Language Tree

Second Edition

Student's Book **2**
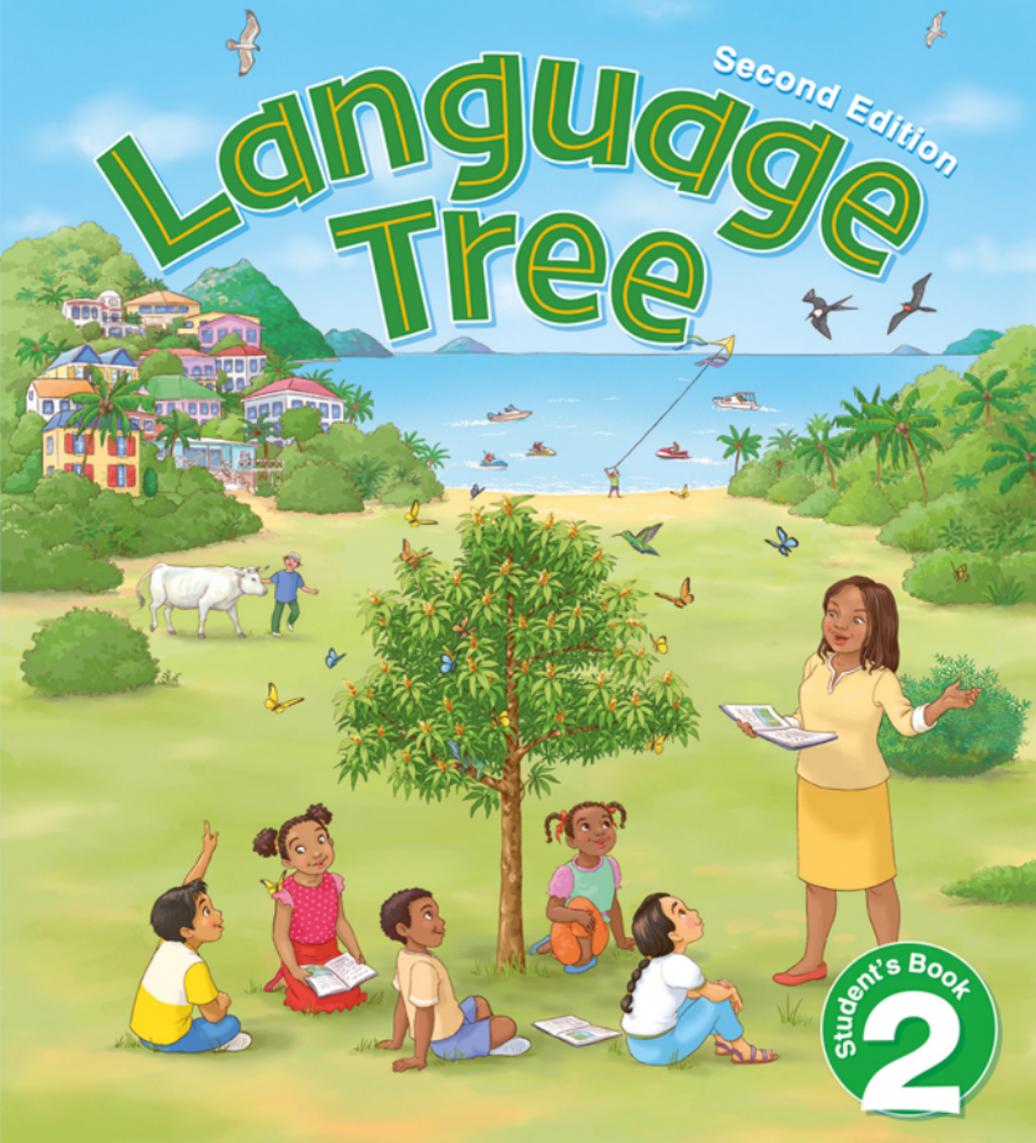
Macmillan education

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Student's Book 2

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Contents

How to use this Book

Language Tree Level 2 components are designed to be used flexibly, in line with the teacher's preferred approach and the ability of the class. The Student's Book is intended to be used alongside the Workbook and online Teacher's resources (URL) to help pupils to develop and practise important reading, listening, speaking and comprehension skills.

