

The Prince and the Pauper

By Mark Twain

Chapter 15

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. role play TV commentators commenting on the event;
2. listen to find out what happens at the coronation;
3. listen to order events chronologically;
4. study and practise the structures *to look / feel + adj* and *to look / feel + like + noun*;
5. practise micro-writing skills for social media.

Materials: one copy of the worksheet per student; Track 1 (whole of Chapter 15) downloaded from onestopenglish; one copy of the Twitter 'tweets' page, cut up and posted on the walls around the room; three slips of paper for each student

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 15, a new king is crowned but which of the boys wears the crown? Edward, son of Henry, the rightful heir to the throne or the poor beggar boy, 'King Tom', son of a thief and murderer?

Speaking

Aim: to review some key facts about the plot and the coronation

1. Explain that today the students are going to listen to the chapter called 'The coronation'. Ask them if they have ever seen a coronation or other royal event, such as a royal wedding on TV. You might ask if any of them remember any recent examples. If they don't have much experience of such events, explain that when there is a big event such as this one, there is always a lot of excitement and media coverage: TV, radio, newspapers, magazines, the internet and social media. If they do not have a royal family in their country, you could ask them about the broader area of the private lives of other celebrities. For example, you could ask whether people in their country are interested in celebrities' lives, whether they have gossip magazines like *Hello*, and so on.

2. Show them the image from last week's lesson, of Tom in the parade with people watching the royal carriage go past. Explain to students that they now work for 'Tudor TV', the main television channel in Henry VIII's time. Tudor TV is showing this very

important event all day today. The students are commentators whose job is to talk about what is happening. To help the students understand their role, you could explain that commentators are the people who talk on the TV during football matches.

3. Put the students into pairs. Hand out the worksheet and ask them to look at the speaking activity. Explain that here are some suggestions of things to talk about. Give them a minute to read the suggestions. Tell them that a commentator's job is to keep talking and not to leave much silent time. This means that if one person has no more to say, the other commentator needs to start talking. Remind them that no one knows that the prince is, in fact, Tom.

4. Give them a couple of minutes to do the role-play. When they have finished, ask the whole class a few questions about what they talked about:

How do the commentators think the prince is feeling? How is he really feeling? (He should be excited and feeling responsible and proud; really, he is missing his old life, his mother and feeling bad about becoming king.)

The Prince and the Pauper

By Mark Twain

Chapter 15

Did any strange things happen during the parade? What did the commentators say about it? (A woman ran out to speak to the king and was taken away by the guards. This is Tom's mother but of course the commentators do not know this.)

Who will be at the coronation? (Probably many important people – the students will have their own ideas)

What will happen at the coronation? (They will put a crown on the king's head)

5. Finally, ask the students what they think will happen:

Will Edward manage to stop the coronation before it is too late?

Will Tom be crowned? Or will something else happen?

Allow time to discuss and compare ideas (but don't give the ending away, of course!).

Listening 1

Aim: to listen for enjoyment and find out what happens at the coronation

1. Explain that they should just listen and enjoy! Play Track 1.
2. When they have listened to the story, ask the class who was crowned king in the end. (Edward)

Speaking and listening

Aim: to check the students' comprehension of some details in the chapter

1. Show the class the speaking and listening activity on the worksheet. Tell them to put the events in the order in which they happened in pairs or small groups. They must try to agree on the correct order.
2. Play Track 1 again for the students to check their answers. When the audio has finished, elicit the correct answers from the class, one by one.

Key: 1. Tom enters the abbey; 2. Tom is feeling ill; 3. Edward enters the abbey; 4. The guards pick Edward up; 5. Tom tells everyone that Edward is the king; 6. Tom

goes on his knees in front of Edward; 7. Everybody sees that the boys look like each other; 8. The Lord Protector asks Edward some questions; 9. Edward speaks in three languages; 10. Edward says the Great Seal is in a cupboard; 11. The guards return without the Great Seal; 12. Tom remembers where the Great Seal is; 13. Edward remembers where the Great Seal is; 14. The guards find the Great Seal; 15. The king is crowned.

Grammar

Aim: to study and practise the structures *to look / feel + adj* and *to look / feel + like + noun*

1. Write the following on the board:

Tom _____ a king.

Tom _____ sad.

Show the class the illustration of the parade again. Point to the first sentence on the board. Ask: *Is Tom a king?* (No) *Does he have the clothes of a king?* (Yes) Invite students to fill in the gap. (*looks like*) Now point to the second sentence. Ask: *Is Tom sad?* (Yes) Invite students to fill in the gap, prompting them with the first letter *f* if necessary (*feels*). Now ask: *Can other people see that he is sad?* (Yes) and invite students to suggest looks.

