

Language Tree

Second Edition



Student's Book
3

Macmillan Education
4 Crinan Street
London, N1 9XW
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

www.macmillan-caribbean.com

ISBN 978-1-380-00827-5 AER

Text © Julia Sander 2016

Design and illustration © Macmillan Publishers Limited 2016

The author has asserted her rights to be identified as the author of this work in accordance with the Copyright, Design and Patents Act 1988.

This edition published 2016

First edition published 2006

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Macmillan Education and Blue Dog Design Studio
Illustrated by Jan Smith c/o Beehive; Pamela Goodchild c/o B.L. Kearley; Anni Axworthy, Dave Hill, Bethan Matthews and Lisa Williams c/o Sylvie Poggio
Cover design by Macmillan Education and Clare Webber
Cover illustration by Nathalie Gavet
Typeset by Tek-Art

The author and publishers would like to thank the following education professionals for their valuable contributions to this edition:

Suzette Abbott-King (*St Vincent*), Leonie Alexander-Charles (*St Vincent*), Ingrid Daniel-Simon (*Antigua*), Janelle Little (*Barbados*), Tessa McQuilkin (*Grenada*), Christina Morris (*Barbados*), Rochelle Richards (*Antigua*), Edwina Riviere (*Dominica*), Carla St. Louis (*Grenada*) and Sandra Thomas (*Grenada*)

The authors and publishers would like to thank the following for permission to reproduce their photographs:

Alamy/foodfolio p54, Alamy/frans lemmens p93(tr), Alamy/Dawna Moore p89, Alamy/National Geographic Image Collection pp4(cr), 88, Alamy/M. Timothy O'Keefe p124(bl), Alamy/Prisma Bildagentur AG p93(tl), Alamy/Rolf Richardson p55, Alamy/Julian Worker p95; **Corbis**/Cultura/Camarena p43; **Getty Images**/Murray Cooper p125, Getty Images/Ryan McVay pp4(bm), 96, Getty Images/Mint Images - Frans Lanting p91(tr), Getty Images/Tetra images p124(tr); **Joseph Jones** p84; **Thinkstock**/Design Pics p91(br), Thinkstock/iStock/whammer121736 p93(tm).

The author and publisher are grateful for permission to reproduce the following copyright material:

Steel Band Jump © 1994 Faustin Charles. From A CARIBBEAN DOZEN edited by John Agard & Grace Nichols. Reproduced by permission of Walker Books Ltd, London SE11 5HJ www.walker.co.uk

Poem: *Drinking Water – Coconut* by Grace Nichols. Reproduced with permission of Curtis Brown Group Ltd, London on behalf of Grace Nichols. Copyright © Grace Nichols 1988.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Contents

| | | |
|----------------------|---|-----|
| How to Use this Book | | 4 |
| Scope and Sequence | | 6 |
| Unit 1 | The Swing <i>story</i> | 8 |
| Unit 2 | A Special Visitor <i>dialogue</i> | 14 |
| Unit 3 | Going to the Library <i>story</i> | 20 |
| Unit 4 | Tortoise Tries to Fly <i>traditional tale</i> | 26 |
| Unit 5 | Clean-up Day <i>story</i> | 32 |
| Unit 6 | Steel Band Jump Up <i>poem</i> | 38 |
| Looking Back 1 | | 44 |
| Unit 7 | Anansi Stories <i>traditional tale</i> | 48 |
| Unit 8 | The Class Visit <i>letter</i> | 54 |
| Unit 9 | Drinking Water-Coconut <i>poem</i> | 60 |
| Unit 10 | Exciting News <i>story and email</i> | 66 |
| Unit 11 | Read the Label! <i>environmental print</i> | 72 |
| Unit 12 | All's Well That Ends Well <i>story</i> | 78 |
| Looking Back 2 | | 84 |
| Unit 13 | Turtles <i>non-fiction</i> | 88 |
| Unit 14 | The Three R's <i>non-fiction</i> | 94 |
| Unit 15 | The Speech <i>story and speech</i> | 100 |
| Unit 16 | Grace Goes to School <i>story</i> | 106 |
| Unit 17 | The Water Cycle <i>internet page</i> | 112 |
| Unit 18 | The Missing Cake <i>play</i> | 118 |
| Looking Back 3 | | 124 |
| The Writing Process | | 128 |
| Sample Compositions | | 129 |
| Glossary | | 134 |
| Skills Index | | 135 |

How to Use this Book

Language Tree Level 3 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) 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

This section gives ideas for a class discussion which introduces the reading passage and draws on the students' experience. It also draws attention to the type of text (fiction, non-fiction etc.) and introduces key vocabulary.

