

5 The Pied Piper of Hamelin

<p>✧ Music is an important part in the lives of most people. We grow up listening to melodious lullabies of our parents and grandparents, and as we are older, we learn to appreciate music in different forms, whether it be singing songs, dancing or playing instruments. Let the students discuss and talk about their favourite musical instrument and the reason they like it.</p>	<p>Get Going!</p>
<p>✧ ‘The Pied Piper of Hamelin’ is a popular fairy tale that originated in the town of Hamelin, Germany, in the 13th century. The story tells of a rat infestation in the town, and how a mysterious man known as the Pied Piper is able to rid the town of its rat problem using his magical pipe. When the Mayor refuses to pay him for his services, the man uses his pipe to lure away the children of the town as punishment.</p> <p>✧ The tale has been adapted into various forms of literature, music, and art over the centuries, and has become a well-known symbol of betrayal and the consequences of breaking promises.</p> <p>✧ We have given the tale in the form of a comic-strip story which the students are going to enjoy reading.</p>	<p>Read and Enjoy</p>
<p>✧ Exercises A-E: Read out and explain the exercises. Do them orally first. Then ask the students to write down the answer in their books/notebooks. It is advisable to check and assess the work individually.</p>	<p>Read and Understand</p>
<p>✧ Exercise A: Read out and explain the question. Do them orally first. Then ask the students to write down the answer in their notebooks. It is advisable to check and assess the work individually.</p>	<p>Think and Answer</p>
<p>✧ Brush up on transitive and intransitive verbs, which the students have already learnt about in the earlier classes. A verb that takes an object is called a transitive verb. For example: Lata sang a song. I wrote a letter. Children like sweets. Intransitive verbs, on the other hand, do not require objects. They express the actions by themselves and make the sense complete. For example: Birds fly. The sun shines.</p> <p>✧ Use the given examples as well as your own to explain.</p>	<p>Grammar Spot</p>

	<ul style="list-style-type: none"> ✧ Exercise A: Discuss the exercise and then the students can do it in class. ✧ Explain the difference between finite and non-finite verbs: Finite verbs change if the number and person of the subject changes [I play; she plays]; whereas non-finite verbs remain the same and cannot stand on their own – they need another clause to support them [Plants need water to grow; Swimming is good for health; Lenny is planting trees]: These are infinitives, gerunds and participles. ✧ Exercises B and C: Do these exercises orally first and then ask students to do them. Announce the answers aloud for A-C and let the partners check.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise so that the student know how to spot an odd sentence in a paragraph or other piece of writing. An odd sentence will not go with the flow of information in the paragraph. In fact, it will stand out as an impediment and needs to be changed or removed so that the information is presented in a logical way. ✧ Ask the students to do the exercise on their own. Announce the answer and let the students check their own work.
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to select the right options. Announce the answers and let the students check them. The teacher can assess their attention to the passage.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students at random to converse as given. Correct them regarding content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students at random to speak on the topic given. Guide and assess the students.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Say each word aloud and ask the class to follow. Make sure the students pronounce each word correctly.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to write the paragraph on their own. It is advisable to check and assess the work individually.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct meanings and sentences on the blackboard. Let them check their work in pairs.
Project Work	<ul style="list-style-type: none"> ✧ Exercise A: Give a detailed explanation about what a brochure is and its purpose. Give examples of how the brochures of some well-known tourist destinations (national as well as international) may look like, and the kind of information they could contain. Also, go through the information given in the book.

<p>✧ Then let the students make the brochure on their own. Check their work <u>individually</u>.</p>	
<p>✧ Exercise A: This can be done by the students in the class or at home. Guide them, if required.</p>	<p>AIL Activity (Experiential Learning)</p>
<p>✧ Exercise A: Discuss the situation - Why hasn't your friend returned your toy? Has he/she actually forgotten to give it back or is there some other reason? In any case, there is no need to get angry with him/her.</p> <p>✧ Then ask students to answer by selecting from the given options.</p>	<p>Values and Life Skills</p>