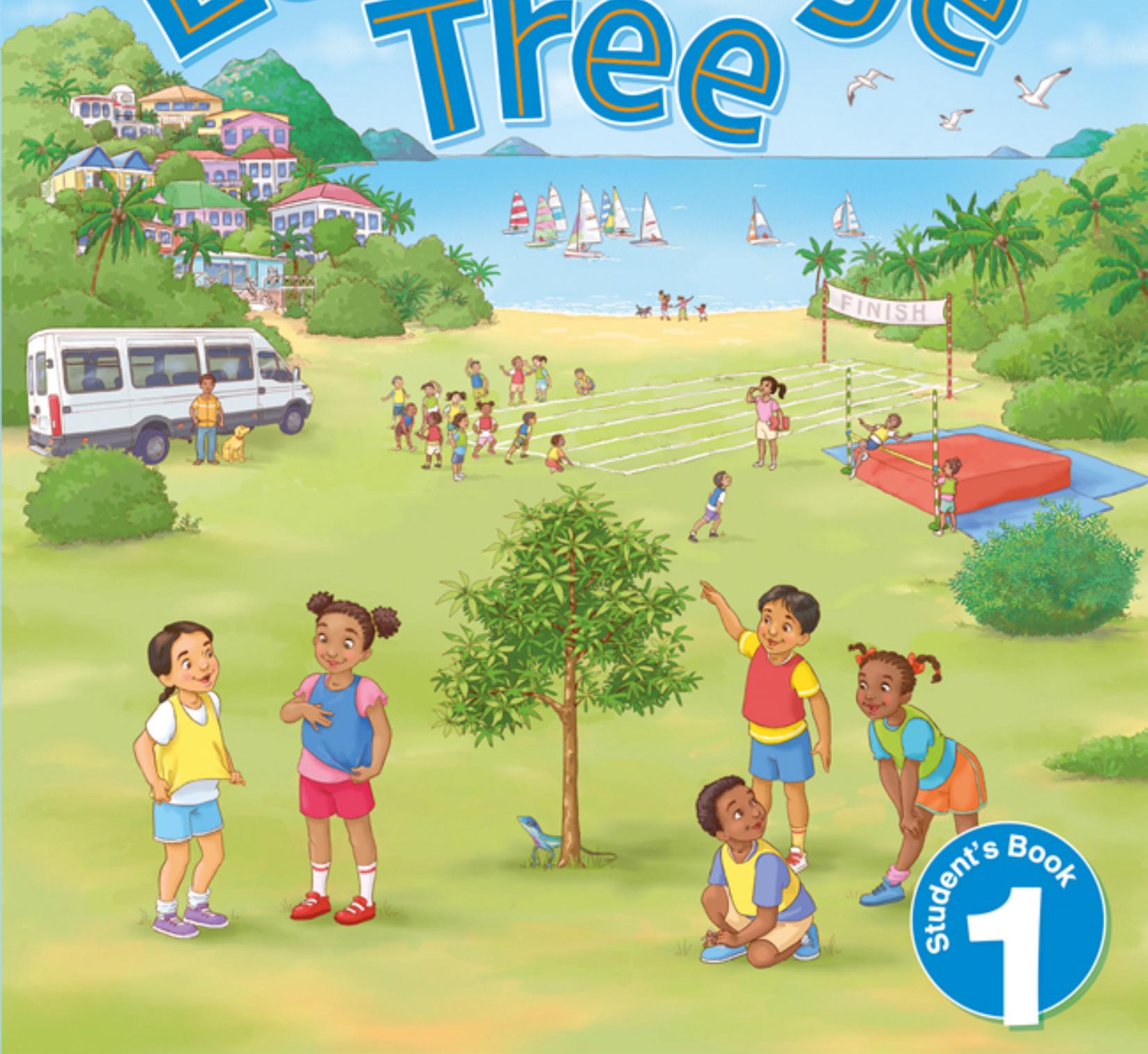


# Language Tree

Second Edition



Student's Book  
**1**

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Student's Book 1

Second Edition

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# How to Use this Book

Language Tree Level 1 follows an integrated approach and language skills in each unit develop naturally out of the reading text. Use the Student's Book alongside the Workbook and online Teacher's Resources ([www.bit.ly/LangTree2e](http://www.bit.ly/LangTree2e)) to develop and practise important reading, listening, speaking and comprehension skills.