Reading

The passages cover a variety of text types. Students can read independently or take it in turn 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 13 Turtles

Get ready

What do you know about turtles?
What would you like to find out about them?

| K | W | L |
|-------------|---------------------|----------------|
| What I know | What I want to know | What I learned |

Reading



The Leatherback Sea Turtle

Leatherback sea turtles have lived in our oceans for 65 million years. They are the largest living turtles. They can be up to two metres long and often weigh more than 300 kilograms. They eat jellyfish and sea plants. They often live more than 40 years.

Where Leatherbacks Live

Leatherbacks spend almost all their life in the sea. However, females always return to the beach where they hatched to lay their eggs. They nest on beaches in the West Indies, in South America and in West Africa.

88

- Get ready: Draw the KWL chart on the board. Discuss with students and fill the first two columns with their suggestions. You will complete the third column after reading.
- Pre-reading: Get students to survey the text by looking at the layout, photos and headings. Ask: What kind of text is it (fiction / fact)? What kind of information will you find in it?

Speaking and listening: discuss an issue

- 1 **What kind of waste can be recycled? Make two lists:**
 - Things we use at home which can be recycled.
 - Things we use at school which can be recycled.
- 2 **How do you think we could create less waste?**



Speaking and listening



This symbol before these exercises indicates that students work with a partner. Exercises include discussion, planning and role play. Move around the class, checking on progress, or work alongside students who find oral work challenging.

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: prepositions

Prepositions are words which tell us where people or things are.
Greg went into the yard.
Into tells us where Greg went.

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 may 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, writing a group composition for which you act as a scribe. Encourage students to check and revise their work.

This feature supports integrating technology into students’ learning.

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.

Word work: sequencing words

1 Read the notes Akim made about going shopping with his mother.

- Saturday, went shopping
- market, bought fruit
- looked for new shoes
- ate ice cream
- took bus home

2 Write about Akim’s shopping trip. Use the words *first, next, then, after that*.

Begin: On Saturday, Akim went shopping with his mother. First ...

Writing: proofreading

Write a letter to a friend or family member about a visit you made to a place of interest.

1 Ask each other questions to get ideas for your letter.

- Where did you go? When?
- Who did you go with?
- What did you see and do there?
- Did you enjoy the visit? Why?



2 Write the first draft of your letter.

Remember to set your letter out like the letter on pages 54–55.

3 Revise your letter. Change it to make it better.

4 Proofread your letter. Use this checklist.

Type your letter. Revise and save it.

WB 3 p00

Checklist for proofreading

Have I:

- used correct punctuation?
- started each sentence with a capital letter?
- written in full sentences?
- written words correctly?

Writing: proofreading for spelling, grammar, punctuation a letter

To help with planning, syllabus objectives are highlighted in bold type.

WB 3 p10 indicates that a skill is further practised in the Workbook.

