

## 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>	American
<b>Headwords:</b>	up to 1400
<b>Words per page:</b>	up to 70
<b>Key grammar:</b>	past simple and continuous, past + infinitive, past perfect.

## Summary of the story

A poor couple steal some vegetables from their neighbor, an old woman. She takes their baby, whom she calls Rapunzel and keeps her in a tower. A prince sees the old woman climbing up the tower using Rapunzel's long hair, and he too climbs up secretly. Rapunzel and the prince fall in love. The old woman hears their plans to escape, and she becomes very angry. She cuts Rapunzel's hair and uses it to trick the prince into climbing up. She drops the hair, and the prince falls into a thorny bush and becomes blind. Rapunzel escapes and looks for her prince, singing a sad song. One day he hears her singing, and they meet again; she cries for joy, and her tears cure his blindness. They get married and never see the old woman again.

## Topics and themes

**The body** Discuss hair, how long it can grow, styles for long hair in the old days. A time line could be constructed for a person's life, baby / child / young woman and man / old age.

**Family** Fathers, mothers, babies can be discussed. Pupils could decide whether the man and woman had more children and if so, what and how many?

**Music** Singing when you are sad and when you are happy.

**The senses** The prince loses his sight. Pupils could try to manage a lesson with blindfolds on to see

how different the world. The other senses could be discussed, and this could be linked to the prince hearing Rapunzel coming instead of seeing her.

**Weather** The story mentions seasons and times of year. Pupils could draw different parts of the story in the order of the seasons (fall, winter, spring).

## Making use of the Reader

**Hair** Try to measure everyone's hair in the class. Who has the longest, shortest hair? Try to collect pictures of people with really long hair. See how strong hair is with some simple science experiments e.g. Pupils take a strand of hair and then try and use this to hold up, for example, a ruler, pencil, bag, book and see which one it can / cannot hold up.

**Song** Make up a song about the story and do the actions. (It may be sung to the tune of 'My bonnie lies over the ocean'.) Line 1. I left my dear prince in the forest. Line 2. I lost my dear prince far away. Line 3. Where are you? Where are you, my dear prince? Line 4. Oh come back, my dear prince to me! Line 5. Come back, oh come back! Oh come back my dear prince to me, to me! Line 6. Come back, oh come back! Oh come back my dear prince to me! Pupils can use the following actions with the song. Line 1 Hands in above heads like a tent (forest). Line 2 Hands spread out open in front, shoulders raised. Line 3 Hand above the eyes looking into the distance. Lines 4, 5 and 6 Hands beckoning toward them, then arms across the

chest. When the pupils know the song it could be sung at the appropriate point in the story (page 29).

### Using the accompanying audio

**Prediction activity** Stop the audio at set places and ask what will happen next. For example, after 'There was a loud knock on the door' (page 11) or 'She was a prisoner in the tower' (page 13).

**Copying the speech** Pupils listen to the audio then try to act out the dialogue, (e.g. Pages 5, 17, 19, 23) giving plenty of emphasis and dramatic action to the words. This would be good to record.

**Memory activity** Play the audio and stop it after the answer to a question. Ask the pupils what the question was. For example, to "I am a prince.", page 17, the question was "Who are you?". What was the question to "Oh yes!", page 30? ("Will you marry me?")

**Create a play** Pupils could act the story out. They can include background noises e.g. the baby crying, or the prince falling into the thorny bush.

### Notes on using the activities in the Reader

#### Before you read

- 1 Talk about the cover with the pupils.
- 5 This is a prediction activity for a discussion on the pupils' answers.

#### After you read

- 2 and 3 Discuss the pupils' answers as the activities are designed to encourage learners to engage with the story and identify with the characters. They should practice their version of the story without any real right / wrong aspects.
- 4 The pupils should dramatize this with your help.

### Notes on using the photocopiable activities

**Activity 1** Wanted poster. The parents are looking for the old woman who has taken their baby. Enlarge the blank posters to A4 size and then encourage the pupils to discuss what features they are going to concentrate on i.e. eye color, hair color, shape of face, length of hair, color of hair. They then draw a picture of the old woman in the space provided and write out all the details about her. After this, discuss and consolidate the details about the old woman that the class can remember after looking at the illustrations of the story in order to complete the next part of the poster i.e. What her clothes were like; what her hair was like; how old she was; what she is wanted for. When they are completed, you can create a display with them.

