

The Prince and the Pauper

By Mark Twain

Chapter 10

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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 related to the countryside;
2. listen to order events in the story;
3. discuss the motives of the characters for a deeper understanding of the story;
4. compare four uses of *get* and practise using them;
5. discuss and make rulings on some village disputes.

Materials: one copy of the worksheet per student; one copy of full transcript per student; one copy of the Village dispute resolution sheet for every three students; 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 10, Edward gets into trouble again and he finds himself even further from the palace and his position as King of England.

Vocabulary

Aim: to familiarize students with vocabulary related to the countryside that appears in chapters 10 and 11

1. Present the class with a picture, or pictures, of the countryside that include the following items:

*a barn the countryside a farm a farmer
a field a forest a village a wood*

There are several ways you could do this:

- a. If you're happy drawing on the board, draw a picture or pictures.
- b. Brainstorm countryside vocabulary with the students. When they suggest a word, invite them to the board to draw it. For those words in the list above that are not mentioned, add these things to the pictures yourself and teach them.
- c. Write the vocabulary on the board. Ask the students to draw pictures of the countryside in their books. Give them a time limit of three minutes. When they have finished, have them compare their drawings with one another. Ask: *Did anyone draw a forest / fields / barn / etc?* and ask these people to show the class their drawings.

d. If you have access to the internet, do image searches for the vocabulary. Either let them see the word you type in to the search box, or don't show them and let them guess the word you typed in.

2. Hand out the worksheet and ask the students to match the vocabulary to their definitions. Make sure that they are clear on the difference between a *wood* and a *forest* (*wood* and *forest* are synonyms, but a *wood* may be defined as 'a small forest'). All definitions are taken from www.macmillandictionary.com.

Key:

1. The area outside towns and cities with farms, fields and trees is **the countryside**.
2. A large area of land covered by trees and other plants growing close together is **a forest**.
3. A small forest is **a wood**.
4. An area of land used for keeping animals or growing food is **a field**.
5. A large building on a farm where animals, crops, or machines are kept is **a barn**.
6. An area of land used for growing crops or keeping animals and the buildings on it is **a farm**.
7. Someone who owns a farm or manages it as their job is **a farmer**.
8. A very small town in the countryside is **a village**.

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Listening

Aim: to order the events in the story

1. Explain that Chapter 10 takes place in the countryside and that they are going to listen to it now. Before they listen, give the class a few minutes to read the events and to guess the order. Ask them, *What do you think happens first / then / after that / at the end?* Play Track 1.

2. Hand out the transcript for the students to check their answers. Let them confer in pairs. Then check that everyone has the right order by conducting whole class feedback.

Key:

1. John Canty waits outside Miles's room.
2. Canty pays a boy to tell Edward that Miles is hurt.
3. Edward and the boy walk out of the city into a forest.
4. Canty catches Edward and takes him to a barn.
5. Edward listens to many stories about people's lives.
6. Canty and Edward walk to a village.
7. Canty steals a bag.
8. Miles finds Edward.
9. They arrest Edward and take him to the judge.
10. Miles asks the woman not to send Edward to prison.
11. The judge releases Edward.

Speaking 1

Aim: to examine the characters' motives and to better understand the story

1. Put the class into groups of three to five students. Point to the discussion questions on the worksheet and give them five minutes to discuss the questions. As they discuss, visit the groups checking that everyone is participating. Encourage them to interpret what they are reading and not to rely just on the words on the page.

Key: (Please note that these ideas are not all explicit in the text, rather, they are interpretations, so other ideas may also be possible.)

1. Canty must not get into more trouble in

London. He is probably frightened of Miles Hendon and does not want to get into trouble near his house or to meet him.