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

| Reading | Reading and comprehension | Speaking and listening |
|-------------------------------------|---|--|
| 1 <i>The Swing</i> | <ul style="list-style-type: none"> Predict story Revise predictions | Retell story: beginning, middle, end |
| 2 <i>A Special Visitor</i> | <ul style="list-style-type: none"> Recall details Question and answer relationships | <ul style="list-style-type: none"> Generate questions to elicit information Role play an interview |
| 3 <i>Going to the Library</i> | Predict content from picture | Distinguish between fiction and non-fiction |
| 4 <i>Tortoise Tries to Fly</i> | <ul style="list-style-type: none"> Describe character Discuss 'lesson' of story | Discuss how to complete a story plan |
| 5 <i>Clean-up Day</i> | <ul style="list-style-type: none"> Inferring Problem solving | Discuss problem and plan a solution |
| 6 <i>Steel Band Jump Up</i> | Features of poems: rhymes, repetition, rhythm | <ul style="list-style-type: none"> Recite a poem Peer evaluation |
| Looking Back 1 | <ul style="list-style-type: none"> Predict story Question and answer relationships | |
| 7 <i>Anansi Stories</i> | Draw inferences from pictures | Discuss character in stories |
| 8 <i>The Class Visit</i> | <ul style="list-style-type: none"> Study letter format Answer inferential questions | Question and answer about visit to place of interest |
| 9 <i>Drinking Water-Coconut</i> | <ul style="list-style-type: none"> Notice the layout of a poem Identify rhyming words | Discuss appeal to senses |
| 10 <i>Exciting News</i> | <ul style="list-style-type: none"> Skim for general idea Identify relevant information | Role play planning a trip |
| 11 <i>Read the Label!</i> | <ul style="list-style-type: none"> Distinguish between fact and opinion Identify audience and purpose | Evaluate content and presentation |
| 12 <i>All's Well That Ends Well</i> | <ul style="list-style-type: none"> Make predictions Discuss behaviour | Use a street plan to give directions |
| Looking Back 2 | Letter format | |
| 13 <i>Turtles</i> | Use prior knowledge (KWL chart) | Discuss information sources |
| 14 <i>The Three R's</i> | <ul style="list-style-type: none"> Identify main idea and supporting detail Use a glossary | <ul style="list-style-type: none"> Discuss an issue Express opinion |
| 15 <i>The Speech</i> | <ul style="list-style-type: none"> Give and justify opinion Make notes | <ul style="list-style-type: none"> Prepare and give a short speech Peer evaluation |
| 16 <i>Grace Goes to School</i> | <ul style="list-style-type: none"> Identify narrator Understand cause and effect | Discuss how to solve a problem |
| 17 <i>The Water Cycle</i> | Interpret diagrams | <ul style="list-style-type: none"> Study skills Interpret graphical material |
| 18 <i>The Missing Cake</i> | Identify features of a play | <ul style="list-style-type: none"> Act a scene from a play Create a new scene |
| Looking Back 3 | <ul style="list-style-type: none"> Use a glossary Recall details | |

| Language | Word work | Writing |
|---|---|---|
| <ul style="list-style-type: none"> Nouns: proper, common Noun plurals | Irregular plurals | Pre-writing: <ul style="list-style-type: none"> getting ideas write new story ending |
| Present tense: <ul style="list-style-type: none"> subject-verb agreement <i>am, is, are</i> <i>have, has</i> | Words in context | Ask and answer personal questions |
| Present tense: <ul style="list-style-type: none"> negative, questions verb endings: <i>-tch, -sh, -x</i> | <ul style="list-style-type: none"> Dictionary skills Alphabetical order | Write personal information for an application form |
| <ul style="list-style-type: none"> Sentences Sentence punctuation | Collective nouns | Pre-writing: <ul style="list-style-type: none"> planning use story plan to plan own story |
| Pronouns: subject and object | Synonyms | Drafting: draft and revise report |
| <ul style="list-style-type: none"> Present continuous Present participle | Features of poems: similes, onomatopoeia | Write a name poem |
| Revise: present tense, plural nouns, sentences, pronouns, present continuous | Context | Write a report of event |
| <ul style="list-style-type: none"> Simple past tense Regular and irregular verbs | Root words | <ul style="list-style-type: none"> Describe a story character Revising |
| Past tense: <ul style="list-style-type: none"> interrogative and negative <i>- was, were</i> Commas in letters | Sequencing words | <ul style="list-style-type: none"> Write a friendly letter giving account of event Proofreading |
| <ul style="list-style-type: none"> Adjectives: identify Comparative and superlative | Suffixes: <i>-y, -ful, -less</i> | Write sensory description |
| <ul style="list-style-type: none"> Simple future tense Possessives: <i>my, mine, etc.</i> | Syllables | Write text of email |
| <ul style="list-style-type: none"> Articles: <ul style="list-style-type: none"> <i>the, a, an</i> <i>some, any</i> Abbreviations | Spelling tips | Design an advertisement |
| Prepositions | Prefixes: <i>dis-, un-, im-</i> | <ul style="list-style-type: none"> Write your own story Use whole writing process Publishing |
| Revise: possessives, past tense, comparative and superlative adjectives | <ul style="list-style-type: none"> Syllables Root words | Write letter of invitation |
| Adverbs | Use index and table of contents | <ul style="list-style-type: none"> Record information in a table Write sentences |
| <ul style="list-style-type: none"> Conjunctions: <i>and, but, because</i> Commas in lists | Prefix: <i>re-</i> | Write a paragraph: <ul style="list-style-type: none"> main idea supporting detail |
| Apostrophes: <ul style="list-style-type: none"> possessive nouns contractions: <i>its, it's</i> | Opposites | Write short speech |
| Quotation marks | Homophones | Plan and write a story about a problem |
| Instructions | Compound nouns | Write about information presented graphically |
| <ul style="list-style-type: none"> Conjunctions: <i>while, before, after</i> Relative pronouns: <i>who, which</i> | Homographs | Write a scene for a play |
| Revise: adverbs, conjunctions, quotation marks, possessive nouns | Opposites | <ul style="list-style-type: none"> Prepare fact sheet Write expository paragraph |

Unit 1 The Swing

Get ready

What kind of games do you play when you are outside?
What do you do when you can't play outside?

