



Task 3 - **deadline 14th December 2012**

Extra Tips for the rhyming story!

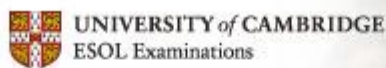
What do I have to do?

- ✓ Read the story carefully and discuss with your friends, so you are familiar with its plot.
- ✓ Think about the characters.
- ✓ Think about the main ideas you would like to have in the rhyming story and think about extras you would like to add.

How do I do it?

- ✓ Find some useful webs:
<http://www.rhymezone.com/>
<http://examples.yourdictionary.com/examples-of-similes.html> etc.
- ✓ Read some examples of rhyming stories:
[http://allpoetry.com/poem/8503201-The Three Little Pigs-by-Roald Dahl](http://allpoetry.com/poem/8503201-The_Three_Little_Pigs-by-Roald_Dahl)
- ✓ Think about the moral of the story.
- ✓ Enjoy your rhyming work, it is a fun!

For further practice use materials with following logo:



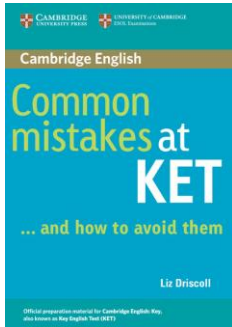
Cambridge English

Official Cambridge exam preparation



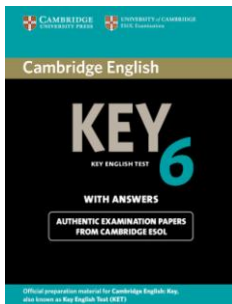


Practise your language:



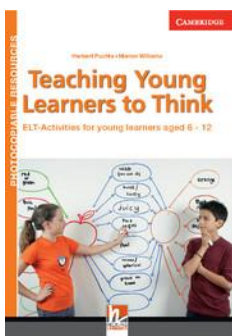
Based on an analysis of thousands of Cambridge English: Key (KET) for Schools examination papers, this book highlights the typical mistakes students make and shows how to avoid them. With a full key to all the exercises, it is suitable for classroom use and independent learning.

CEF Level: A1-A2



Authentic past papers from Cambridge ESOL. Six collections of authentic past papers are available for the Cambridge English: Key (KET) exam and two for Cambridge English: Key for Schools. Each title contains four complete tests from Cambridge ESOL. Each collection of past papers is available with or without answers.

CEF Level: A1 – A2



Teaching Young Learners to Think offers **80 activities** specifically designed to develop children's foreign language competence while promoting basic thinking skills. Herbert Puchta, author of a wide range of innovative teaching materials, and Marion Williams, well-known for her book *Psychology for Language Teachers*, have developed specifically designed tasks that develop children's foreign language competence while promoting the basic thinking skills they will need as they grow older. Teachers will enjoy using the motivating tasks that have been carefully devised to match the language level of EFL learners. Students will enjoy the fun of the thinking challenges these activities offer.

CEF Level: A1 to B2



Rhyme the fairy-tale about a stone soup.

Read the following classic fairy-tale which you probably know in your mother tongue. Then try to transform it into a rhyme.

A Stone Soup

A kindly, old stranger was walking through the land when he came upon a village. As he entered, the villagers moved towards their homes locking doors and windows.



The stranger smiled and asked: "Why are you all so frightened. I am a simple traveller, looking for a soft place to stay for the night and a warm place for a meal."

"There's not a bite to eat in the whole village," he was told. "We are weak and our children are hungry. Better keep moving on."

"Oh, I have everything I need," the stranger said. "In fact, I was thinking of making some stone soup to share with all of you." He pulled an iron pot from his cloak, filled it with water, and began to build a fire under it. Then, with great ceremony, he drew an ordinary-looking stone from a silken bag and dropped it into the water.

By now, hearing the rumour of food, most of the villagers had come out of their homes or watched from their windows. As the stranger sniffed the "broth" and licked his lips, hunger began to overcome their fear.

"Ahh," the stranger said to himself rather loudly, "I do like a tasty stone soup. Of course, stone soup with cabbage - that's hard to beat."

Soon one of the villagers approached hesitantly, holding a small cabbage he'd retrieved from its hiding place, and added it to the pot. "Wonderful!!" cried the stranger. "You know, I once had stone soup with cabbage and a bit of salt beef as well, and it was fit for a king."

The village butcher managed to find some salt beef . . . and so it went, through potatoes, onions, carrots, mushrooms, and so on, until there was indeed a delicious meal for everyone in the village to share.

The villager elder offered the stranger a great amount of money for the magic stone, but he refused to sell it and travelled on the next day. As he left, the stranger came upon a group of village children standing near the road. He gave the silken bag containing the stone to the youngest child, whispering to a group: It was not the stone, but the villagers that had performed the magic."