2. Ask students to compare the sentences: *Tom looks sad* and *Tom looks like a king*. Underline *sad* and *a king* and ask: *Which of these is a noun? Which is an adjective?* Ask them what they notice about the sentences. They should see that the verb *looks* is followed by an adjective but that when it is followed by a noun, the word *like* is also necessary:

looks + adj

looks like + noun

3. Tell students that they are going to have a race. You will give them two minutes to write as many sentences as they can using a number of words. Explain that they must make sentences that are true about the story and that they can only use the words in the

The Prince and the Pauper

By Mark Twain

Chapter 15

box. Point them to the grammar activity on the worksheet and start the timer!

4. After two minutes, stop the clock. Ask them to raise their hands if they have more than five sentences, then more than six, seven, eight etc. until there is just one person left. Ask them to read out their sentences, checking that each is grammatically correct and true or likely according to the story. Congratulate the winner.

Key: (Possible sentences include) *Tom feels terrible / ill; Tom looks wonderful; Tom looks like a king; Edward feels angry / frightened; Edward looks dirty / poor; Edward looks like a pauper; Tom looks like Edward; Edward looks like Tom.*

Writing

Aim: to practise micro-writing for social media

1. Point out the six pieces of paper posted around the room. Ask the class: *Where do you see texts like these?* Ask if anyone is on Twitter, if they have tweeted and what they know about it. They should be able to tell you that Twitter is a social media site where you can make instant comments of 140 characters or less. Explain that Twitter is used to share comments about big events like concerts, elections, festivals and, yes, coronations!

2. Have them all stand up and walk over to the different tweets. They need to identify three tweets that were written before the coronation and three that were written during the coronation.

3. Ask them to give themselves a Twitter name using the @ sign at the start, e.g. @YukiMakomoto, @TeacherMike, etc. Encourage nicknames. When they've done that, tell them that they are going to tweet their comments as guests to the coronation.

4. Hand out three slips of paper to each student. On the first, ask them to write a tweet from the parade.

Give them a minute or two for this. On the second, ask them to write a tweet from the beginning of the ceremony. Again, give them

time to write one. Finally, on the third slip, ask them to write a tweet from near the end of the ceremony.

5. Now put the students into groups of five to eight students. Have them organize their tweets into a chronological Twitter news feed, with tweets about the parade before the tweets about the ceremony. Get them to lay the 'feed' out on their table.

6. Now let the students mingle around the room, reading the other groups' feeds. Tell them beforehand that they should remember one tweet that they read, either their favourite or one that they have a question about.

7. When they have visited most of the Twitter feeds, ask them to sit down. Conduct feedback by asking individuals which tweets they particularly liked or were interested in.

Follow-up tasks

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

2. The students research the reign of Edward VI of England and find out five facts about his reign as King. Recommend that they use the Wikipedia 'Simple English' option.

The Prince and the Pauper

By Mark Twain

Chapter 15

Twitter 'tweets' page



Sir Thomas Moore @WiseManMoore · Feb 20

Doesn't the young prince look fantastic? Just like his father!
Wish him lots of luck on his #coronation day.



Bill Budleigh @ButcherBill · Feb 20

The parade will pass here soon. We're celebrating with a party in the street! I love royal days. And no work today!
Long live the king!



Katy Price @KatyOfLondonBridge · Feb 20

The prince has just gone past our house! So exciting. But he doesn't look very happy.



Queen Isabel of Umbria @UmbriaRoyalFamily · Feb 20

Abbey beautifully decorated. I hope Edward can be happy with only 1 wife ... not like his father! Maybe he'll be interested in my daughter ;o)



Lord Farquhar of Essex @SoFarquharSoGood · Feb 20

Oh no! There's a dirty pauper in the church. And he says he's the king. Guards, get him out of here!



Marquess of Knightsbridge @StinkingRichandFabulous · Feb 20

He's sitting on the throne now. And how fabulous! He's wearing the same shoes as my husband! From the most expensive shoe makers in London.

The Prince and the Pauper

By Mark Twain

Chapter 15

Speaking

Imagine you are TV commentators talking about the parade to the coronation. Make notes about things to say. Use the prompts to help you.

The parade: route - distance to Westminster - people watching - weather
The young prince: clothes - how he is probably feeling - his future as king
The coronation: the church - who will be there - what will happen

e.g. Hello, and welcome back. You're watching Tudor TV and we are here in London at the Royal Parade. It's a beautiful day. The parade is now going along the River Thames ...

Speaking and listening

Order the events of the story.

- Edward enters the abbey.
- Edward speaks in three languages.
- The guards find the Great Seal.
- The guards pick Edward up.
- 15 The king is crowned.
- Tom enters the abbey.
- Tom is feeling ill.
- The Lord Protector asks Edward some questions.
- Everybody sees that the boys look like each other.
- The guards return without the Great Seal.
- Edward remembers where the Great Seal is.
- Edward says the Great Seal is in a cupboard.
- Tom goes on his knees in front of Edward.
- Tom remembers where the Great Seal is.
- Tom tells everyone that Edward is the king.

Listen and check.