**Activity 2** Pupils look through the text to find the word that best fits the 'gaps' and then complete the sentence with the right word.

**Activity 3** Enlarge the pictures and then ask the pupils to cut the pictures out. Now in groups or pairs they tell the story and put the pictures in the correct order.

**Activity 4** The pupils should imagine they are the man or the woman whose baby was stolen by the old woman and should write down a description of what happened. They should imagine that they need to write this down for the police. Before the pupils carry out this activity, you must talk it through with them and elicit key vocabulary from them in order to write the description. Once you have the key vocabulary on the board, and any phrases which you think might help, let them create the description. There is no 'right' or 'wrong' answer for this, other than that the pupils do describe what happened and link back to some of the key vocabulary from the board.

## Rapunzel

Name .....

### Activity 1

Draw the picture of the old woman, and then use the story to help you write about and describe her.

WANTED!	
	_____
	_____
	_____
	_____
	_____
	_____

### Activity 2

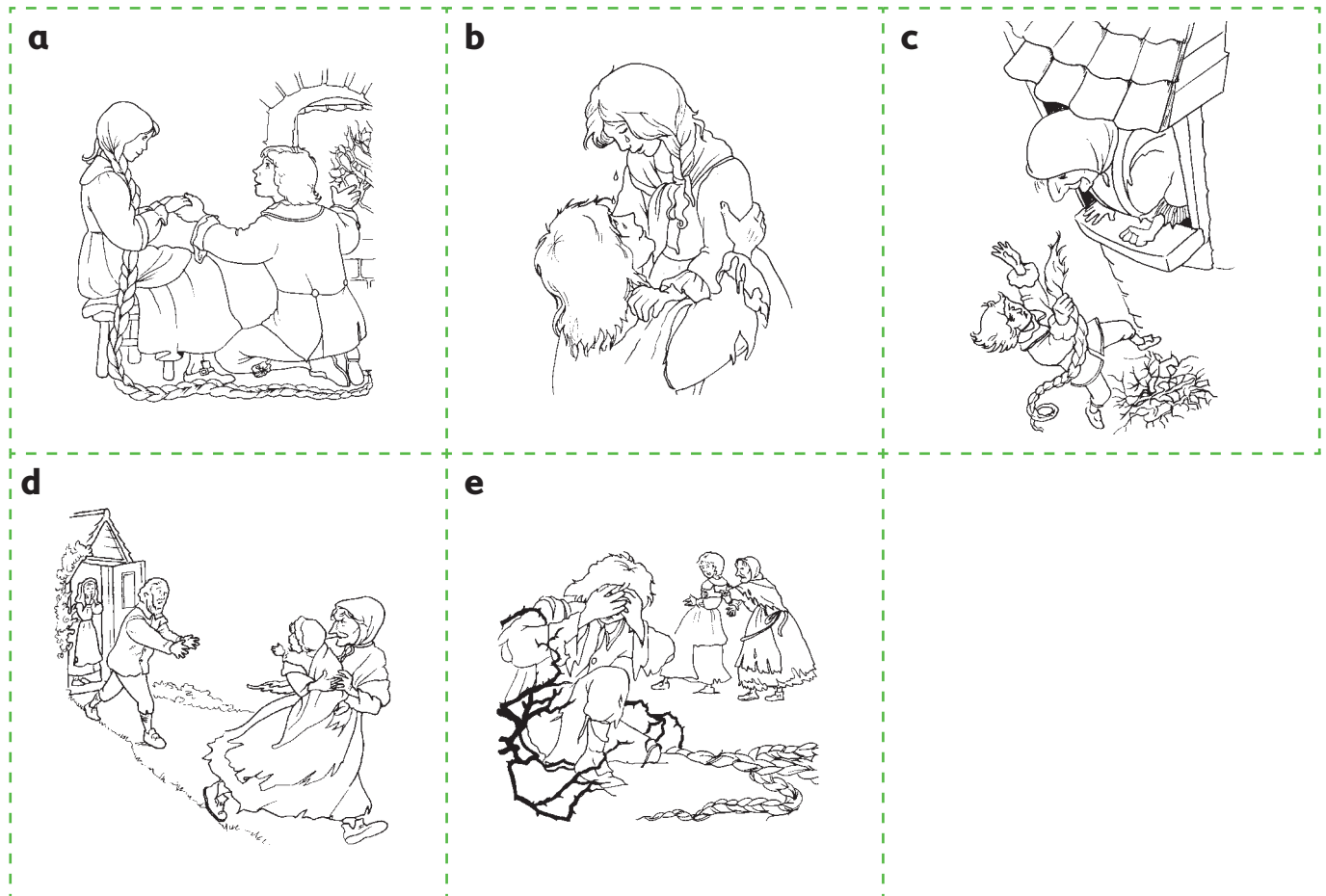
Use the story to fill in the words below.

