

# The Prince and the Pauper

## By Mark Twain

### Chapter 13

**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. compare the likes and dislikes of Edward and Tom;
2. listen for gist and specific language (to fill in gaps);
3. discuss Tom's behaviour;
4. learn and practise *so + adj / much / many + that*;
5. talk about daily routines.

**Materials:** one copy of the worksheet per student; Track 1 (whole of Chapter 13); Track 2 (last paragraph of Chapter 13) 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 13, we hear about Tom's life in the palace, and how he stops worrying.

### Speaking

**Aims:** to review the story so far; to practise *like / love / hate + gerund*

1. Show the students the two pictures of Edward and Tom. These are on the worksheet, so you can hand out the worksheets at this stage, or you could project the images if you have an IWB or projector. Ask the class how Edward is feeling, and then Tom.

2. Write on the board:

Tom	{	loves ...
		likes ...
Edward		doesn't like ...
		hates ...

Elicit from the class one specific idea for each boy, such as Tom loves eating good food and Edward hates prison. Ensure that at least one of the sentences uses the gerund (e.g. *eating* good food) and point out that when the verb is followed by another verb it must be in the *-ing* form.

3. Divide the class into two teams, perhaps the left side of the classroom and the right side. Explain that they are going to play a game of tennis. Indicate an imaginary net dividing the two sides. One person (anyone) on the left side 'serves the ball' by saying a sentence starting: 'Tom / Edward loves / likes / doesn't like / hates ...'. Someone on the other side

has to 'return' the ball by saying a different sentence of the same type. Sentences must be grammatically correct (especially concerning the verb pattern with the gerund), factually correct (or likely to be true if you feel factually correct is too difficult) and it must not be a repetition of a previous sentence.

4. Start the game. If you can, write up the sentences as they say them on the board. You are the umpire and must be ready to judge each sentence. The winner of each 'rally' serves in the next. Points go 0 ('love') - 15 - 30 - 40 - game. If you prefer to do this in smaller groups, you could divide the class into various games and get them playing simultaneously.

### Listening 1

**Aims:** to listen for gist

1. Explain that the class is now going to listen to Chapter 13. Ask students to listen and note all of the things Tom likes about his life in the palace. Play Track 1. When the track has finished, have students come up to the board and write one sentence about the things Tom likes.

**Key:** *He loves living in the palace; he likes telling people what to do; he loves sleeping in his big bed; he likes all the food; he likes having servants; he loves the rich clothes; Tom likes Lady Jane and Lady Elizabeth*

# The Prince and the Pauper

## By Mark Twain

### Chapter 13

**Note:** There are various ways of expressing these ideas. For example, the first could also be expressed as: *He likes living in the palace, He loves his life in the palace, He loves being in the palace.* As this is a gist question, all of these are correct.

#### Listening 2

**Aims:** to focus on Tom's moral standpoint and decide whether Tom is behaving badly; to prepare for the grammar focus

1. Hand out the worksheet if you have not done so already. Explain that the text in the second listening activity is the last paragraph in the chapter. Give them a minute to read through and familiarize themselves with it, then play Track 2.

2. Invite volunteers to read a sentence at a time, for the whole class to confirm their answers.

**Key:** *Tom was **so** busy that he did not think about Edward or his own **family** very often. He hoped Edward was **happy**, and he missed his mother and his **sisters**. But he did not want them to come to the **palace**. He did not want to be a **pauper** again. Sometimes, this made him feel **bad**. Then he would buy a new **coat** or walk in the palace **gardens**, and he was happy **again**.*

3. Assign students a letter, either A or B, alternately around the room. Explain that the As are going to imagine that they are Tom's mother and the Bs are going to imagine that they are Edward. Ask them to imagine that Tom is no longer king and has returned to his family. They should write Tom a short message saying how they feel about what he did. Give them a minute or two for this.

4. Pair up one 'Edward' with one 'Mrs Canty' and let them read each other their messages. Write on the board the question: *Should Tom be punished for his actions?* Direct the class's attention to this question and let them discuss it in their pairs. Then ask the class to raise their hands if they think he should be punished. Ask them to explain why. Then ask people to raise their hands if they don't think he should be punished. Again, ask them to

justify their reasons. Here are some possible reasons that they may mention:

#### Reasons he should be punished

He knows the Prince is missing but he isn't looking for him.

His mother and sisters are poor and hungry. He could give them food.

He is spending the real king's money on expensive clothes and servants.

#### Reasons he should not be punished

He is only nine years old and doesn't know better.

He doesn't know that Edward is in trouble. It's understandable that he doesn't want to return to his old life.

The Lord Protector told him that he is a prince.

#### Grammar

**Aim:** to raise awareness of and practise the structure *so + adj / much / many + that*

1. Ask the class the following questions:

*Why did Tom not think about Edward or his family?* Elicit the sentence: *Because he was busy.*

*Was he a little busy or very busy? (very busy)*  
*If he was only a little busy, would he remember them? (yes)*

Write on the board: *Tom was so busy that he did not think about Edward or his family.* Say it out loud, emphasizing the *so*.

2. Tell students that there was another similar sentence in Chapter 13. Tell them that it starts like this:

*'The servants did everything for him. He liked this so much that ... '* and ask if anyone can remember how it continues (*He liked this so much that he got hundreds more servants.*)

Write on the board:

adj  
so + much + that  
many

3. Ask the class to do the grammar activity on the worksheet. Point out that the last question is free for them to write anything that they

## The Prince and the Pauper

### By Mark Twain

### Chapter 13

like. Go around the room checking that they have understood what to do and that they are finishing the sentences appropriately.