## Teaching units

There are 18 teaching units, each comprising the following sections:

### Get ready

Lead a class discussion introducing the reading passage and drawing on the students' experience. Draw attention to the type of text (fiction, non-fiction, etc.) and introduce key vocabulary.

### Reading

The passages cover a variety of text types. Students can read independently or take it in turns to read a section. Encourage students to work out the meaning of unfamiliar vocabulary from the context.

Comprehension questions require students to recall detail, make inferences, draw conclusions, identify cause and effect, express personal opinions and note the differences between different text types.

Questions can be tackled orally or in writing depending on the needs of the class. It may be appropriate to talk through the questions before asking students to write answers to some of them.

## Unit 3 The Big Yam

### Get ready

What is the title of the story below?  
Look at the picture. What do you think the story will be about?

### Reading

#### The Big Yam: Part 1

A farmer had a big yam.  
The yam got bigger and bigger and bigger.  
The farmer wanted to dig up the yam.

He dug and dug. He pulled and pulled.



- 1 What is the farmer doing?
- 2 How does he feel?

- Get ready: Requires pupils to **make predictions** based on title and illustration.
- Point out that the answer to Question 1 is in the story. The answer to Question 2 is not. Pupils must work out the answer.
- Tell pupils that good readers look for clues. Their answers are based on what they have read or can see in the picture (**using context clues** and **making inferences**).
- See Workbook 1 page 00 for more work on making inferences.

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## Speaking and listening

Pupil A, pretend you are Brother Dog's friend.  
Pupil B, pretend you are Brother Dog.

### 1 Pupil A ask questions:

- 1 What happened to your bone?
- 2 How did you feel?

### 2 Pupil B, answer the questions.

### 3 Swap roles.



## Speaking and listening

Exercises include discussion, planning and role play.

Move around the class checking on progress, or work alongside students who find oral work challenging.



This symbol, which appears before some exercises, indicates that students should work with a partner.

## Language work

Teaching points are followed by practice exercises. Work through the example together before asking students to work on an exercise.

Some students can write their answers independently or in pairs. You may need to work orally with other students, writing the answers on a large sheet of paper which they can all see.

## Language: adjectives

Some words tell us more about nouns:

*Daddy is **strong**. Grandad is **kind**.*

**Strong** and **kind** are **describing words** or **adjectives**.

## Word work: contractions

A **contraction** is a short form of two words:

There **isn't** any food.

(**is not** becomes **isn't**)

We put ' to show where a letter is missing.

Write five sentences. Use a contraction in each one.

Example: Mice aren't mean.

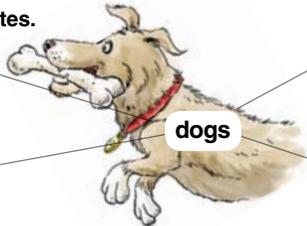
Mice	isn't aren't	blue.
Cats		green.
My dog		mean.
Agoutis		
The cow		

## Writing

1 Read these notes.

like to play

eat meat



bark

dogs

chase cats

2 Use the notes to help you write four sentences about dogs.

Example: Dogs like to play.

see Workbook 1 page 00.

of fewer sentences according to ability. Some can draw another animal, but it.

to make a **word web** (cluster chart) to gather and organise ideas for to write a short **expository paragraph** – putting the ideas into an

For more work on con

**DA** Writing: Ask pupils to make their own notes Extension: On the board writing. Model how appropriate ord

93

## Word work

Examples of word-level work, such as vocabulary, prefixes or homophones are drawn from the reading passage wherever possible.