Reading

The Swing

There were a lot of trees outside Andrew and Javon's house. Their father tied a rope to a branch of a big breadfruit tree. The boys loved swinging on it.

Last September there was a big storm. Andrew and Javon could not play outside for two days. Then the sun began to shine again.

"You can play in the garden today," Daddy told the boys, "but don't swing on the rope. It could be dangerous."

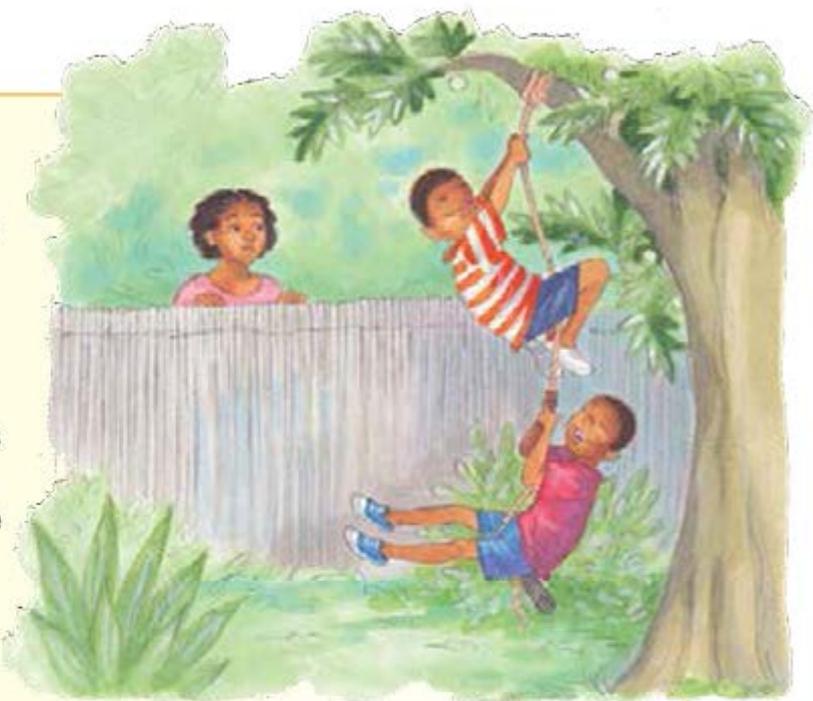
The boys ran outside. They kicked a ball and they ran races.

"Let's swing on the rope," said Javon.

"Daddy told us not to," said Andrew.

"We won't go very high," said Javon.

The boys swung backwards and forwards on the rope. They went faster and faster. They did not see that the neighbour, Mrs. Roberts, was watching them.



- **Get ready:** This section introduces the theme of the unit. Help students to draw on **prior experience** to prepare for the reading exercise.
- **Pre-reading:** Tell students to look for clues in the pictures and **predict** what they think the story is about. Half-way through the story ask them if they want to change anything in their predictions. At the end of the story, **review their predictions** and discuss what may have been different in the story.

Suddenly, there was a loud crack. The boys fell on the ground and a branch fell on top of them.

They ran back into the house.

