

## Level 4

<b>Suitable for:</b>	young learners aged 7–9 years who have completed 300–400 hours of study in English
<b>Type of English:</b>	British
<b>Headwords:</b>	up to 1400
<b>Words per page:</b>	up to 70
<b>Key grammar:</b>	Past simple, present and past perfect, verb + infinitive, type 1 conditional.

## Summary of the story

*The Pied Piper of Hamelin* is set in medieval Germany, in a small town, Hamelin. The town is plagued by rats when a stranger, the Pied Piper, comes to town and offers to get rid of them if the Mayor will pay him. The Pied Piper plays bewitching music on his pipe which causes the rats to follow him. He leads the rats to the river and they drown. The Mayor breaks his promise and refuses to pay the Piper. The Piper responds by taking away the children of Hamelin.

## Background to the story

*The Pied Piper of Hamelin* is a legend from the town of Hamelin, Lower Saxony, in Germany and dates back to the Middle Ages. The story has been told by many authors including the German writer, Johann Goethe (1749–1842), the English poet, Robert Browning, (1812–1889) and the Brothers Grimm.

## Topics and themes

**Friends** The story can be used to introduce discussion on promises, justice and fairness.

**My town** The story can be used as a springboard to talking about the way people lived. The description of the Pied Piper could be used as a starting point for work on description of people.

**Numbers** The story makes several references to

large numbers of rats. It could be used as a way of introducing and/or practising big numbers

**Colours** Use the opportunity to revise colours, mentioning the concept of 'pied'.

**Clothes** How are they the same as today's clothes? How are they different?

**Travel** From horses and carts to aeroplanes. Did the horse come before the cart?

**Environment** Fountains for supplying the town, or for decoration. How would we deal with rats today? Do we have problems that medieval towns didn't have (e.g. car pollution)?

## Making use of the Reader

**Grammar** The story includes a lot of use of prepositions of place, ON, IN, UNDER and of movement, INTO, OUT OF, ONTO. Those pictures which show many rats in different places can be used to illustrate and contextualise these prepositions.

**Drama** This story has plenty of action suitable for dramatization with this age-group.

## Pre-reading tasks...

**Hiding the rats** Make a life-sized rat out of card. Pre-teach or revise prepositions by placing the rat in different places in the room – ON, IN, UNDER, BEHIND – the table, shelf, television, chair etc. Ask one student to go outside. Ask another pupil to hide the cardboard rat under a book or behind

a piece of furniture. Ask the pupil to come in from outside and to have three guesses (using prepositions) as to where the rat is. Or for less able pupils, they can ask 'is it here?' or 'am I hot or cold'?

**House dictation** Ask the pupils to draw a square and divide it into four. Ask them to label the 4 squares, KITCHEN, BEDROOM, LIVING ROOM, BATHROOM. Ask them to draw objects from each room. Those who finish quickly could use a picture dictionary to help label the furniture in the rooms. (After reading the book, they could add rats into the picture, in bowls etc.)

**Hunt the...** From the book, can the pupils find: a musical instrument, crutch, water, bridge, magic door.

**Inside or outside?** The pupils should have a piece of paper with two columns on it. One is labelled outside, one inside. When you say a word they have to write it down in the appropriate column. Words used are all from the book: kitchen, church, hall, town hall, mountain etc.

### Post-reading tasks...

These ideas for extension work are best done once the pupils have read the story several times.

**Group reading** Read the story out loud (or use the audio). As and when characters come up, ask volunteers to stand up and be those characters. Where there is dialogue, those playing the characters can repeat it. All pupils should be involved at some stage of the story. Those who do not play the main characters can play the parts of the town's people, the rats and the pupils.

**Role play** Pick out one scene (let the pupils choose it), to act out with their own dialogue. Here are some examples, the crowd scene with the mayor; discussion with the Pied Piper when he first appears (where do you come from; when the people first realize all the rats have gone; the pupils behind the magic door and many others.

### Using the accompanying audio

**Listening for specific information / post-reading / whole class.**

**Before listening** (if the pupils have already read

the book) elicit the names of the main characters from the story and write them on the board. Tell the pupils to, for example, stand up when they hear about the Pied Piper or hear him speak (alternatively to clap, stamp their feet etc.). This will result in very energetic and active listening. Or ask half the group to stand up for the Pied Piper, half for the mayor.

**During listening – whole class prediction** Play the audio story through. Play it through a second time but this time, stop just before a dramatic event in the story (such as the Pied Piper playing in the street after the mayor has refused to pay him) and ask the pupils to tell you what happens next, then listen to see if they were right.

**Simultaneous reading and listening in groups** will help the pupils with pronunciation and intonation. Music is an important element of the story. Ask the pupils to think about the kind of music that rats might follow, or what it was about the music that made the pupils follow the piper. Can they make their own noises to make rats follow them?