## Writing

See page 128 for an overview of the writing process which underpins all the writing exercises in *Language Tree*.

The first stage – getting ideas – is very important. It provides the material for students to work with. If students miss out this stage they are likely to say, 'I don't know what to write.' You might begin work as a class, brainstorming ideas and useful vocabulary on the board.

Some students will be able to complete the writing task on their own or in mixed-ability pairs. You may need to support other students by working alongside them, perhaps writing a group composition for which you act as a scribe.

Encourage students to check and revise their work.

## On-the-page teacher's notes

There are suggestions for introducing and extending the exercises at the bottom of each page.

**DA** This symbol precedes suggestions for working with students of different abilities.

To help with planning, syllabus objectives are highlighted in bold type. Where a skill can be practised further in the Workbook, page references are provided.

## Looking Back

Skills are revisited in three 'Looking Back' sections. Use the exercises to assess in which areas students need further support.

## Scope and Sequence chart and Skills Index

These sections will support your short- and long-term planning, enabling you to make sure that you are covering the syllabus.

# Scope and Sequence

UNIT	Reading and comprehension	Speaking and listening
1 <i>What Makes You Special?</i>	<ul style="list-style-type: none"> <li>• Draw on personal experience</li> <li>• Recall detail</li> <li>• Identify main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Ask a question</li> <li>• Give information</li> </ul>
2 <i>My Family</i>	<ul style="list-style-type: none"> <li>• Derive clues from illustration</li> <li>• Draw on personal experience</li> </ul>	Communicate information
3 <i>The Big Yam</i>	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Express opinions</li> <li>• Make predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Retell story</li> <li>• Predict outcomes</li> </ul>
4 <i>A Special Dog</i>	<ul style="list-style-type: none"> <li>• Identify title, character, setting and main events (story grammar)</li> <li>• Make predictions</li> </ul>	Discuss ideas for a story
5 <i>Important Places</i>	<ul style="list-style-type: none"> <li>• Relate prior knowledge to reading</li> <li>• Identify main idea</li> <li>• Recognise headings</li> </ul>	Describe familiar places
6 <i>Kick a Ball</i>	<ul style="list-style-type: none"> <li>• Recognise different text types</li> <li>• Express opinion</li> <li>• Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Recite a poem</li> <li>• Learn a verse</li> </ul>
Looking Back 1	<ul style="list-style-type: none"> <li>• Sequence a picture story</li> <li>• Match text to picture</li> </ul>	
7 <i>Brother Dog and the Bone</i>	<ul style="list-style-type: none"> <li>• Identify main idea</li> <li>• Identify setting</li> <li>• Respond to story</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Ask questions</li> </ul>
8 <i>The Dentist</i>	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Identify main idea</li> <li>• Recognise cause and effect</li> </ul>	Share information
9 <i>How to Make a Pancake</i>	<ul style="list-style-type: none"> <li>• Recognise and compare different text types</li> <li>• Identify features of instructions</li> </ul>	Give instructions
10 <i>Playing Cricket</i>	<ul style="list-style-type: none"> <li>• Understand pictorial information</li> <li>• Use context clues</li> <li>• Make predictions</li> </ul>	Retell story
11 <i>Alvin's Journal</i>	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Draw conclusions</li> </ul>	Discussion: make arguments for and against
12 <i>Lost</i>	<ul style="list-style-type: none"> <li>• Make predictions</li> <li>• Make inferences</li> <li>• Identify beginning/middle/end</li> </ul>	Retell the story
Looking Back 2	Reading non-fiction	
13 <i>Agoutis</i>	<ul style="list-style-type: none"> <li>• Distinguish between fact/fiction</li> <li>• Recognise different text types</li> <li>• Recall detail</li> </ul>	Compare fiction and non-fiction
14 <i>People I Like</i>	<ul style="list-style-type: none"> <li>• Express personal response</li> <li>• Rhyme</li> <li>• Recognise different text types</li> </ul>	Recite a poem with expression
15 <i>Plants</i>	<ul style="list-style-type: none"> <li>• Extract information from text</li> <li>• Recognise different text types</li> <li>• Identify main idea</li> </ul>	Ask for/give factual information
16 <i>Anansi and the Yams</i>	<ul style="list-style-type: none"> <li>• Identify setting and characters</li> <li>• Discuss character traits</li> <li>• Make predictions</li> </ul>	Role play
17 <i>Cats</i>	Express personal response	Recite poem
18 <i>The Ant and the Dove</i>	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Identify main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main events</li> <li>• Retell a story in sequence</li> </ul>
Looking Back 3	<ul style="list-style-type: none"> <li>• Compare stories</li> <li>• Story grammar</li> </ul>	