Teaching units

There are 18 teaching units, each of which comprises the following sections:

Get ready

The teacher leads a class discussion which introduces the reading passage(s) and draws on the pupils' prior knowledge and experience. The teacher can take this opportunity to draw pupils' attention to the type of text (fiction, non-fiction, poetry, etc.) and to introduce key vocabulary.

Reading

The passages cover a variety of different text types and can be read aloud by the teacher or by pupils taking it in turn to read a section. Encourage pupils to work out the meaning of unfamiliar vocabulary from the context.

Comprehension questions ask pupils to recall detail, make inferences, draw conclusions, identify cause and effect and express personal opinions. Some questions draw pupils' attention to the features of the text type, pointing out, for example, the differences between information texts and stories or poems.

The questions can be tackled orally or in writing, depending on the needs of the class. For most classes it will be appropriate to talk through the questions before asking pupils to write answers to two or three of them.

Unit 13 Dear Auntie Sonia

Get ready

Who wrote the letter?
Who did he write it to?

Reading

the address of the person writing and the date

> 24, Long Road
> Plum Bay
> Grenada
> 12th September, 2017

greeting

> Dear Auntie Sonia,

body

> Thank you for the bag you gave me for my birthday. It's great because it is just the right size for school.
>   Mommy, Daddy, Lila and I went to the beach on my birthday. My friend, Tarik, came too and we had a picnic. We had bananas, chicken, melon and cake.
>   We played with my new football but we didn't swim.
>   I remember your goats, Jo, Dot, Lucy and Flo. How are they? I can't wait to see them again when we visit you next month.
>   I look forward to seeing you then.

closing

> Love,

signature

> Nathan

- Discuss with pupils the **five parts of a letter**: (1) address and date, (2) greeting, (3) body (the content of the letter), (4) closing (varies according to whom you are writing), (5) signature.
- Point out that, in the body, Nathan has said thank you, given some of his news and asked his Auntie a question.
- Conventions for writing addresses differ. It is becomming common to omit commas from addresses and dates. Tell pupils if you wish them to use different punctuation.

88

👥 Speaking and listening

How do you think Kim felt after the pot broke?
How did Mom feel?

1. **Pupil A: Pretend you are Kim.**
   Tell your partner what happened the day you played cricket in the yard with Danny. Say how you felt.

2. **Pupil B: Pretend you are Kim's mom.**
   Tell your partner what you think happened. Say how you felt.

Speaking and listening

This section usually requires pupils to work in pairs.

The symbol 👥 before an exercise advises pupils to work with a partner.

Some exercises involve discussion, others suggest retelling or role plays. Move around the class, checking on progress, or work alongside those pupils who find oral work most challenging.

Language work

Teaching points are presented in green boxes, with examples drawn from the reading passage where possible. You may begin by teaching the language point, or you can show pupils examples of the language point in context and encourage them to work out the teaching point for themselves.

Before asking pupils to work on an exercise, make sure that they understand what they have to do. Demonstrate by working through the example together.
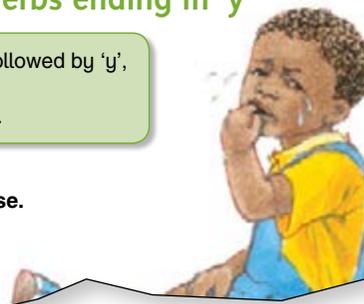
Some pupils can work individually or in pairs, writing their answers. You may need to work orally with other pupils, writing the answers on a large sheet of paper which they can all see.

Word work

Examples of word-level work, such as vocabulary, prefixes or homophones, arise from the reading passage.

Writing

The writing process (generating ideas, drafting, revising and proofreading) is fundamental to the writing exercises in *Language Tree*. For an overview of the writing process, see page 128.