The Prince and the Pauper

By Mark Twain

Chapter 15

Grammar

Make sentences that are true about the story.

a king a pauper angry dirty

Edward feels frightened

poor terrible Tom

wonderful like ill looks

Worksheet

The Prince and the Pauper

By Mark Twain

Chapter 15

Transcript

Track 1

Westminster Abbey was full of people. Kings, queens, princes and princesses from all over Europe came to see the coronation. Every lord and lady and duke and earl in England was there. They wore beautiful jewels and clothes in many different colours. Everybody waited to see the new king. After a long time, trumpets started to play. The big doors opened and everybody stood up. The coronation was beginning.

And then the pauper Tom Canty walked in. He looked wonderful in his coronation clothes. Everybody thought Tom looked like a king, but he felt terrible. He was thinking about his mother. Tom walked through the abbey, past all the kings and queens and lords and ladies. He sat on the throne and the coronation began. When the coronation was nearly finished, Tom felt ill and his face was white.

Suddenly, the doors opened again. This time a boy dressed in dirty, old rags walked in. Everybody stopped and looked at this pauper.

‘You must not put the crown of England on that boy’s head!’ he shouted. ‘I am the true King of England!’

Nobody believed him. Everything went very quiet for a moment, and then the guards picked Edward up. They were going to throw him out of the abbey.

‘Stop!’ Tom shouted to the guards. ‘Leave him alone! It is true. He is the King of England!’

‘Don’t listen to the king!’ The Lord Protector said to the guards. ‘He is ill again. Take that pauper to prison!’

But Tom shouted, ‘Do not touch him! He is the king!’ Then he ran to Edward and went on his knees.

‘Put the crown on, my king! It is yours,’ Tom said to Edward.

Everybody in the abbey looked at Tom, then at Edward, then at Tom again. They saw that the boys’ faces were the same. The Lord Protector thought for a moment.

‘Sir, I need to ask some questions . . .,’ he said.

‘I will answer!’ replied Edward.

‘How many rooms are there in the palace?’ asked the Lord Protector, and Edward answered correctly. ‘Describe the king’s bedroom,’ he said, and Edward described his bedroom. ‘Tell me about your sisters,’ the Lord Protector said, and Edward talked all about Lady Elizabeth and Lady Mary. Edward spoke in Latin and Greek and French. He told the Lord Protector how many servants the king had and what was eaten at royal banquets.

‘Well,’ the Lord Protector said, ‘This is interesting but it does not mean that you are the true King of England. If you answer my next question, I will know you are the king.’

Tom was very worried. He wanted to go home to Offal Court. Edward might get the answer wrong. Then Tom would have to live in the palace forever.

‘Where is the Great Seal of England?’ asked the Lord Protector. ‘Only the real king knows where it is.’

The Prince and the Pauper

By Mark Twain

Chapter 15

The Lord Protector was very pleased. He thought this pauper would not be able to answer the question.

‘I know where the Great Seal is,’ said Edward. ‘It is in my bedroom, in a small cupboard behind a picture of my father.’

‘Very well,’ said the Lord Protector. ‘Guards! Go there now and look.’

The guards ran to the palace. In the abbey, everybody waited. They were worried. What was going to happen? Tom Canty stood alone. Thirty minutes later, the guards returned to the abbey.

‘The Great Seal is not there, sir,’ they said.

‘What? You must look again! It is a beautiful, gold object. It is in my cupboard!’ shouted Edward. He was very frightened now. He thought that the Lord Protector would send him to prison.

‘Wait!’ said Tom. ‘A beautiful, gold object? I know where it is! Think about the day we met. You hid it before you ran outside. Do you remember? You went to shout at the guard.’ Edward thought for a very long time. Everybody was quiet. Then he said, ‘I cannot remember.’

‘You must!’ said Tom. ‘It’s very important! Nobody will believe that you are the real King of England! Listen to me. I will describe that day and you will remember where the Great Seal is. One week ago,’ continued Tom, ‘a royal guard hit me and you asked me to come into the palace. I told you about my life. You were very kind and you gave me lots of food. Then we swapped clothes. You wore my rags and I wore your beautiful clothes.’

‘Yes, I remember that. We thought it would be funny,’ said Edward. ‘But then I went outside to shout at the guard. He didn’t believe I was the prince. He threw me out of the palace.’

Edward stopped talking and thought again.

‘Of course!’ he smiled. ‘Now I remember it clearly! Before I went out ...’

‘What happened?’ asked the Lord Protector.

‘I put the Great Seal in the suit of armour next to the door!’ said Edward.

‘Yes! That’s right!’ said Tom. Then he told the guards,

‘Go and get the Great Seal!’

Again the guards went to the palace. Everybody waited. They talked and talked about the boys’ story. At last, the guards came back. Everybody was quiet.

‘Well,’ asked the Lord Protector. ‘Did you find the Great Seal of England?’

One of the guards held up his hand. In his hand was the beautiful, gold object.

‘We found the Great Seal in the suit of armour.’

Then there was a loud shout from the people, ‘Long live the true king!’

Tom took off the gold coronation coat and put it on Edward. Edward sat on the throne and the coronation continued. The real king was crowned.