	Language	Word work	Writing
	<ul style="list-style-type: none"> <li>Sentences</li> <li>Capital letters and full stops</li> </ul>	Alphabetical order: a–m	Draw and write sentences about yourself
	<ul style="list-style-type: none"> <li>'Telling' sentences</li> <li>'Asking' sentences</li> <li>Question marks</li> </ul>	Alphabetical order: n–z	<ul style="list-style-type: none"> <li>Pre-writing</li> <li>Write a sentence and a question</li> </ul>
	Indefinite article: <i>a, an</i>	Words that mean the same as <i>big</i>	<ul style="list-style-type: none"> <li>Sequencing</li> <li>Beginning/middle/end</li> <li>Check your writing</li> </ul>
	Capital letter: <ul style="list-style-type: none"> <li>for names of people</li> <li>for 'I'</li> </ul>	Days of the week	Write a story using story grammar
	Nouns: identifying	Context clues	Write about a familiar place
	<ul style="list-style-type: none"> <li>Nouns: categorising</li> <li>Word web</li> </ul>	Rhyme	Write a poem
	Sentences, questions, nouns, capital letters and full stops	Rhyme	Draw and write about an animal
	Plurals: add -s	Alphabetical order	Draw and write in response to what you have read
	Plurals: add -es	Irregular plurals	<ul style="list-style-type: none"> <li>Write an account of personal experience</li> <li>Writing process</li> </ul>
	<i>Wh-</i> questions	Words to indicate sequence	<ul style="list-style-type: none"> <li>Write instructions</li> <li>Revise and edit</li> </ul>
	Verbs: identifying	Vocabulary: grouping verbs	Write about what you do after school
	<i>am, is, are</i>	Context clues	<ul style="list-style-type: none"> <li>Write about a game you play</li> <li>Re-read and revise work</li> </ul>
	<ul style="list-style-type: none"> <li>Present continuous</li> <li>helping words</li> </ul>	Syllables	Write a short account of an experience
	<ul style="list-style-type: none"> <li>Plurals: <i>am, is, are</i></li> <li>Verbs</li> </ul>	Syllables	<ul style="list-style-type: none"> <li>Write non-fiction</li> <li>Check for full stops and capital letters</li> </ul>
	<ul style="list-style-type: none"> <li>Simple present tense</li> <li>Subject–verb agreement</li> </ul>	Contractions: <i>isn't, aren't</i>	Write a short expository paragraph
	Adjectives	Rhyme	<ul style="list-style-type: none"> <li>Use a word web to organise ideas</li> <li>Describe a person</li> </ul>
	<ul style="list-style-type: none"> <li>Joining word: <i>and</i></li> <li>Editing what you have written</li> </ul>	Opposites	Write a short expository paragraph
	Joining word: <i>but</i>	Root words and inflected endings: <i>-ed, -ing</i>	Plan a story using story grammar
	<ul style="list-style-type: none"> <li><i>has, have</i></li> <li>Exclamation marks</li> </ul>	Rhyme	Use an illustration as the basis for writing a short paragraph
	Past tense: <i>was, were</i>	Words to use instead of <i>nice</i>	Write an account of a personal experience
	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Joining words: <i>and, but</i></li> <li>Past tense: <i>was, were</i></li> </ul>	Opposites	Write an account of a personal experience

# Unit 1 What Makes You Special?

## Get ready

What makes you special?