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

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

Encourage pupils to check and revise their work and, if appropriate, to make neat, final copies which can be displayed.

On-the-page teacher's notes

Teacher's notes are provided at the bottom of the page. These provide suggestions for introducing or for extending the activities. Teaching suggestions for working with pupils of different abilities are always preceded by the symbol **DA** .

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

Looking Back units

The three Looking Back sections revisit skills previously taught. Use the exercises according to the needs of your class, taking the opportunity to assess in which areas pupils 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.

Inset panel

Language: past tense of verbs ending in 'y'

If the root word ends in a consonant followed by 'y', change the 'y' to '**i**' and add '**ed**'.
I carry the bag. ➔ *I carried the bag.*

1 **Write these verbs in the past tense.**

cry   try   fry

Unit 8

1 **Write the root words.**

Example: looked – looks – looking ➔ *root word* = look

1 crashes – crashing – crashed
2 jumped – jumping – jumps
3 bakes – baking – baked
4 stop – stops – stopped
5 watch – watches – watching
6 pinch – pinched – pinches

2 **Make as many words as you can.**

Example: help ➔ helper

Root word	Ending
help work write	-er -s

Writing: organising ideas in sequence

Write about a time when you went shopping for shoes or clothes.

1 **Tell your partner:**
- **Where** were you?
- **What** happened?
- **Who** was there?
- **How** did you feel?

2 **Write about what happened in the order in which it happened.**
- What happened **first**?
- What happened **next**?
- **Then** what happened?
- Include details of **who**, **where**, **what** and **how**.

...ils that putting ideas in sequence, the order in which they happened, is one way to **organise ideas**.
...k pupils to revise their first draft. Tell them to read it to a partner and ask the questions
...st on page 37.
...hom pupils work. Have them work sometimes with pupils of different abilities.
...complete sentences in standard English.

59

Writing: Tell...
You may want...
on the revision
DA Vary the partne...
Remind pupils...

5

Scope and Sequence

UNIT	Reading and comprehension	Speaking and listening
1 *Puddle Jumping*	• Draw on personal experience • Recall detail • Identify main idea	Predict outcomes
2 *All Sorts of Writing*	• Identify different text types • Differentiate fiction and non-fiction • Use context clues	Research and report
3 *Anansi and the Plantains*	• Make predictions • Understand story grammar: beginning, middle, end • Describe character	Act out part of the story Read with expression
4 *A Day Out*	• Identify different text types: map and story • Make inferences • Question-answer relationships	Ask for and give directions
5 *Monkey Learns to Share*	• Make predictions • Use illustrations to understand text • Make inferences	Retell a story using sequencing words
6 *Reach up Tall*	• Identify different text types: features of a poem • Use context clues • Recognise instructions	Recite a poem with actions
Looking Back 1	• Recall details • Make inferences • Character and setting	
7 *Mongoose*	• Use illustrations to predict content • Dishtinguish be fiction and non-fiction • Identify main idea	Prepare and present information
8 *New Shoes*	• Make inferences • Express personal response • Rhyme	Recite a poem with expression
9 *You're Special*	• Make predictions • Identify setting and characters	Gather ideas for a story
10 *Weather Report*	• Read a chart • Interpret information	Generate questions Ask for/give information
11 *Cricket in the Yard*	• Understand cause and effect • Explore ideas in the story • Character	Role play exploring characters' feelings
12 *Help on the Bus*	• Identify main idea • Question-answer relationships • Beginning, middle, end	Retell a story
Looking Back 2	• Fiction/non-fiction • Main idea • Reading strategies	
13 *Dear Auntie Sonia*	• Recognise different text types • Parts and conventions of a letter	Group discussion: ways of communicating
14 *Lisa's Story*	• Make inferences • Draw conclusions • Predict outcome	Group discussion of an issue
15 *Coconuts*	• Non-fiction and glossary • KWL chart • Paragraphs	What have you learnt? Discussion and reporting
16 *An Accident at Home*	• Predict outcomes • Cause and effect	Compare two stories
17 *Samuel's Drum*	• Identify features of a play • Make predictions • Draw conclusions	Act out a scene with expression
18 *How to Make a Kite*	• Identify features of instructions • Compare with a poem	Give instructions
Looking Back 3	• Main idea • Story grammar: beginning; middle; end • Vocabulary	