4. Explain that you will hear a few suggestions for each sentence and that your favourites will get a point. Listen to a few suggestions for number 1 before choosing a winner. Give extra bonus points for imaginative answers to the last sentence.

#### Speaking

**Aims:** to talk about daily routines; to imagine themselves in Tom's situation

1. Draw a large circle on the board. Use it to show a typical day of yours as a pie chart, with sleep, work, eating and so on all marked. Ask the students to imagine that they are king or queen. Have them design their ideal royal routine and draw it as a pie chart. Give them a few minutes to do this. When they have finished, they should draw a second circle but keep it blank.

2. Put them into pairs. Explain that they must not show each other their pie charts. Instead, they are going to take it in turns to tell their partner about their royal routine. Their partner must listen and draw the pie chart as they understand it. Only when they have finished can they show each other their pie charts and compare. Give them at least five minutes for this.

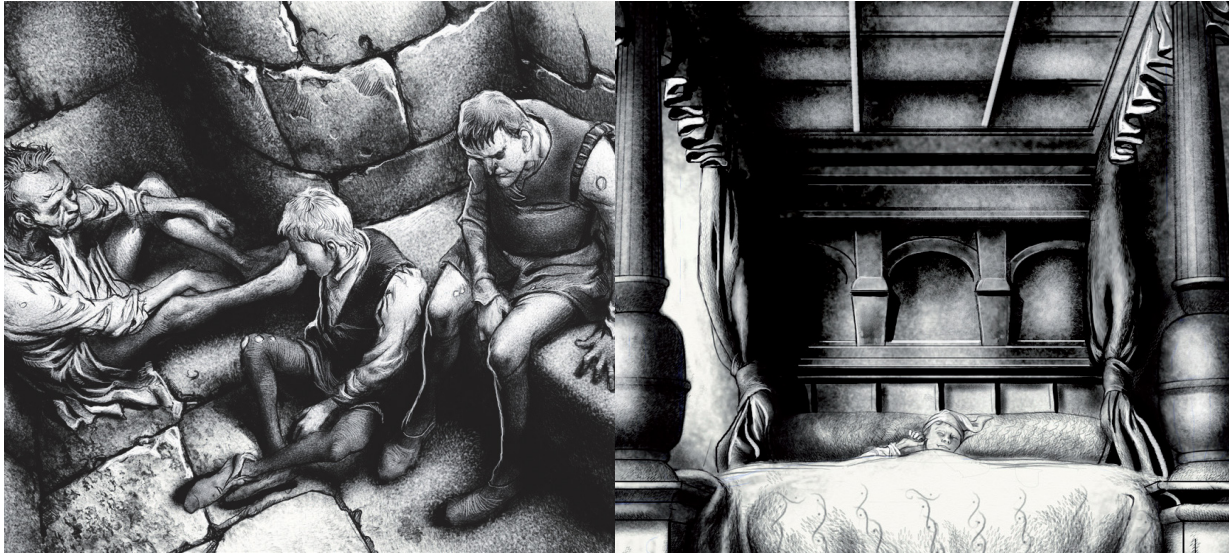
3. Finally, ask if anyone was very lazy or hard-working, or if anyone would be a good king (and why).

#### Follow-up tasks

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

2. Students look up the daily routines of famous people, artists and geniuses. The following lesson, they describe the daily routine of someone that they are interested in.

**The Prince and the Pauper**  
By Mark Twain  
Chapter 13



Worksheet

**Listening 2**

**Listen and complete the paragraph. Write one word in each gap.**

Tom was (1) \_\_\_\_\_ busy that he did not think about Edward or his own (2) \_\_\_\_\_ very often. He hoped Edward was (3) \_\_\_\_\_, and he missed his mother and his (4) \_\_\_\_\_. But he did not want them to come to the (5) \_\_\_\_\_. He did not want to be a (6) \_\_\_\_\_ again. Sometimes, this made him feel (7) \_\_\_\_\_. Then he would buy a new (8) \_\_\_\_\_ or walk in the palace (9) \_\_\_\_\_, and he was happy (10) \_\_\_\_\_.

**Grammar**

**Finish the sentences. Use your imagination!**

1. I was so hungry that \_\_\_\_\_.
2. I had so much money that \_\_\_\_\_.
3. I was so tired that \_\_\_\_\_.
4. There were so many people at the party that \_\_\_\_\_.
5. I ate so much that \_\_\_\_\_.
6. [your own idea] \_\_\_\_\_.

## The Prince and the Pauper

By Mark Twain

### Chapter 13

Transcript

Tom slowly learnt how to be a king. After a few days, he started to enjoy his new life. He was not frightened now and he loved living in the palace. He really liked telling people what to do. They listened to everything he said and did everything he told them to. No one thought he was mad.

Track 1

Tom loved sleeping on the big, soft bed. When he wanted to sleep all day, he told the servants to leave him alone and they did. He ate chicken at every meal. He liked all the food in the palace and he was never hungry.

Tom also liked having servants now because it was so easy. He did not have to get dressed, wash, cut his food, pour his water or get ready for bed. The servants did everything for him. He liked this so much that he got hundreds more servants.

He also loved the rich clothes and he bought many more. The clothes a young king wore were even better than the clothes of the prince. He had lots of red and gold coats made of very expensive materials. Tom felt wonderful when he wore them, like a real king!

When he was bored, he walked in the big palace gardens with Lady Jane and Lady Elizabeth. They played games and they talked, too. The young girls were friendly and funny. Tom liked them.

Tom was so busy that he did not think about Edward or his own family very often. He hoped Edward was happy, and he missed his mother and his sisters. But he did not want them to come to the palace. He did not want to be a pauper again. Sometimes, this made him feel bad. Then he would buy a new coat or walk in the palace gardens, and he was happy again.

Track 2