What is your name?

How old are you?

Where do you live?



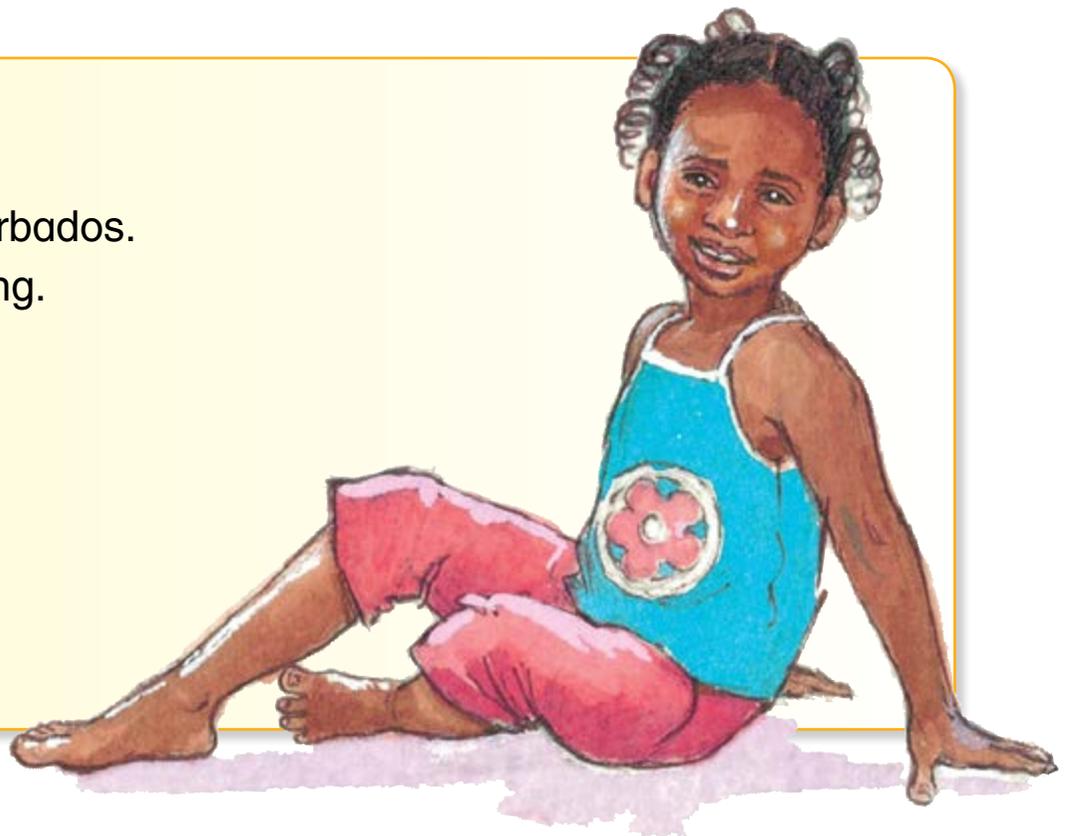
## Reading

This is Kim.

She is six.

Kim lives in Barbados.

She likes singing.



- 1 Who is this?
- 2 How old is Kim?
- 3 Where does Kim live?
- 4 What does she like?

- **Get ready:** Pupils are invited to **draw on their personal experience** to connect with the theme.
- The four comprehension questions ask pupils to **recall details**.

This is Leo.  
He is six.  
Leo lives in Antigua.  
He likes reading and  
playing football.



