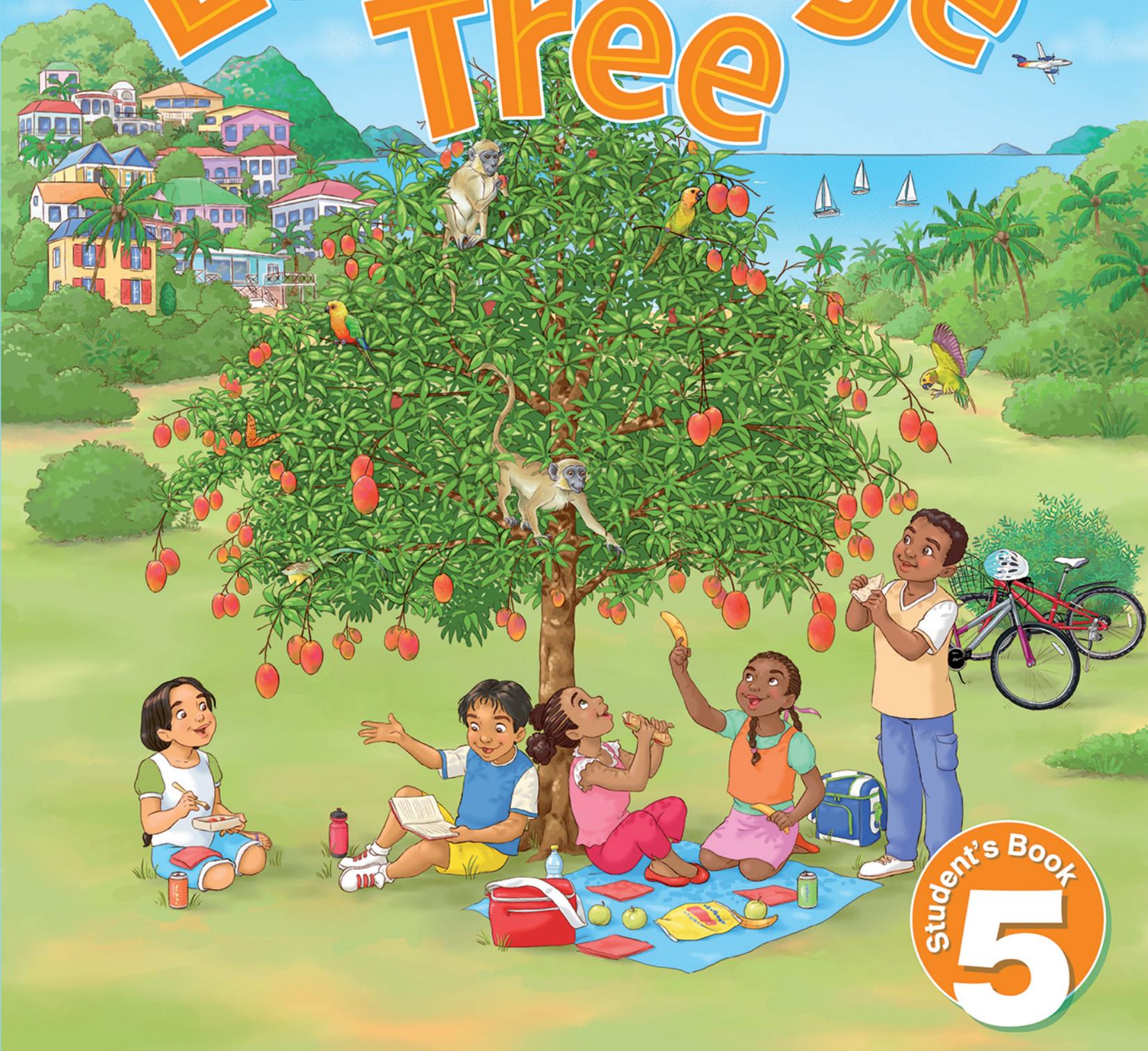


Language Tree

Second Edition



Student's Book
5

Language Tree

Student's Book 5

Second Edition

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 978-1-380-00829-9 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 Annabelle Spenceley c/o Advocate Art; Jim Eldridge and Jan Smith c/o Beehive; Pam Goodchild and Joanna Williams c/o B.L. Kearley; Monica Auriemma, Dave Hill and Bethan Matthews c/o Sylvie Poggio; James Hart; Tek-Art
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/blickwinkel p47, Alamy/Arletta Cwalina p121, Alamy/George H.H. Huey p91, Alamy/robertharding p90(tr); **Corbis**/Tony Arruza p53(mr), Corbis/JAI/Alan Copson p82(mr), Corbis/Peter Frank p147, Corbis/JAI/Nick Ledger p90(br), Corbis/In Pictures/Gideon Mendel p122; **Getty Images**/Bruce Dale p90(tl), Getty Images/Greg Johnston p148, Getty Images/Chris McGrath p39, Getty Images/Adam Pretty p41, Getty Images/iStockphoto Thinkstock Images/sashahaltam pp90(background), 91(background), Getty Images/Mail Today p53(tr); **Superstock**/robertharding p46; **Thinkstock**/iStock/erniedecker p112, Thinkstock/iStock/GoodOlga p151, Thinkstock/iStock/KarelGallas, p107, Thinkstock/iStock/Cristina_Annibali_Krinaphoto p120, Thinkstock/Hemera/Vasily Litvishko pp36, Thinkstock/iStock/starekase p82(tr), Thinkstock/iStock/tombaky p130.

The author and publisher would like to thank the following for permission to reproduce the following material.

Extract from the poem 'Getting Common Sense' by Al Campbell, copyright © Al Campbell. First published in *Classic Caribbean Stories* (Spanish Town: Sunzone Books; 2005), Reprinted with the permission of the author.

Quote from Veronica Campbell-Brown, copyright © Veronica Campbell-Brown. Reprinted by permission of On Track Management, Inc.

Extract from 'Circling Hands' from *Annie John* by Jamaica Kincaid, copyright © 1985 by Jamaica Kincaid. Reprinted by permission of Farrar, Strous and Giroux, LLC and The Wylie Agency.

Poem 'The Coconut Grove' from *Steel Drum and Other Stories* by Ann Marie Linden (Penguin Books, 2004). Copyright © Ann Marie Linden, 2004. By arrangement with the BBC. The BBC logo is a trademark of the British Broadcasting Corporation and is used under licence. BBC logo © BBC 1996. Reprinted by permission of the publisher.

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	A Lucky Escape	<i>story</i>	8
Unit 2	Dear Aunt Judy	<i>informal letters</i>	16
Unit 3	Learn to Share	<i>play</i>	23
Unit 4	Rain in Summer	<i>poems</i>	31
Unit 5	Heart of Gold	<i>biography</i>	39
Unit 6	The Market	<i>descriptive writing</i>	46