2. He is hiding because he killed Father Andrew.

3. Edward is angry about the terrible conditions of these people's lives and he wants to help them.

4. He is not a thief and has no reason to run away.

5. She has a son the same age as Edward. She feels sorry for him.

6. Students' own answers (but there is no good reason that the judge keeps the chicken!)

Grammar 1

Aim: to learn and practise four uses for the word *get*

1. Tell the students to look at sentences 1-4 in the grammar activity on the worksheet. Ask them who said these things. (1 and 2 are said by one of the men in the barn; 3 is said by Edward; 4 is said by Miles).

2. Ask them to match the phrase in bold in sentences 1 to 4 with the uses of *get*. Uses a-c are specific and explained but d is a general one for many expressions, each with different meanings, so you should be prepared to explain the meaning of *get someone into trouble*. You could, for example, tell a little story about how Student A told the teacher that Student B did not do his homework. The teacher was angry and gave Student B extra homework. Student A got Student B into trouble.

Another possible question they may have is the difference between *have* and *have got*. This is not a straightforward or quick question to answer, so you may want to save that for another day! A shorthand answer would be to show the equivalent affirmative, negative and question forms, and explain that both are used but that *have got* is used more often in British English. Also, *have got* can only be used to talk about the present.

Key: 1. c; 2. b; 3. a; 4. d

3. To check understanding, ask the students to write sentences 1-4 without using *get*. Give

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them as much guidance as you think they need.

Suggested key:

1. 'Now I ~~haven't got~~ **don't have** a farm or a family anymore.'
2. 'When I ~~got out of~~ **left** / **was released from** prison, I found my children were dead'
3. 'I will make sure ~~you get your farm back~~ **you have your farm again** / **you are given your farm again** / **they give you your farm back!**'
4. 'Do you want to ~~get a poor boy into~~ **cause trouble for this poor boy?**'

Grammar 2

Aim: to learn and practise three uses for the word *get*

1. Explain that in the second grammar activity the sentences do not contain *get* or *got*. They must change the sentences so that they mean the same but using *get* or *got*. Give them two minutes for this.

Key:

1. Tom has got two sisters in London.
2. Have you got this woman's bag?
3. Some poor people must steal to get food for their families.
4. John Canty got Edward into a lot of trouble with the village people.
5. The woman didn't get her chicken back. The judge took it.
6. Edward is far from the palace and needs to get back to London.

Speaking 2

Aims: to end the lesson with a fun activity; to practise speaking

1. Explain that they are going to do an activity in which they are the judges who make decisions about disagreements between people in a community. A serious disagreement is called a *dispute*, and a judge has to find a good answer, or *resolution*, to these disputes.
2. Put students into groups of three or four 'judges'. Hand out the Village dispute resolution sheets, one per group, and tell them that these are their four cases that they

must decide on today. Tell them that they have to make a decision about these disputes before the end of the day. They must come to an agreement.

3. Let them read and discuss the cases for ten minutes, making sure that they are reaching clear decisions on which they must all agree.
4. When everyone is ready, stop the activity and invite groups to give their judgments. To encourage a range of rulings, ask if other people had different ideas or came to very different decisions. For each case, ask the class to vote with a show of hands which group's decision was the fairest.

Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.
2. Students find five more words to add to their new countryside-vocabulary lists. They learn them and bring them to the following class to teach their classmates.

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Vocabulary

Match the words in the box to their definitions.

| | | | |
|---------|-----------------|-----------|----------|
| a barn | the countryside | a farm | a farmer |
| a field | a forest | a village | a wood |

Worksheet

- The area outside towns and cities, with farms, fields and trees is _____.
- A large area of land covered by trees and other plants growing close together is _____.
- A small forest is _____.
- An area of land used for keeping animals or growing food is _____.
- A large building on a farm where animals, crops or machines are kept is _____.
- An area of land used for growing crops or keeping animals and the buildings on it is _____.
- Someone who owns a farm or manages it as their job is _____.
- A very small town in the countryside is _____.

Listening

Put the events in order, from first to last.