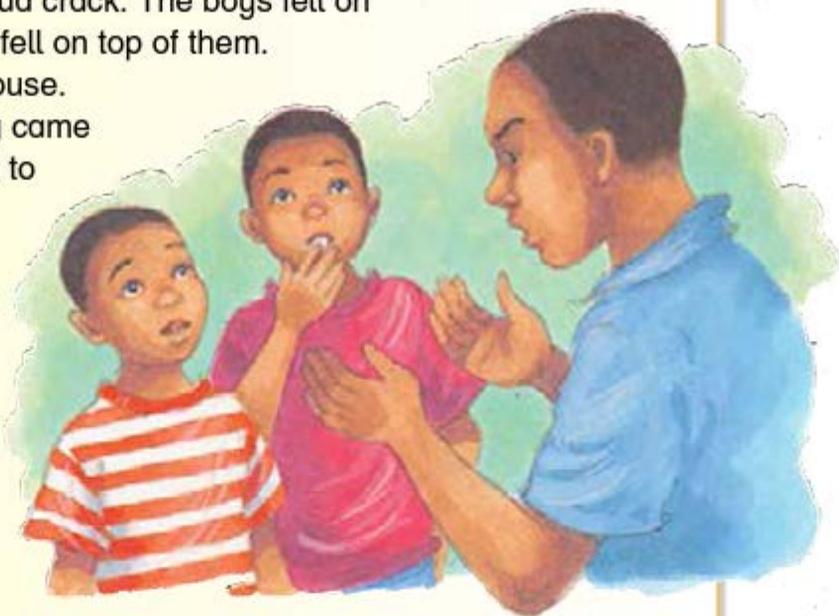
In the afternoon Daddy came home. He stopped to talk to Mrs. Roberts. Then he came into the house.

"Come here, boys," he commanded. "Did you swing on the rope?"

"No, Daddy," said Javon. "A big monkey came into the garden. It swung on the rope and the branch broke."

"Boys, you know that is not true. Mrs. Roberts saw you."

The boys were ashamed. "We are very sorry, Daddy," they whispered.



- 1 Who made a swing for the boys?
- 2 How long did the boys stay inside when it rained?
- 3 What happened when they swung on the rope?
- 4 Who saw what the boys did?
- 5 How did Daddy know that the boys were not telling the truth?
- 6 The boys were *ashamed*. What does this mean?
 - a) They were afraid because Daddy was vexed.
 - b) They thought they would get into trouble.
 - c) They knew they had done something wrong.
- 7 What lesson can be learnt from this story?
- 8 What do you think Daddy should do next? Why?

Right there

Think and search

On your own

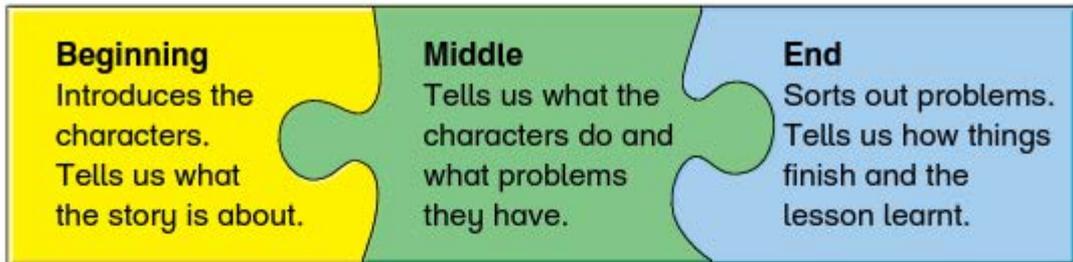
- Comprehension: Remind students of **question-answer relationships (QAR)**. For questions 1–4, answers can be found **right there** in the text. For questions 5 and 6, students can find the answers in the text, but they must **think and search** to find them. Questions 7 and 8 require students to use **their own ideas**, based on what they have read in the text.

DA Students can write answers to questions 1–6 according to ability. Give all students the chance to discuss the answers to questions 7 and 8.

NOTE: In these teacher's notes, whenever you see this icon **DA** there will be suggestions for working with students of different abilities.

Story structure

Stories must have a **beginning**, a **middle** and an **end**.



Speaking and listening

 **Retell the story of 'The Swing'.**

- What happened at the beginning of the story?
- What happened in the middle?
- What happened at the end?

Language

Nouns

Nouns name things, people, animals and places. These words are **common nouns**: *swing neighbour monkey garden*

WB 3 p29

1 List four common nouns under each heading.

| things | people | animals | places |
|--------|--------|---------|--------|
| rope | | | |

 **2** Find six different nouns in this story.

Example: *sister*



My little sister is very greedy. She loves eating cakes and sweets. Once, my mother baked a chocolate cake. She left it in the kitchen. My sister found the cake and took a big slice. When my mother found her, her face was covered in chocolate.

Proper nouns

The names of people or places, the days of the week and the months of the year are **proper nouns**. They begin with capital letters.