### Notes on using the photocopiable activities

**Activity 1** This is a version of a game which is often called 'Battleships'. Pupils play in pairs. One pupil draws 10 rats in the squares on his / her grid (one rat per box). The other has to say a letter and a number to identify the square. The first player then says YES or NO to indicate if there is a rat in that square or not. The pupil who is guessing has 10 chances and has to find as many rats as possible. The pupils then change roles.

**Activity 2** Pupils read and draw. The rat can be very simply drawn as this is not a drawing exercise. It could be a triangle for the head, oval body, long tail, whiskers and ears.

**Activity 3** This is a simple comprehension activity. Pupils read the question, then write *T* (true) or *F* (false) in the box.

**Activity 4** The pupils break up the line of letters to make words. They could use different colours to underline the words.

## The Pied Piper of Hamelin

Name .....

### Activity 1

Draw ten rats in the boxes.

Ask a friend to guess where your rats are.

	1	2	3	4	5	6	7	8	9
a									
b									
c									
d									
e									
f									
g									
h									
i									

### Activity 2

Read and draw.

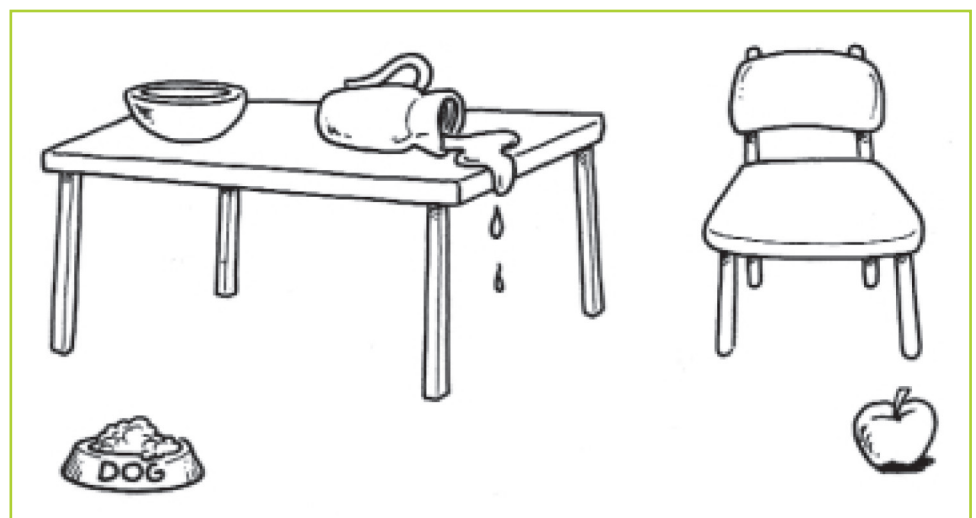
There is a rat on the table. There are two rats under the chair.

There is a rat in the bowl.

One rat is eating  
the apple.

Another rat is  
drinking the milk.

Two rats are eating  
the dog's food.



### Activity 3

Look at the book and write *T (True)* or *F (False)* in the box.

- 1 The Pied Piper did not live in Hamelin. ☐
- 2 The Mayor of Hamelin kept his promise. ☐
- 3 The Pied Piper played a guitar. ☐
- 4 The cats killed all the rats. ☐
- 5 The Piper asked for one thousand pieces of gold. ☐
- 6 The pupils did not follow the Pied Piper. ☐

### Activity 4

Find the following words:

stranger, mayor, rats, river, children, music, pipe



## The Pied Piper of Hamelin

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

### Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

#### Chant 1

The rats of Hamelin are everywhere  
Rats in the streets, rats on the roof tops  
Rats in the garden, rats in the church  
The rats of Hamelin are everywhere

The rats of Hamelin are in the houses  
Rats in the bedroom, rats in the living room  
Rats in the kitchen, rats in the hall  
The rats of Hamelin are everywhere

#### Chant 2

I've heard you have a problem here  
I think I can help you  
If you pay me well  
I'll kill all the rats for you  
If you pay me well  
How much money do you want?  
One thousand pieces of gold  
Good, that's a deal  
I'll pay you that  
If you kill all the rats

#### Chant 3

Stop, stop  
Stop, stop  
They're not listening  
They're listening to the music

Wait for me!  
Wait for me!  
They're not listening  
They're listening to the music

Laughing, dancing  
Into the mountain  
Listening to the music  
Listening to the music

## Answer Key

### In the back of the Reader

#### Before you read

Chimney, roof, window, door.

#### After you read

There is a rat in the bowl. The rats are under the cart. The rats are on the roof. The rats are in the street.

- 1 The name of the town was Hamelin.
- 2 Pied Piper's clothes were red and yellow.
- 3 The rats' favourite food was chicken.
- 4 The Pied Piper wanted one thousand pieces of gold.

### In the photocopiable activities

#### Activity 3

True, False, False, False, True, False.

#### Activity 4

River / rats / music / stranger / pipe / children / mayor.