a similar age to Miles.
  - b. is feeling similar emotions to Miles.
  - c. has a similar appearance to Miles.
4. Hugh says that ...
  - a. he recognizes Miles.
  - b. he wrote a letter to Miles but he didn't get a reply.
  - c. his brother is dead.
5. Edward ...
  - a. shouts at Hugh.
  - b. understands why Miles is sad.
  - c. thinks that Miles' brother is dead.
6. Lady Edith ...
  - a. is angry with Miles.
  - b. is sad because she does not recognize him.
  - c. looks as if she is going to cry.
7. Miles believes that ...
  - a. Edith doesn't want to marry him.
  - b. Hugh is making Edith say she does not know him.
  - c. Edith has forgotten him.
8. The guards arrest Miles and Edward because ...
  - a. Miles is trying to hurt Hugh.
  - b. Hugh tells them that Miles is trying to take Lady Edith away.
  - c. Miles will not go away from Hendon Hall.

Worksheet

#### Grammar 1

Can you remember the characters' predictions? Complete the sentences.

##### MILES:

'Where is my father ... *our* father? He will \_\_\_\_\_.'

'Where is my love, Lady Edith?' Miles asked quietly. 'She \_\_\_\_\_.'

##### HUGH:

'I will get Lady Edith but she \_\_\_\_\_!'

Read the transcript and check your answers.

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Miles and Edward left the judge very quickly.

‘Where do we go now?’ asked Edward.

‘To my home,’ said Miles. ‘To Hendon Hall!’

Edward was very tired and hungry. He liked this idea.

‘Yes!’ he said. ‘Let’s go to Hendon Hall! We will rest and then we will return to the palace.’

They walked for a long time out of London and into the countryside. They went across fields, through woods and past lots of pretty houses. They spent the night in a small hotel. They carried on the next morning and soon they reached Hendon Hall.

‘Here is Hendon Hall, my king! My family will be so happy to see me. They will love you, too. Look how big it is. There are seventy rooms!’ said Miles. He was very happy to see his old home again after so much time. They walked up the long path to the door.

‘Has it changed?’ asked Edward. The house looked very small to him.

‘No, everything is the same.’ Miles smiled and knocked on the big, old door. They waited but nobody came.

‘Knock again!’ said Edward. Miles knocked on the door. Again they waited for a long time and then the door opened.

The man at the door looked like Miles but he was younger. Miles smiled at him. ‘Hello. My brother, Hugh! After all this time! I have missed you so much!’

But Hugh did not smile. ‘I don’t know who you are,’ he said.

‘What do you mean?’ asked Miles. He did not understand.

‘I’m your brother! I’ve been away for years. I was a prisoner but now I’ve come home!’

Edward did not like Hugh’s face. It was unfriendly and unkind. ‘You are not Miles,’ said Hugh. He was very serious.

‘I got a letter a few years ago. The letter said Miles died in the war in France.’ Miles was very surprised.

‘No!’ Miles said. ‘That’s not true! I’m here! I’m alive!’

‘My brother is dead! You do not even look like him,’ replied Hugh.

‘That is impossible!’ shouted Miles. ‘Where is my father ... *our* father? He will know me.’

‘My father died two years ago,’ said Hugh.

‘Oh no,’ said Miles. He looked down for a long time. He was very sad and he wanted to cry. Edward understood.

Track 2

Track 1

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‘Where is my love, Lady Edith?’ Miles asked quietly. ‘She will know me.’

‘Do not talk about Lady Edith!’ said Hugh angrily. ‘She is *my* wife!’

‘*Your* wife?’ asked Miles. ‘That is impossible! *I* am going to marry Lady Edith!’

‘Be quiet!’ shouted Hugh. ‘You are not my brother! I will get Lady Edith but she will not know you!’

Hugh returned with a very beautiful woman. She walked slowly and looked at the floor. She was very sad.

‘My Edith!’ said Miles. ‘I’ve waited so long to see you!’ Miles ran towards Lady Edith but Hugh stopped him.

At last, Lady Edith looked at Miles. ‘I don’t know who you are,’ she said. Her face was white and it did not move. Edward thought she might cry.

‘Edith!’ Miles replied, ‘It’s me! You know me!’ He believed Hugh made her say these things. He was very sad because he loved her.

‘I don’t know who you are,’ she said again and then she ran out of the room.

‘You see, my wife doesn’t know you. The guards are coming. They will take you to prison! Do not try to run away,’ Hugh shouted.

‘This is my house,’ replied Miles. ‘I will not leave.’

Just then, four strong guards came and took Miles and Edward to prison.

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