- Canty and Edward walk to a village.
- Canty catches Edward and takes him to a barn.
- Canty pays a boy to tell Edward that Miles is hurt.
- Canty steals a bag.
- Edward and the boy walk out of the city into a forest.
- Edward listens to many stories about people's lives.
- 1 John Canty waits outside Miles's room.
- Miles asks the woman not to send Edward to prison.
- Miles finds Edward.
- The judge releases Edward.
- They arrest Edward and take him to the judge.

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Speaking 1

Discuss the following questions in groups.

1. Why did Canty pay a boy to lie? Why didn't he try to catch Edward in the city?
2. Why is Canty living in the countryside now?
3. Why are the stories that the men tell about their lives important to Edward?
4. Why doesn't Edward run away with the woman's bag?
5. Why does the woman decide not to put Edward in prison?
6. Is the judge's decision fair? Why? Why not?

Worksheet

Grammar 1

Match sentences 1-4 with the uses of *get* in a-d.

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1. 'Now I haven't got a farm or a family anymore.' | a. We can use <i>get</i> with the meaning of <i>receive again</i> : <i>get + noun + back</i> |
| 2. 'When I got out of prison , I found my children were dead' | b. We can use <i>get</i> with the meaning of <i>leave</i> : <i>get + out of + prison</i> |
| 3. 'I will make sure you get your farm back! ' | c. We can use <i>get</i> with the meaning of <i>have</i> (possession): <i>have (+ not) + got + a noun</i> |
| 4. 'Do you want to get a poor boy into trouble? ' | d. We can use <i>get</i> in many other phrases and expressions. |

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Grammar 2

Rewrite the sentences using *get* or *got*. Use the examples from the last activity to help you.

1. Tom **has** two sisters in London.

2. **Do you have** this woman's bag?

3. Some poor people must steal **to find** food for their families.

4. John Canty caused Edward **a lot of trouble** with the village people.

5. The woman didn't receive her chicken **again**. The judge took it.

6. Edward is far from the palace and needs to **return to** London.

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Read about the disputes. Discuss the problems in groups and decide what to do.

Village dispute resolution sheet

Case One

Jack Higgins has a field. Peter Longbottom has a field next to Jack's field. Peter built a big barn on his field and now there is no sunlight in the part of Jack's field next to the barn. Jack is angry. He wants Peter to pull his barn down or move it to a different place. Peter is happy with his barn where it is now.

Case Two

Harold Jorkins owns a small wood near the village. He catches rabbits there for his family. Recently he has seen Mary Billingsgate coming from his wood carrying dead rabbits to her house. Mary says she catches the rabbits near the wood, not in the wood. She also says the land is Harold's but the rabbits are for everyone. Harold wants people to stop going into his wood to steal his rabbits. Mary needs the rabbits to feed her family and they only live in and around Harold's wood.

Case Three

Jane Pickering has a shop in the village where she sells fruit and vegetables. She caught little William Frobisher stealing an apple from the shop. This is the third time he has stolen something. William is ten years old. Jane wants him to stop stealing her fruit.

Case Four

Lord Beardsley gives work to ten people in his fields. He was paying them four pennies every day but now he is paying only three. Last week he caught two of his workers stealing vegetables from the land. He wants them to be punished. The workers say that three pennies is not enough to buy food for their families.

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Miles could not find his young friend. He looked everywhere but Edward was gone. In fact, he was with John Canty.

Earlier that morning, John Canty was waiting outside Miles's room. He saw Miles leave the room and go to the market. Then he paid a boy to lie to Edward.

'Miles Hendon is hurt. He is far away and he needs your help,' the boy said to Edward.

'Take me to him!' Edward replied.

They walked to a forest far from London Bridge. Suddenly, John Canty jumped out.

Edward tried to run away but John Canty ran faster. He caught him and he carried him into a barn. There were lots of men in the barn and they were sitting around a fire. They were all big and dirty, and very noisy. Edward was frightened. He shouted for help but Miles was not there.

Edward said to John Canty, 'You are not my father! I am the king!'

'You are mad but you must be quiet,' replied John Canty.