Language	Word work	Writing
• Telling and asking sentences • Punctuation: capital letters, full stop, question mark	Dictionary work	Planning a story: Who? Where? What?
• Exclamation mark • Indefinite article: *a*, *an*	Opposites	Planning a story: beginning, middle, end
Identifying nouns	Vocabulary: synonyms	• Getting ideas • Write a new ending
• Proper nouns • Classifying nouns	*first*, *next*, *then*	• Planning: organising ideas in sequence • Write an account of personal experience
Singular and plural: • Add *s*, *es* • Change *y* to *ies* • Add *s* to vowel + *y*	Syllables	• Write another scene in the story • Revising checklist
• Identifying verbs • Present simple: subject-verb agreement	Irregular plurals	Write a poem
• Sentences • Nouns • Plurals	Vocabulary: synonyms	Write a story
Verbs: • *am*, *is*, *are* • *have*, *has*	Dictionary work	• Write an expository paragraph • Organising ideas
Present continuous: • dropped *e* • doubled letters	Root words	• Write an account of a personal experience • Organising ideas in sequence • Drafting
• Adjectives • Write a description of a place	Prefixes: *un-*, *re-*	Write a story using story grammar: beginning, middle, end
Joining words: *and*, *but*	Suffixes: *-y*, *-ed*, *-ing*	• Describe a scene • Word web • Re-read and revise
Past tense: regular endings • *ed* • dropped *e* • doubled letters	Words instead of *said*	• Writing process • Proofreading checklist
Past tense: words ending in *y*	Homophones	• Describe a person • Organising ideas using a word web
• Adjectives • Joining words: *and*, *but* • Past tense	Root words	Write an expository paragraph
• Commas in lists • Commas in dates • Commas in letters	Contractions	• Write a friendly letter • Proofreading checklist for a letter
Past tense: irregular verbs *was* / *were*	Dictionary work	• Describe a place, using senses • Use the whole writing process
Pronouns: subject	Spelling: look, cover, write, check	• Make notes under topic headings • Write a short expository paragraph
Pronouns: object	Compound nouns	Write an account of an accident using the writing process
Possessive nouns	Vocabulary: synonyms	Respond to a story by writing a review
• Possessive adjectives • Possessive pronouns	Spelling tips	Write instructions
• Pronouns • *was/were* • Contents page	Contractions	Write a letter recommending a story

Unit 1 Puddle Jumping

Get ready

How do you feel when it rains?
Do you stay inside or do you like to go out in the rain?

Reading

Puddle Jumping

Martin ran into the school yard. He shouted, "Hooray!" Then he jumped in a puddle and splashed Jaydon.

"Stop it!" shouted Jaydon.

Martin didn't stop. He jumped in the puddle again. "Come on, Jaydon," he shouted.

Jaydon said, "No. I don't want to get my books wet."

"It's fun!" Martin shouted.

"I don't want to get my clothes dirty," said Jaydon.

Martin laughed.

"I don't want to get into trouble," said Jaydon.

Suddenly, Martin stopped jumping.

"Why did you stop?" asked Jaydon.

"The teacher is coming," said Martin. "My books are wet. My clothes are dirty and I'm going to get into trouble."

- **Get ready**: Encourage pupils to **draw on their own experience** to help prepare them for reading.
- Before reading: Ask pupils to **make predictions** based on the illustration. Tell pupils to look at the picture. Ask: "Where are the boys?" "What are they doing?" "What do you think this story will be about?"