Looking Back 1			53
Unit 7	Accident	<i>witness statements</i>	60
Unit 8	The Pot of Wisdom	<i>traditional tale</i>	67
Unit 9	Debate	<i>persuasive speeches</i>	74
Unit 10	Discover Volcanoes	<i>expository writing</i>	81
Unit 11	The Nature Island	<i>webpage and map</i>	89
Unit 12	The Coconut Groove	<i>poem</i>	97
Looking Back 2			105
Unit 13	The Otters and the Fox	<i>fable</i>	112
Unit 14	Growing Tomatoes	<i>instructions</i>	119
Unit 15	Readers' Letters	<i>persuasive letters</i>	126
Unit 16	The Competition	<i>story</i>	133
Unit 17	For Your Information	<i>newspaper page</i>	140
Unit 18	Reef in Danger	<i>flyer, newspaper article</i>	147
Looking Back 3			154
The Writing Process			161
Sample Compositions			162
Glossary			167
Skills Index			168

How to Use this Book

Language Tree Level 5 follows an integrated approach with language skills in each unit developing naturally out of the reading text. You can 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

Lead a class discussion introducing the reading passage, 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 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 9 Debate

Get ready

Do you think that students should wear uniforms to school? Why? Why not?

Reading

A **debate** is a formal discussion. The subject for a debate is called the **motion**. The speakers speak **for** or **against** the motion. At the end the members of the audience **vote** on the motion.

Look at the picture and skim the speeches.

- What is the motion of the debate?
- What is the audience for the debate?
- What is the purpose of the speakers?

Audience and purpose

Luke's speech

Mrs. Samuels, members of the audience, I am sure that you will agree with me when I say that we should wear our own clothes to school.

Firstly, school uniforms are expensive. Why do we need to have two different sets of clothes? We already have the clothes that we wear at home. Why not wear these to school? Our parents should not have to spend their money on extra clothes for us.

Secondly, we feel more relaxed in our own clothes. They are comfortable and we enjoy wearing them. If we feel relaxed, our concentration will improve.

My next point is that school clothes make us all look the same. Look at what you are wearing now. Did you choose it for yourselves? Would you wear the same as your brothers and sisters when you go out on the weekend?

To sum up, I believe that we should have the freedom to choose what we wear to school ourselves. This will help us to work better in class, and will save our parents a lot of money as well.