Put one letter on each line.

- a The man and his wife lived next to a \_ \_ \_ \_ \_.
- b "Rapunzel, Rapunzel, let down your \_ \_ \_ \_ ."
- c "Who are you?" Rapunzel asked "I'm a \_ \_ \_ \_ \_," he replied.
- d Rapunzel let down her hair and the prince climbed \_ \_ .
- e A \_ \_ \_ \_ \_ \_ \_ \_ young prince was passing by.
- f The old woman called the baby \_ \_ \_ \_ \_ \_ \_ .
- g Rapunzel was a prisoner in the tall \_ \_ \_ \_ \_ .
- h The man and wife had an \_ \_ \_ \_ old woman as a neighbour.

### Activity 3

Cut out the pictures, then tell the story and put the pictures in order.



### Activity 4

Imagine you are the man and the woman.  
Describe what happened the day the old woman stole  
your baby. What happened to your baby?

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## Rapunzel

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

Rapunzel, Rapunzel, locked up in a tall tower  
Rapunzel, Rapunzel, let down your golden hair

One day in the fall, a handsome prince was passing by  
Rapunzel, Rapunzel, let down your golden hair

Rapunzel, Rapunzel, locked up in a tall tower  
Rapunzel, Rapunzel, let down your golden hair

#### Chant 2

The prince was blind  
He lay in the snow  
Everything was dark

The prince was blind  
He fell from the tower  
His legs were cut  
His arms were cut  
Everything was dark

The prince was blind  
He lay in the snow  
Everything was dark

#### Chant 3

“Rapunzel, my Rapunzel  
Where are you? Where are you?  
Rapunzel, my Rapunzel  
Where are you?” he cried

He heard her song, she ran to him  
Rapunzel's tears fell on his eyes  
“Rapunzel, my Rapunzel  
Now, I can see again”

## Answer Key

### In the back of the Reader

#### Before you read

- 2** There is one person on the first page of the book (but three on the first page of the story).
- 3** An old woman is on pages 3, 4, 6, 10, 12, 20, 22, 24. A mother and father are on pages 3, 8, 9, 10. A baby is on page 9, 10. A beautiful young girl is on pages 12, 16, 18, 20, 24, 26, 28, 30. A prince is on pages 14, 16, 18, 22, 24, 26, 28, 30. The other parts of activity are open questions, without 'correct' answers. The father could be good for trying to help his wife, or bad for stealing vegetables. The old woman is bad for taking the baby.
- 4** a cottage, pages 3, 4, 6, 10; a garden, pages 3, 4, 6, 10; vegetables, pages 3, 4, 6, 8; tower, (outside) pages 12, 16, 22, 24; forest, pages 12, 14, 16, 24; hair, pages 12, 16, 18, 22, 24; blind man, pages 24, 26; tears, page 28; palace, page 30.

#### After you read

- 1** a summer b fall c winter d summer  
e spring

### In the photocopiable activities

#### Activity 2

- a forest b hair c prince d up e handsome  
f Rapunzel g tower h ugly

#### Activity 3

d, a, c, e, b.