1 Who jumped in puddles?
2 Who said, "I don't want to get my books wet."?
3 Why did Martin stop jumping?
4 Where did the story take place? How do you know?
5 Which of these words describes Martin? Which describes Jaydon?

clean   careful   messy   sensible   fun   silly

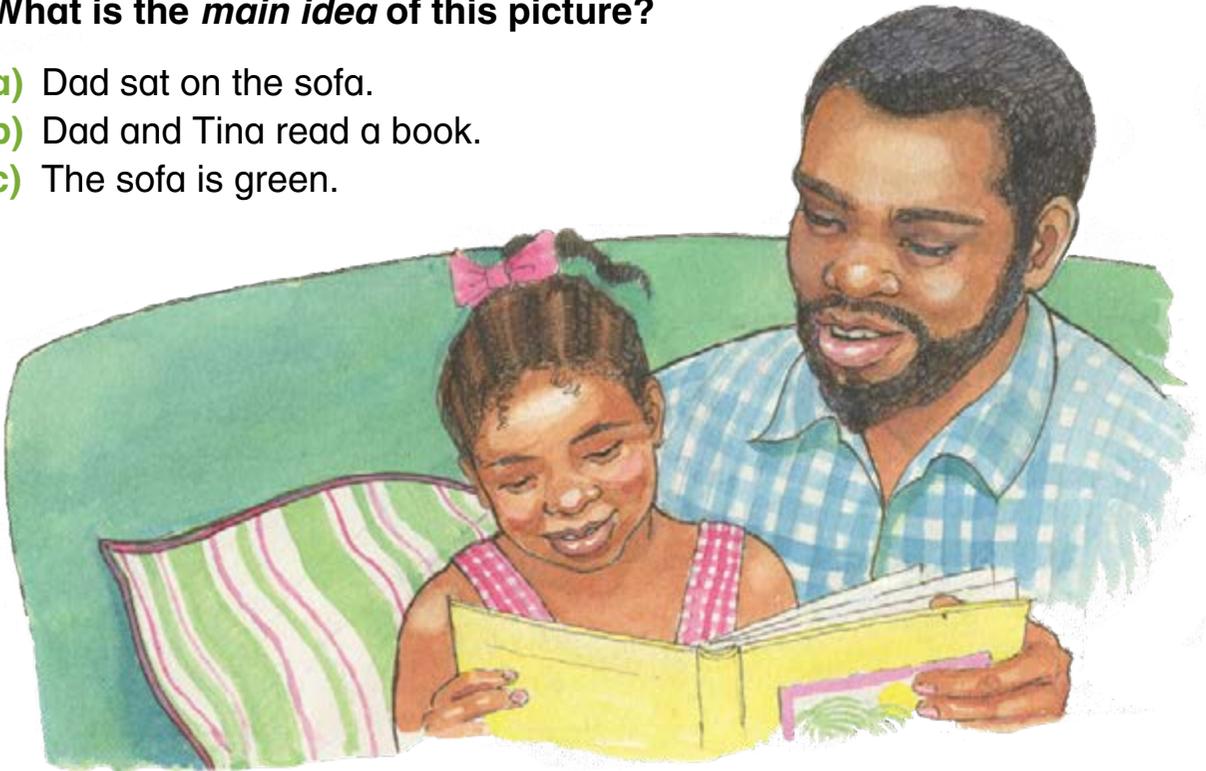6 Who would you rather play with, Martin or Jaydon? Why?

Finding the main idea

To find the **main idea**:
- decide what the picture or story is about
- ask yourself
    "What is the most important idea in the picture or story?"

1 What is the *main idea* of this picture?

a) Dad sat on the sofa.
b) Dad and Tina read a book.
c) The sofa is green.

- Question 5: Pupils may disagree which boy is silly and which one is fun. In Questions 5 and 6, encourage pupils to **express their own opinion**.
- Exercise 1 extension: Practise identifying the **main idea** by showing pupils other illustrations and discussing, as a class, what the main idea is. For example, you could look at the illustrations on pages 10 and 11.
- *Find more work on 'finding the main idea' in Workbook 2 page 00.*

9

2 **What is the *main idea* of the story on page 8?**

a) Martin's teacher was cross.
b) Martin jumped in puddles.
c) Jaydon looked after his books.