Members of the audience, I call on you to vote in favour of the motion. Thank you for your attention.



- Discuss **audience** and **purpose** with students. Explain that the audience is the group of people to whom the speech is addressed. The purpose is the speaker's reason for speaking; in this case, to persuade the audience to agree with their point of view.

74

Speaking and listening: role play

What do you think happened when Daniel went home and told his father about his lucky escape?



Role play their conversation.

- Student A plays the role of Daniel.
- Student B plays the role of Daniel's father.



Before you start: Think about what Daniel has told his father. What do you think his father decided to do when he heard about the boat trip?

Speaking and listening



The 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

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

Adjectives tell us more about nouns. They can come either *before* or *after* the nouns they describe:

The **squeaking** mouse A mouse is **small** and **furry**.

Word work

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

Writing

See page 161 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. The symbol **DA** precedes suggestions for working with students of different abilities,

To help with planning, syllabus objectives are highlighted in bold type. A reference in the margin such as **WB 5 p00** indicates that a skill is further practised in the Workbook.

Unit 7

Word work: syllables

Syllables are parts of words with only one vowel sound.
boy (one syllable) *moth / er* (two syllables)
min / i / bus (three syllables) *po / lice / wo / man* (four syllables)

Breaking a word up into syllables helps you learn to spell it.

WB 5 p80 **1** Copy the table. Write the words in the box in the correct columns.

accident	car	vendor	onlooker	statement
screech	nowhere	overtake	driver	collided
ambulance	road	slowly	travelling	

One syllable	Two syllables	Three syllables
		<i>accident</i>

2 Divide these words into syllables.
 Example: waiting → *wait / ing*

1 playing	4 report	7 traffic	10 silently
2 excited	5 advertisement	8 happiness	11 witness
3 nervous	6 performance	9 spectator	12 disappointed

Writing: report

Imagine that you are a policeman or policewoman. You took statements at the scene of an accident. Write a report of the accident.

WB 5 p189 **1** Copy the table and make notes about what happened.

Where the accident happened	
When	
Vehicles involved	
Injuries	
Details of what happened	

2 Use your notes to write the first draft of your report.

3 Revise your first draft. Have you:

- included all the required information?
- written in complete sentences?
- described what happened in the correct order?

DA **Word work:** Ask students to read the words aloud and clap to find the number of syllables in each word.
Writing: Remind students that when they write a report of an incident, they should describe what happened in the correct sequence.
DA Remind students to complete the table without writing the report.



Looking Back units

Skills are revisited in three ‘Looking Back’ units. 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>A Lucky Escape</i>	<ul style="list-style-type: none"> Understand question-answer relationships Understand narrative composition 	Role play characters from a story
2 <i>Dear Aunt Judy</i>	<ul style="list-style-type: none"> Skimming Format an informal letter Identify the main idea 	Group discussion with different roles
3 <i>Learn to Share</i>	<ul style="list-style-type: none"> Learn to survey a text Understand cause and effect 	Role play / apologising
4 <i>Rain in Summer</i>	<ul style="list-style-type: none"> Discuss features of a poem Use figures of speech: similes, personification 	<ul style="list-style-type: none"> Discuss senses Create a sense poem
5 <i>Heart of Gold</i>	<ul style="list-style-type: none"> Scanning Learn to sequence using a timeline 	Ask and answer questions
6 <i>The Market</i>	<ul style="list-style-type: none"> Recognise descriptive writing Use context clues 	Describe different locations
Looking Back 1	<ul style="list-style-type: none"> Recall detail Make comparisons 	
7 <i>Accident</i>	<ul style="list-style-type: none"> Learn to predict a text Compare accounts 	<ul style="list-style-type: none"> Discuss an incident Make judgments
8 <i>The Pot of Wisdom</i>	Make inferences	<ul style="list-style-type: none"> Discuss character Complete a character chart
9 <i>Debate</i>	<ul style="list-style-type: none"> Identify audience and purpose Understand persuasive writing 	<ul style="list-style-type: none"> Discuss a topic Generate points for and against a topic
10 <i>Discover Volcanoes</i>	<ul style="list-style-type: none"> Use a KWL chart Use a glossary Use a table of contents, index 	Interpret a diagram
11 <i>The Nature Island</i>	<ul style="list-style-type: none"> Identify features of a website Use persuasive language Find metaphor, hyperbole 	Plan a visit
12 <i>The Coconut Groove</i>	Find figures of speech: alliteration, onomatopoeia	<ul style="list-style-type: none"> Recite a poem Discuss features of a poem
Looking Back 2	<ul style="list-style-type: none"> Friendly letter Write a book report 	
13 <i>The Otters and the Fox</i>	<ul style="list-style-type: none"> Conflict resolution Compare and contrast 	Retell story from different perspective
14 <i>Growing Tomatoes</i>	<ul style="list-style-type: none"> Interpret diagrams Sequencing 	Give instructions
15 <i>Readers' Letters</i>	Fact and opinion	Role play making call on a cell phone
16 <i>The Competition</i>	<ul style="list-style-type: none"> Identify synonyms Use a thesaurus 	Plan a competition
17 <i>For Your Information</i>	Interpret graphic information	Negotiating
18 <i>Reef in Danger</i>	<ul style="list-style-type: none"> Audience and purpose Compare and contrast 	<ul style="list-style-type: none"> Summarise information Main idea
Looking Back 3	<ul style="list-style-type: none"> Identify main idea Understand persuasive writing 	