'I killed Father Andrew and now I am hiding. Where are your mother and your sisters?'

'My mother is dead and my sisters are in the palace,' said Edward.

'Sit down over there,' said John Canty angrily. He made Edward sit in the corner and he sat with the group of men. The men were telling stories about their lives.

'I was a farmer,' said one of the men. 'I had a big farm, a beautiful wife and three children. I was very happy. Now things are very different. Now I haven't got a farm or a family anymore.'

'What happened?' asked another man.

Edward listened to the farmer telling his story. He felt sad for him. His life was very hard.

'My wife was a nurse and she helped sick people. One day someone said she was a witch. A judge sent her to prison and he took my farm. My wife died in prison,' said the farmer.

'What happened to your children?' someone asked.

'Well, after I lost my farm, we had to beg for food and money. We were so hungry, I stole food for my children. I was caught and sent to prison. When I got out of prison, I found my children were dead. There wasn't enough food for them,' the farmer went on.

Suddenly Edward jumped up and shouted, 'I will make sure you get your farm back!'

The men were all very surprised.

'How can you help me?' asked the farmer. 'You're only John Canty's son!'

'I am not John Canty's son!' said Edward angrily. 'I am Henry the Eighth's son! I am Edward, King of England!' Now the men were even more surprised.

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Transcript

‘I’m sorry, my friends, but my son is mad!’ said John Canty. He pushed Edward into a little room and closed the door. Edward sat in there for hours listening to the stories. Some of them were sad stories, like the farmer’s. Other stories were about stealing money. It was late when Edward fell asleep.

The next morning John Canty woke Edward up.

‘Come on!’ he shouted. ‘We’re going to steal things!’ Edward did not want to steal things but there was nothing he could do. They walked to a village and John Canty looked for something to steal. Edward was hoping he could run away.

John Canty saw a woman carrying a big bag. He wanted that big bag. He walked behind her and took it. He began to run away.

‘Stop, thief!’ shouted the woman. John Canty did not want to go to prison. Very quickly, he put the bag in Edward’s hands. Then he ran away.

‘There’s the thief!’ the woman cried out. ‘That boy there! He has got my bag!’

‘No! It wasn’t me, you stupid woman!’ shouted Edward.

‘I didn’t steal the bag!’

‘Yes you did!’ she said. ‘Look, it’s in your hands now!’

A lot of people were watching and shouting at Edward. He did not know what to do. He was the King of England, not a thief.

‘Don’t worry, my boy!’ Edward looked round and saw his friend Miles.

‘Miles!’ he shouted across the people. ‘I need help!’

‘I will help you,’ said Miles.

An officer arrived and took Edward to a judge. The woman and Miles went, too. The judge opened the bag and looked inside it. He was suddenly very serious.

‘There is a chicken in this bag,’ said the judge.

‘What’s the problem?’ said Edward. ‘It’s only a chicken.’

‘Stealing an animal is a very serious crime,’ replied the judge. ‘You must go to prison for a long time.’

Edward was very frightened. He should be in the palace, not in a prison. What could he do? He turned to Miles for help but Miles was talking quietly to the woman.

‘Do you want to get a poor boy into trouble?’ Miles whispered to the woman. ‘He is only young, and he will go to prison for a long time.’

‘I’ve got a son the same age as this boy,’ she said. ‘I don’t want him to go to prison.’ She was worried. ‘Stop!’ she shouted to the judge. ‘Please stop! It is only an old chicken. Please let the boy go!’

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‘This boy is a thief!’ said the judge. ‘He must go to prison!’

‘I’m sorry, sir,’ begged the woman. ‘It was a mistake. I don’t want the boy to go to prison.’

The judge thought for a moment. He turned to Miles and the woman and said, ‘Give the chicken to me and this boy won’t go to prison.’ The woman was angry but she had to give her chicken to the judge.

‘Very well,’ he said to Edward. ‘You are free but don’t steal again!’

Transcript