Speaking and listening

What do you think happened next?
- What did the teacher say?
- How do you think Martin felt?
- How do you think Jaydon felt?
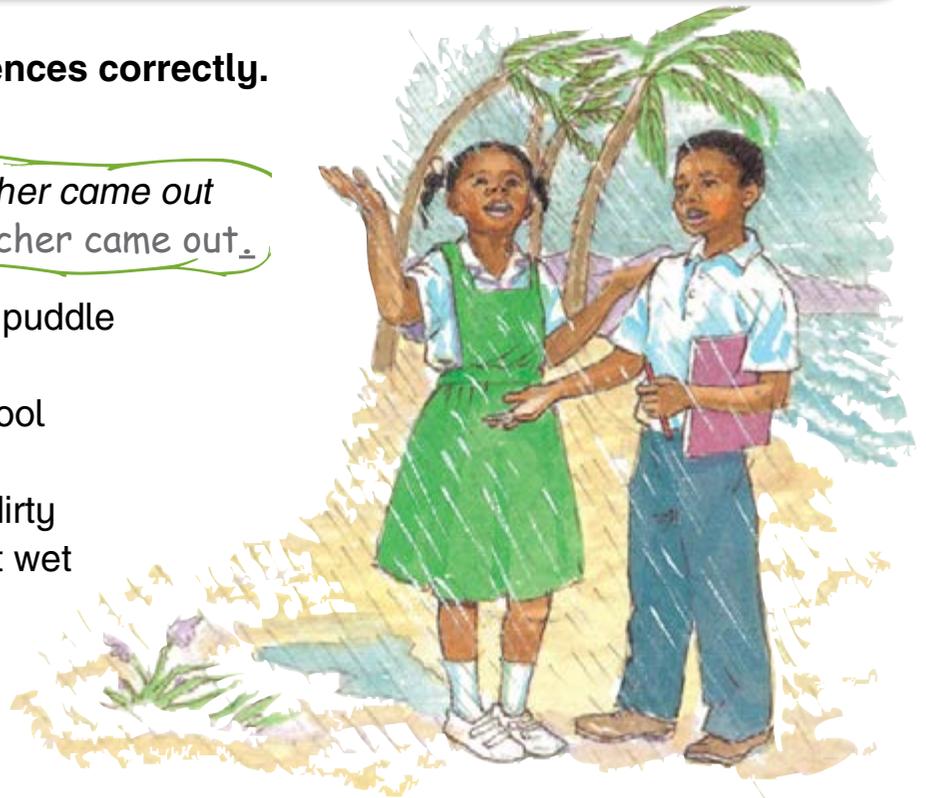- Tell the class what you think.

Language: sentences

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

1 **Write these sentences correctly.**

Example: *the teacher came out*
The teacher came out.

1 he jumped in a puddle
2 it was raining
3 we went to school
4 my book is wet
5 my shoes are dirty
6 the children got wet

- **Main idea**: Ask pupils if the story is 'all about' the teacher being cross (*No. This is only mentioned at the end*.) Is it about Jaydon, looking after his books? (*No. That is only mentioned in one line*.) The whole story is about Martin jumping in puddles, so the answer is 'b'.
- **Speaking and listening**: Encourage pupils to **speak clearly** when they question their partner and to **listen politely** to the reply.