	Language	Word work	Writing
	<ul style="list-style-type: none"> Noun types: common, proper, collective and abstract Noun gender Plural nouns 	Noun phrases	<ul style="list-style-type: none"> Plan and write a story (writing process) Pre-writing: getting ideas, planning
	<ul style="list-style-type: none"> Verbs: action, linking, helping Sentence types Sentence structure 	Root words	<ul style="list-style-type: none"> Friendly letter of advice (writing process) Drafting and revising
	<ul style="list-style-type: none"> Simple present tense: interrogative, negative Subject-verb agreement 	Synonyms	<ul style="list-style-type: none"> Letter of apology (writing process) Proofreading
	Adjectives: comparative and superlative, adjectival phrases	Add suffixes to form adjectives	Review a poem
	<ul style="list-style-type: none"> Simple past tense: regular, irregular Interrogative and negative 	Using a dictionary	<ul style="list-style-type: none"> Write an autobiography (writing process) Publishing
	<ul style="list-style-type: none"> Helping verb: to be Present and past continuous tense 	Prefixes	<ul style="list-style-type: none"> Describe a scene Use a web to structure writing
	Nouns, sentences, subject-verb agreement, simple past tense, present and past continuous tense, comparative and superlative adjectives	<ul style="list-style-type: none"> Identify nouns, verbs and adjectives Synonyms 	Write a picture story
	<ul style="list-style-type: none"> Pronouns: subject-object Possessive adjectives Possessive and reflexive pronouns 	Syllabication	Report of an incident
	<ul style="list-style-type: none"> Quotation marks Apostrophe of possession 	Antonyms	Character description
	Paragraphing: topic sentences, supporting detail	<ul style="list-style-type: none"> Spelling: <i>ie, ei</i> Add suffixes to form nouns 	Persuasive composition
	<ul style="list-style-type: none"> Conjunctions: coordinating, subordinating Simple, compound and complex sentences 	Countable and uncountable nouns	Expository report
	<ul style="list-style-type: none"> Prepositions Prepositional phrases Filling out forms 	Verb phrases	Persuasive text for a brochure
	<ul style="list-style-type: none"> Adverbs of time, manner and place Comparative and superlative Adverbial phrases 	Interjections	Write a poem using writing framework
	Pronouns, possessives, apostrophe of possession, quotation marks, adverbs, prepositions, conjunctions	Identify all parts of speech	Report of a visit
	<ul style="list-style-type: none"> Past participle Present perfect, past perfect tenses 	Homographs	Write story from different perspective
	<ul style="list-style-type: none"> Instructions Passive voice 	Homophones	Account of a process
	<ul style="list-style-type: none"> Commas in addresses and dates Relative pronouns 	<ul style="list-style-type: none"> Spelling: <i>ph</i> Silent letters 	Persuasive letter
	Reported speech	Contractions: <i>its, it's</i>	Write a story based on opening sentence
	<ul style="list-style-type: none"> Capital letters Abbreviations 	Classifying	Write an entry for a class newspaper
	<ul style="list-style-type: none"> Conditional sentences Colons, semi-colons However, therefore 	Easily confused words	Design a poster
	Present perfect, passive voice, reported speech, relative pronouns, punctuation	Word building	Persuasive letter

Unit 1 A Lucky Escape

Get ready



How do you feel when there is a storm?
What do you see and hear? What do you do?

Reading

Skim the story to find the answers to these questions.

