

The Pied Piper of Hamelin

These questions will help you practise:

- ★ understanding words in context
- ★ identifying and explaining how narrative content contributes to meaning as a whole
- ★ identifying and explaining how language choices enhance meaning
- ★ explaining the meaning of words in context.

‘Come in!’ – the Mayor cried, looking bigger:
 And in did come the strangest figure!
 His queer long coat from heel to head
 Was half of yellow and half of red
 And he himself was tall and thin,
 With sharp blue eyes, each like a pin,
 And light loose hair, yet **swarthy** skin,
 No tuft on cheek nor beard on chin,
 But lips where smiles went out and in –
 There was no guessing his **kith and kin**!
 And nobody could enough admire
 The tall man and his **quaint attire**.
 Quoth one: ‘It’s as if my great-grandsire,
 Starting up at the Trump of Doom’s tone,
 Had walked this way from his painted tombstone!’

Into the street the Piper stept,
 Smiling first a little smile,
 As if he knew what magic slept
 In his quiet pipe the while;
 Then, like a musical **adept**,
 To blow the pipe his lips he wrinkled,
 And green and blue his sharp eyes twinkled,
 Like a candle-flame where salt is sprinkled;
 And **ere** three shrill notes the pipe uttered,
 You heard as if an army muttered;
 And the muttering grew to a grumbling;
 And the grumbling grew to a mighty rumbling;
 And out of the houses the rats came tumbling.
 Great rats, small rats, lean rats, brawny rats,
 Brown rats, black rats, gray rats, tawny rats,
 Grave old plodders, gay young friskers,
 Fathers, mothers, uncles, cousins,
 Cocking tails and pricking whiskers,
 Families by tens and dozens,
 Brothers, sisters, husbands, wives –
 Followed the Piper for their lives.



Glossary

- **swarthy** dark
- **kith and kin** family
- **quaint** old-fashioned
- **attire** clothing
- **adept** skilled
- **ere** before

- 1 Find and **copy** the word that tells you the Piper was unusual.

1

(1 mark)

- 2 Look at the first verse. What is the purpose of using so many **adjectives**?

Give **two** reasons.

1. _____

2. _____

2

(2 marks)

- 3 Some of the language used in this poem is no longer used today. Give **two** examples.

1. _____

2. _____

3

(2 marks)

- 4 *And ere three shrill notes the pipe uttered.*

Explain why the word *shrill* is an appropriate word to describe the notes of the pipe.

4

(1 mark)

- 5 The writer compares the Piper's eyes to a candle flame. Explain the effect of doing this.

5

(1 mark)

- 6 a) Towards the end of the second verse, the number of words in each line decreases. This is so the reader...

Tick **one**.

reads slowly.

☐

reads at the same pace.

☐

reads quickly.

☐

gradually slows down.

☐

- b) Explain the image the writer is trying to create by doing this.

6a

(1 mark)

6b

(1 mark)

/ 9

Total for
this text