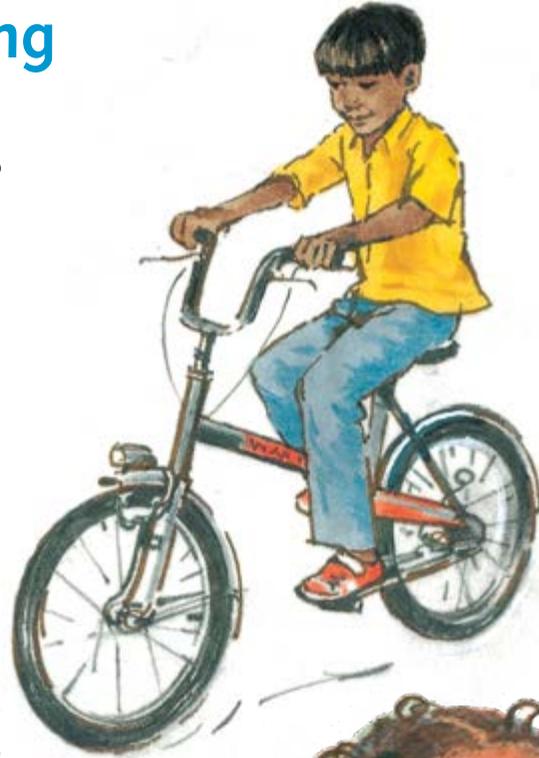
- 1 How old is Leo?
- 2 Where does he live?
- 3 What does he like?
- 4 What is this story all about?
  - a) football
  - b) Leo
  - c) Antigua
- 5 Would you like to meet Kim or Leo? Why?

- Question 4: Tell pupils it is important to be able to say clearly what a story or passage is 'all about'. This is the **main idea**. Both Antigua and football are mentioned but the writing is all about Leo so the answer is 'b'.
- Question 5: Pupils are asked to **express their own opinion**. Encourage them to give reasons based on what the character likes or where he/she lives.
- See *Workbook 1* pages 111-112 for more work on main idea.

## Speaking and listening



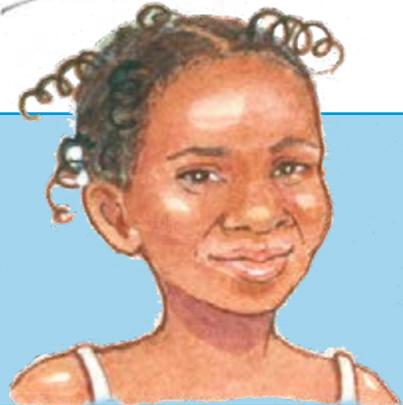
- 1 Ask your partner:**
  - What do you like doing?
- 2 Tell the class about your partner.**



## Language: sentences

A **sentence** begins with a capital letter and ends with a full stop.

This is Kim.



- 1 Complete these sentences about you.**

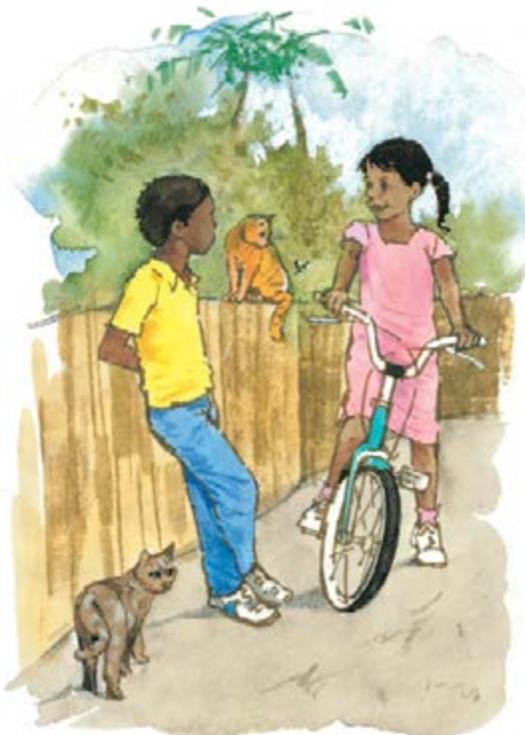
Example: My name is Danya .

