

Level
1

The Musicians of Bremen



Summary of the story

The Musicians of Bremen is about a donkey who runs away. Along the road he meets other animals and he asks them if they can sing. The dog says 'woof woof', the cat says 'miaow miaow', the cock says 'cock-a-doodle-do'. They walk together and sing. When night falls they are hungry and tired. Luckily they find a house, but there are robbers inside. They frighten the robbers away by singing outside the window. Then they take over the house and eat the food the robbers have left. Another robber comes and they frighten him too. They are so happy in this house they decide to stay and sing there for ever.

Background to the story

This is one of about 170 stories that the brothers, Jakob and Wilhelm Grimm, collected from around farms and villages near Kassel in Germany between 1807 and 1814.

Topics and themes

Animals. This topic can provide many themes from food they eat, noises they make, where they live.

Food. One topic from this could be the need to eat meals through the day such as breakfast and lunch and that dinner is often eaten when it is dark. Discuss eating breakfast foods at night. Would it seem funny to eat cereal at night or not?

Monsters. In the story there are really bad people. Are they really monsters? Why do the animals call them 'Big Monsters'? The pupils can talk about what they think monsters look like.

Music. Some questions to ask the pupils are: 'Are the animals really singing?' 'Can everyone sing?' Is singing music? There are many songs about animals which you might want to sing with the pupils. Music which has animals as a theme includes the 'Carnival of the Animals' by Saint-Saens, 'Peter and the Wolf' by Prokofiev and many others which the pupils may enjoy in the classroom.

Sizes. The animals in the story are very different in size. The pupils can talk about which are bigger and smaller or biggest and smallest.

Making use of the Reader

Animal noises. Are the noises the same for animals in English? The pupils may like to try to make these noises. They may also collect sounds for animal noises that are not in the story such as: Horse – neigh, cow – moo, duck – quack, turkey – gobble gobble, mouse – squeak. Make a class list and see how long it can become over a couple of weeks.

Drama. Make enlarged photocopies of the animal heads from page six of the Reader. Pupils should be in groups of four and each pupil in the group should have a different animal head. Let the pupils colour them in. Now read out the story and let them mime it or join in with the noises as the animals sing.

Sizes. Ask the pupils to show you how big is each animal that you call out. e.g. cat, dog, horse, elephant, fish



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Using the accompanying video or audio cassette

Watching or listening for specific information/post-reading/whole class.

Before watching or listening to the cassette (if the pupils have already read the book) elicit the names of the main characters from the story and write them on the board. Let groups of pupils take one of the four characters and say their noises when they hear them on the tape, or stop the tape after each page for the pupils to say their noises.

During watching and listening – whole class prediction.

Play the video or audio cassette story through in its entirety. The second time through, stop just before a dramatic event in the story, such as when the second robber comes in (page 12) and ask the children to tell you what happens next, then view or listen to see if they were right.

Simultaneous reading and listening in groups will help the children with pronunciation and intonation.

Record the children dramatizing the story on audio or video cassette.

Notes on the activities in the factsheet

Activity 1. Pet survey. In groups of three, pupils should draw their face in the first circle and then the face of the other two pupils in their group in the other two circles. Now they should ask each member of their group which animals they like. At the end of the survey each group should feedback to the teacher with their favourite animal/s and the teacher should write them on the board. Are all the groups' favourite animals the same?

Activity 2. Show the picture to the pupils, it is the same as on page 9 of the Reader, and ask them to say the sound each animal makes. Then they can match the sound to the animal.

Activity 3. Crossword. Pupils write the name of the animal in the spaces.

Activity 4. True or False. Explain to the pupils that they have to decide if the sentences are in the story (true) or are not the same as the story (false).

Answers to the activities

In the back of the Reader

Before you read

Activity 1

- There are four animals.
- Dog, cat, donkey, cock
- Singing

After you read

Top picture = donkey = eeyore

Second picture = cock = cock-a-doodle-do

Third picture = dog = woof woof

Fourth picture = cat = miaow miaow

In the factsheet

Activity 2 The pupils should colour the animals as on page 9 of the Reader.

Activity 3 a. Donkey b. cock c. cat d. dog.

Activity 4 a. True. b. True. c. False. d. False.
e. True. f. True.



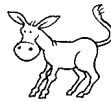
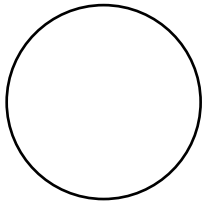
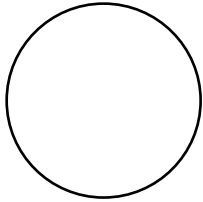
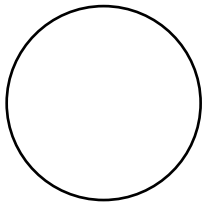
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Name.....

Activity 1

Draw yourself and fill in the survey, then draw and ask your friends about their pets.



Activity 2

Look at page 9 and colour the singing animals:

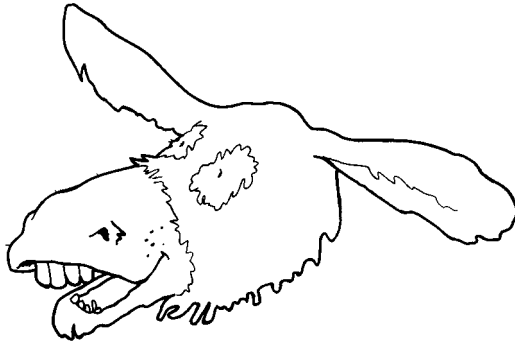


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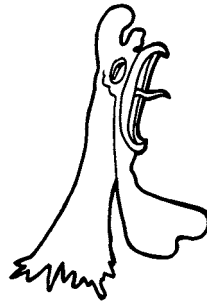
Name.....

Activity 3

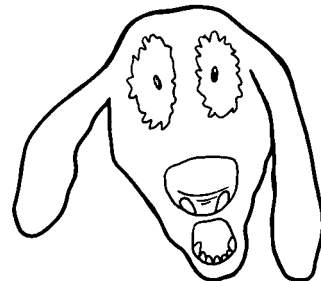
Write the name of the animal.



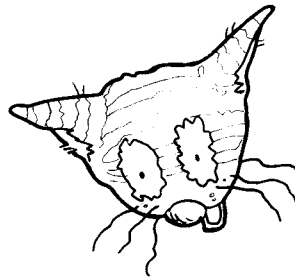
a. _____



b. _____



d. _____



c. _____

Activity 4

True or false?

- a. The donkey runs away.
- b. The dog sings woof, woof.
- c. The cat sings cock-a-doodle-do.
- d. The cock sings miaow, miaow.
- e. The robbers run away.
- f. The animals eat the food.