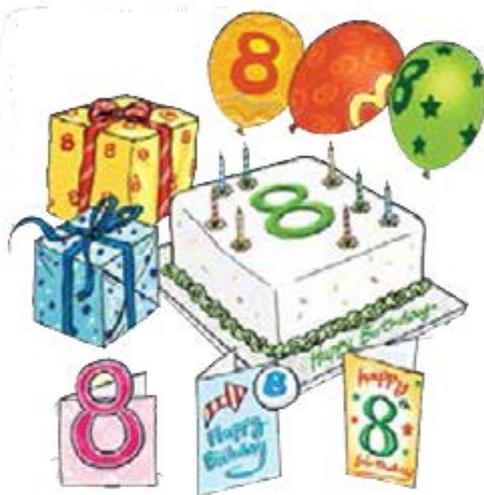
Daddy Antigua March Friday

WB 3 p29

- 3 Find five proper nouns in the story 'The Swing'.**
- 4 Write the sentences. Use capital letters for the proper nouns.**
- 1 There was a big storm on friday.
 - 2 My mother's birthday is in march.
 - 3 andrew and javon like playing in the garden.
 - 4 mrs. roberts saw the boys on the swing.
 - 5 My friend jaydon lives in kingstown.
 - 6 ricardo went to bridgetown on saturday.

- 5 Answer the questions. Use capital letters for the proper nouns.**

- 1 When is your birthday?
- 2 What is your mother's name?
- 3 What day is it tomorrow?
- 4 Where do you live?



Singular and plural nouns

Singular means one. **Plural** means more than one.

We add 's' to most nouns to make them plural.

tree → trees rope → ropes

- 6 Read the story. Find the singular and plural nouns.**

Jordan often plays with his brother in the garden. They run races and chase their dog. Daddy sometimes plays football with them. If it rains, the boys go into the house and play with their toys. Mommy makes delicious snacks for them to eat.

Write two lists.

Singular nouns: *Jordan*

Plural nouns: *races*

DA Exercise 4: Questions 5 and 6 are more challenging.

DA Exercise 5: Encourage students to answer in complete sentences, but allow some students to answer with one word, according to ability.

For nouns ending in 's', 'sh', 'tch' or 'x' we add 'es': bus → buses
 For most nouns ending in 'o' add 'es': tomato → tomatoes
 For nouns ending in 'y' change 'y' to 'i' and add 'es': baby → babies
 For nouns ending in 'f' change 'f' to 'v' and add 'es': leaf → leaves

7 Write the correct plural nouns.

| | | | |
|----------|--------------------|---------|-------------|
| a bus | three <u>buses</u> | a brush | two _____ |
| a glass | four _____ | a box | five _____ |
| a branch | six _____ | a patch | two _____ |
| a loaf | two _____ | a wife | three _____ |
| a cherry | ten _____ | a fly | ten _____ |

WB 3 p32

8 Choose nouns from the list below to complete the poem.
 Write their plurals in the spaces.

tomato leaf wife match branch
 mango knife potato patch

My Crazy Dream

I dreamt I saw some flowers with leaves,
 A cook with _____, men and their _____.
 Then I saw a dress with _____,
 A tree with branches, a box of _____.
 Next I saw some red _____,
 Juicy _____ and sweet _____.



9 Write the plurals of these nouns.

day monkey
 boy story toy
 country key



Remember!

Nouns ending in 'ay', 'ey',
 'oy' add 's' in the plural.
 donkey → donkeys
 day → days

- Plurals in 'es': Help students to create their own **mnemonics** to help them remember the rule about adding 'es' to plural nouns, e.g. a series of words: bus, box, wash, watch.
- Extension: Some students can write an extra verse for the poem using plural nouns.

Word work: irregular plurals

- 1 Match the nouns in the circles.

Example: man – men

man

child woman foot
tooth mouse

women

feet men mice
children teeth

Remember!

Some nouns have special plurals:

child → children

WB 3 p33

- 2 Write down the pairs and learn how to spell the plurals.
3 Choose three of the plural nouns. Use them in your own sentences.

Example: *The children love eating ice cream.*

Writing: write a new story ending

Getting ideas

- 1 Discuss what happens next in the story about the swing.



- 2 Write your own new story ending.
3 Read your story ending to another student.

Ask this student to tell you:

- what he or she liked about your ending.
- how you could make your story ending better.

- **Word work:** Remind students that some plural nouns have special spellings, e.g. **man – men**.
- You may wish to tell students that special plurals are **irregular** plurals.
- **Writing: Pre-writing** is an important stage in the writing process. Help your students **get ideas** for their new story ending by discussing what they can see in the picture. They can discuss whether Daddy should mend the swing or not. Allow them to express their opinions freely.