A sentence must make sense.
is coming the ✗
The teacher is coming. ✓

2 **Which of these are sentences?**

1 In school
2 Martin stopped splashing.
3 clothes dirty my

4 Raining was
5 My clothes are dirty.
6 It was raining.

These are **telling** sentences.
I stopped.   *It is raining.*
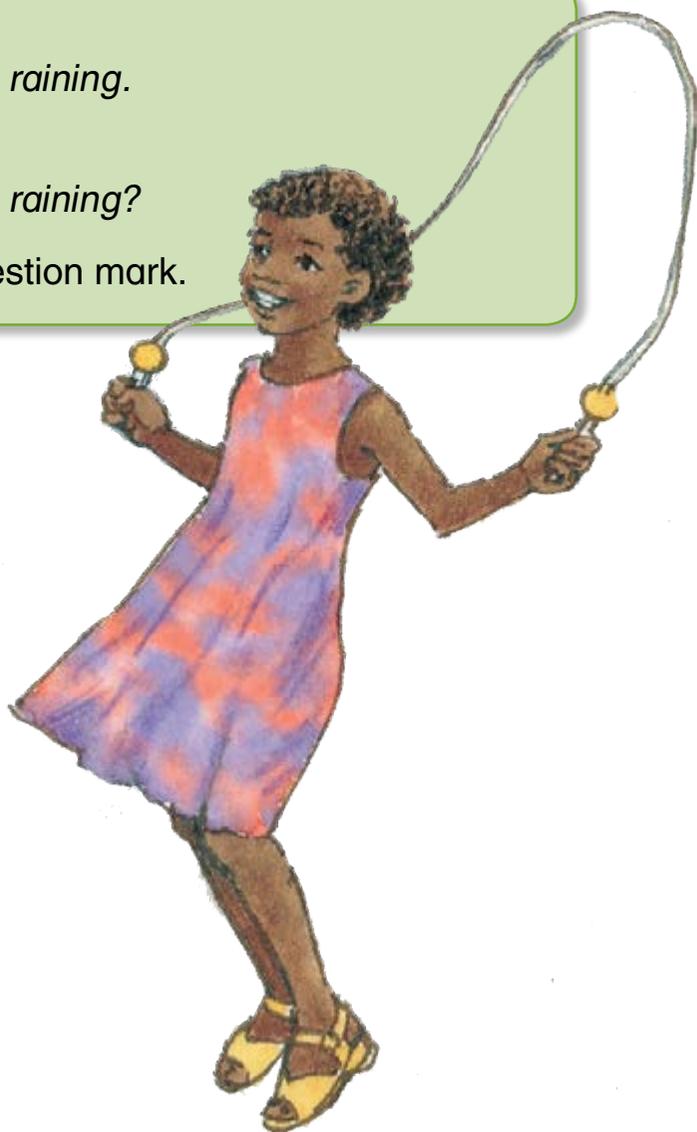
These are **asking** sentences.
Why did you stop?   *Is it raining?*

An asking sentence ends with a question mark.

3 **Is it an *asking* sentence or a *telling* sentence?**

Example: 1 *asking*

1 Who is Martin?
2 Jaydon is seven.
3 Can Jaydon run fast?
4 Where is the teacher?
5 I dropped my book.
6 I like skipping.

DA Exercise 2: You may ask some pupils to write the answers to fewer questions according to their ability.
• Exercise 2, extension: Ask pupils to say *why* the words are or are not a sentence.
• *For more work on sentences, see Workbook 2 page 00.*
NOTE: *In these teacher's notes, the symbol* **DA** *is always followed by a teaching suggestion for working with pupils of different abilities.*

11

4 **Make up two asking sentences and two telling sentences.**
Use full stops and question marks.

Example: 1 *Can you swim a long way?*

Can you	ride a bike
	walk to school
I can	swim a long way
	write a poem

5 **Make up two more asking sentences and two more telling sentences.**
Use full stops and question marks.

I like	banana bread
	your teacher
Is that	his dog
	your new bike

6 **Make up two asking sentences (questions) about each picture.**

Example: *What is the girl's name?*

1

2

7 **Give your questions to a partner.**
Answer each of your partner's questions with a sentence.

- Exercise 4, extension: Write more verb phrases on the board and ask pupils to use them to make questions and sentences. E.g. *fly a kite*, *drive a car*, *walk on your hands*, *catch a crab*.
- Exercise 6: Give pupils plenty of practice in asking questions.
- Extension: Give some pupils the answer to a question (e.g. *His shirt is yellow*.) and ask them to work out what the question is.
- Exercise 7: Tell pupils to invent answers to their partner's questions if necessary.

12