Food and Travel



The Stone Soup

LEARNING OBJECTIVES

- Teaching students about sharing, community and cooperation.
- Understanding the importance of helping others and sharing resources.
- Appreciate how working together can lead to greater achievements.
- Understanding the moral of the story and how it promotes teamwork and generosity.
- Establishing a connection between food and nutrition. How having soup can be delicious as well as nutritious.
- Listening, reading and understanding and answering questions orally and in writing.
- Grammar: Subject-verb Agreement; Transitive and Intransitive verbs.
- Words and their meanings; adding '-ing' to verbs; pronunciation practice; using an apostrophe to show contractions and possession.
- Writing a letter; dictionary skills.
- **Outcome:** Learning to enjoy the process of making soup and also learning about sharing and community building.
- Learning about Subject-Verb Agreement.
- Speaking and conversing.

၁	Everyone likes soup. Ask the students to discuss their favourite soup and explain why they like it. Let them discuss with their partners and do the exercise on their own.	Get Set!
3 3	Read the lesson aloud or ask the students to read parts of it in turns. Explain the words and their meanings. Reading creates familiarisation with words.	Read and Enjoy
o o	Discuss the questions A - D and ask the students to answer orally first. Where necessary, write the answers on the board to help students in answering questions correctly - whether oral or written. Focus on the central idea of the story - that sharing and community building is the most important assets in human beings. Ask the students to write down the answers of Exercises A - D and the partners and check their work.	Read and Understand
3	Exercises A and B: Read and discuss the questions in the class. Then ask students to write down the answers. Teacher must check the individual answers individually.	Think and Answer
3	Use the board to explain Subject-Verb Agreement and its usage.	Grammar Spotlight

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	3	Use the given examples and your own, and ask the students to think of examples too.
	၁	Subject-Verb Agreement is used in sentences and means that the subject must agree with the verb in number.
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	3	Tell the students that '-ing' is used with the main verb and is/am/are is used as the helping verb when we talk about actions in progress.
	3	Discuss Exercise A and ask the students to do it.
	3	Discuss what Transitive and Intransitive Verbs are. Give ample examples to explain.
	3	Then ask the students to do Exercise B on their own.
	3	Give the answers on the board and the students can check their own
		work.
Spell Well	3	Getting to know new words.
	3	Learn to recognise new words by selecting and completing them.
	3	Learn their spellings and meanings.
	3	Brush up on the use of dictionary whenever possible.
	3	After doing Exercise A orally first, ask the students to write down the
		answers in their notebooks.
Word Power	3	Ask the students at random to look at the grid and find a word that
		is a verb.
	3	After writing down all the words on board, ask the students to write
		them down in their notebooks.
	3	Tell them to add -ing to the words and make sentences of them.
Listen and Learn	3	Listen to the accent, stress and intonation in the Digital content so that
		you can guide the students accordingly.
	3	Ask the students to listen to the process of making ice cream carefully.
	3	Now ask them to answer the questions orally.
	3	Correct them of required.
Converse and Connect	3	Read the conversation aloud and make sure the students have understood it.
	3	Then ask pair of students at random to enact the dialogue.
	3	Correct the students regarding context and pronunciation.
Speak and	3	Ask the students to share their experiences.
Express	3	Why did they think it would taste bad? Was it because of the way it
	_	looked? Or was it because of the ingredients used?
	3	Ask them to share their experiences with the class.
	3	Ask them to speak clearly and loudly.
	3	Correct them for pronunciation.
Pronunciation	3	Let the students listen to the words in the Digital Content so that they
Practice		are sure of the right why to say the words.
Dunetustian	3	Ensure that the phonetic symbols are understood by the students.
Punctuation	Э	Tell the students what contractions are and how we use the apostrophe to write the short forms of a word.
	Э	The apostrophe is also used to show possession. It shows something belongs to somebody.
	3	Ask the students to do Exercise A on their own.
	2	They can check their answers with their partners.
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3	Exercise A: Make sure the students understand the question.	Write Well
3	Ask them to jot down their ideas as points in their notebooks.	
3	They can now write the letter in their notebooks after expanding on	
	the points.	
3	Check the work of the students individually.	
3	Ask the students to look up the meanings of the words in the	Dictionary Skills
	dictionary.	
3	Also, ask them to pronounce these words in the class. This will help	
	them improve their speech and diction.	
3	Ask them to make meaningful sentences of the words.	
3	Check their words individually.	
3	Divide the class into groups and ask them to do this activity. Guide	Project Work/
	them if required.	AIL Activity
3	Discuss the question with the class so that the students know what	Values and Life
	they are required to do.	Skills
3	Explain the options one by one.	
3	Then let the students do the exercise on their own.	
3	Ask them to briefly explain their choices.	