- 1 My name is \_\_\_\_\_.
- 2 I live in \_\_\_\_\_.
- 3 I am \_\_\_\_\_ years old.
- 4 I like \_\_\_\_\_.

- **Speaking and listening:** Encourage pupils to speak clearly when they question their partner and to **listen politely** to the reply.
- For more work on sentences, see Workbook 1 pages 50-52.

### Is it a correct sentence?

- 1 This is Leo.
- 2 he is six
- 3 Kim is a girl.
- 4 she lives in Barbados
- 5 She likes singing.



### 2 Write these sentences correctly:

Example: I can skip → I can skip.

- 1 I can read
- 2 I see two cats
- 3 this is my bike.
- 4 my name is Tom.
- 5 This is my dog



### 3 How many sentences are there in the box?

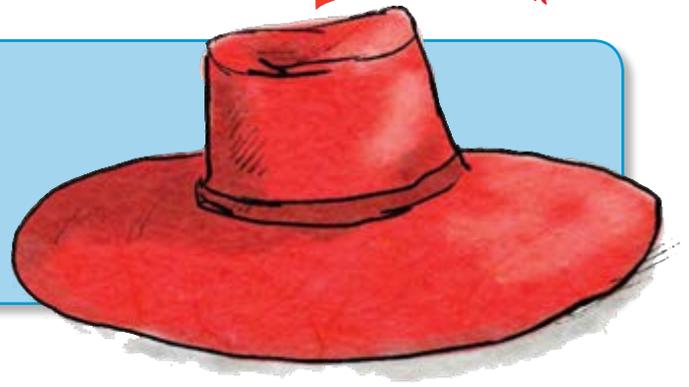
Kim likes singing. She sings at school. She sings at church.

- Exercise 1 can be done orally. Ask pupils to say why the words are or are not a sentence. (2 and 4 do not have a capital letter or a full stop.)
- DA Exercise 2: You may ask some pupils to write the answers to fewer questions according to their ability.

A sentence must make sense.

Is red X

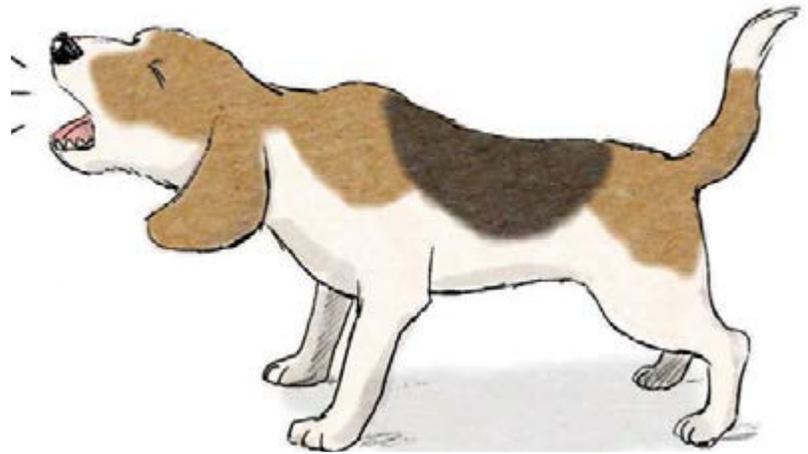
My hat is red. ✓



**4 Is it a sentence?**

Example: run can. X

- 1 Can sing.
- 2 Mom can run.
- 3 six
- 4 The dog
- 5 The dog barked.



**5 Make sentences from these words.**

Example: am six. I → I am six.

- 1 am happy. I
- 2 is my dog. This
- 3 sing. can I
- 4 peas. plants Dad
- 5 helps. He his Mom

- Exercise 5: Give three pupils each a card with one word from the sentence 'I am happy'. Have them stand in front of the class holding up their cards in the order 'am', 'happy', 'I'. Ask the class to tell them to swap positions until the sentence makes sense. Repeat with other mixed up sentences.