



The Prince and the Pauper by Mark Twain

Before reading

- 1a** Ask students if they have heard of Mark Twain and, if so, what they know about him. Ask them to complete the names of the novels with the words in the box,
- 1b** Students read the *About the author* section to check their answers. Ask whether they know any of these novels.

Answers

- 1** *The Adventures of Tom Sawyer/Huckleberry Finn.*
 - 2** *The Adventures of Huckleberry Finn/Tom Sawyer.*
 - 3** *The Prince and the Pauper.*
- 2** Refer students to the *About the story* section and establish the names of the two main characters. Elicit what a *pauper* is (a poor person); students should be able to work it out from context. Students work in pairs to discuss what each boy's life might have been like then and to make notes. Discuss briefly as a class.
- 3** As a class, discuss whose life students think is better. Encourage them to give reasons for their opinions.

CULTURAL INFORMATION

The Prince and the Pauper is unlike Twain's other novels because of its lack of characterisation; instead the main emphasis is on the plot and the similarities and differences between the two boys. The key theme of the book is how appearance can be deceptive: on the face of it the prince's life looks a lot better, but turns out not to be. The book is also a comment on the social inequality in England at the time and the injustices faced by the poor.

While reading

- 1** Students now read the extract, referring to the Vocabulary focus box for help with any words they may not know. Ask them if any of their ideas in Before reading, exercise 2 were mentioned.
- 2** Students read the extract again and tick the topics that are mentioned.

Answers

- family ✓, school ✓, food ✗, free time ✓, clothes ✓
- 3** Focus now on the similarities and differences between Tom and the prince. Students read the sentences and decide who they refer to. Remind them to write *B* if they refer to both. When you discuss answers, you could discuss the answer to 6 in more detail - the prince says he has a teacher as well which implies that Tom also has a teacher; however do they think Father Andrew is a real teacher? Why/Why not? (probably not - his name *Father* implies he is a religious man so he is probably just a kind person who has helped Tom to learn how to read and write).

Answers

1 B **2** T **3** P **4** T **5** P **6** B **7** B **8** T **9** P

- 4** Students now find more similarities between Tom and the prince. Encourage them to tell you where they found the answers.

Answers

They look identical (*We have got the same eyes ... the same hair ... even got the same face. They were like twins.*)

- 5** Focus on the lines from the text and have students discuss the questions. Encourage them to share their ideas with the class.

Answers

- 1** Tom dresses himself
- 2** The prince has a servant to help him dress.
- 3** He doesn't understand because he has never had to dress himself and he presumes everyone is in the same position.

After reading

- 1** Students work in groups to answer the questions. Monitor and help with language as necessary. You may wish to point out that there are no correct answers here; it is simply the students' opinion.
- 2** Students now work in pairs. Explain it is the current year. One student in each pair is a prince or princess; the other a normal person. They make notes about their life. In less confident classes, students can prepare their role with another student who has chosen the same character.
- 3** In pairs, students now imagine the two people meet and have a conversation. They write a short conversation comparing their lives. They then role-play their conversation. You could ask volunteer pairs to perform their conversation to the whole class.

EXTRA ACTIVITY

Students research what life was like for people in their own country during the time *The Prince and the Pauper* is set (mid 1500s).