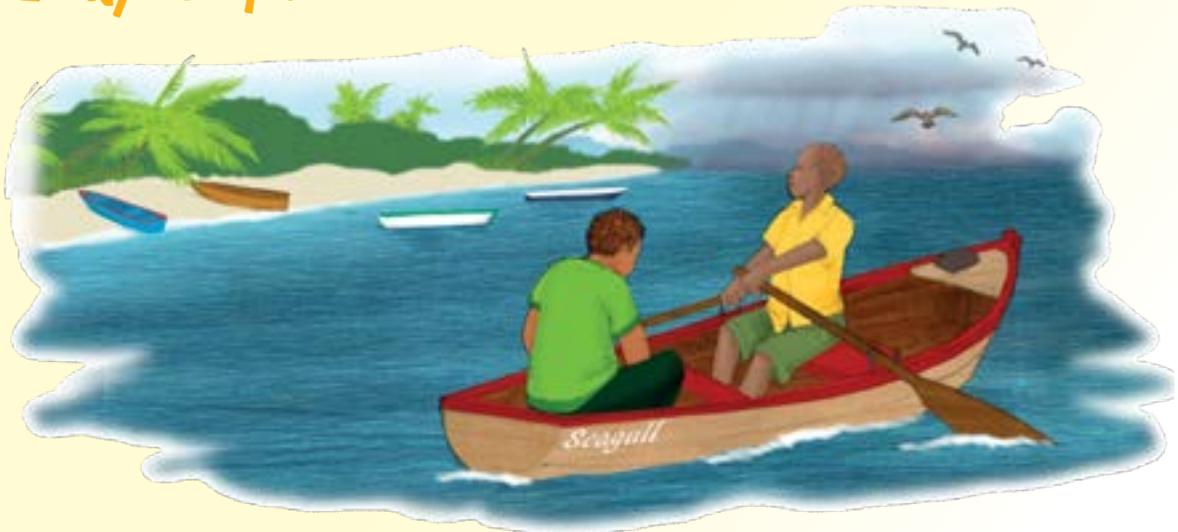
- What was the weather like at the beginning of the story?
- How did the weather change later on?



Remember

Skimming means looking over a piece of writing to get a general idea of what it is about.

A Lucky Escape



Introduction

Daniel had lived beside Horseshoe Bay for his whole life. His father had a small boat called Seagull, which he had taught Daniel to handle when he was still quite young.

Daniel felt quite at home on the water, and often took the boat out into the bay by himself. He loved the sense of freedom this gave him. When he saw his school mate, Alex, strolling along the beach on a sunny Saturday morning, he called out, "Want to come fishing?"

Alex hesitated. "I heard there might be a storm later on."

"There's not a cloud in the sky," Daniel reassured him. "We'll be back long before it starts."

Events

The two boys pushed Seagull into the water and set out. They anchored at the mouth of the bay and took out their fishing tackle, but before they could cast their lines into the water, they heard a distant rumbling sound. Overhead a large flock of birds flew swiftly towards the shore.

- **Get ready:** This section opens up the theme of the unit and encourages students to draw on prior experience to prepare for the reading exercise.
- **Reading:** Ask students to use the picture to predict events in the story. Pause at the end of this page and ask them what they think will happen next.

“The weather’s about to change,” said Daniel. “We’d better go back.”

He pulled up the anchor and turned Seagull towards the shore. The wind was getting stronger and soon the little boat was drifting out to sea. A mighty flash of lightning ripped through the clouds and there was a deafening roar of thunder. Then the rain started and in few seconds, the boys were soaked to the skin. Alex felt worried. He realised they could be in danger.

“You promised we’d get back before the storm started,” he complained to Daniel.

Daniel was concentrating on steering the boat. Each time he tried to turn towards the shore, the wind took him in the opposite direction. He was afraid they might be blown onto the reef.

Then a loud cry rang out. “Hello there! Are you boys all right?” It came from a fishing boat heading back to the harbour. A fisherman was standing on the deck with a coiled rope in his hands. He threw the end to Daniel, who grabbed it and fastened it to his little boat.

Within a few minutes the boys were safely back on shore. By now they were shivering with cold and fear, and their teeth were chattering.

“You had a lucky escape,” the fisherman said. “Don’t you know better than to go out to sea when there’s a storm brewing?”

Daniel said nothing. He was dreading what his father would say when he heard what had happened.

Problem

Events

Resolution

- 1 Who taught Daniel to handle a boat?
- 2 Why did Alex hesitate to accept Daniel’s invitation to go fishing?
- 3 How did Daniel persuade Alex to join him?
- 4 When did the weather change?
 - a) soon after the boys began to fish
 - b) before the boys started fishing
 - c) before the boys were able to anchor
 - d) as soon as they reached the mouth of the bay.
- 5 Why was it difficult for Daniel and Alex to get back to the shore?
- 6 Explain in your own words how the two boys were rescued.
- 7 Which of these adjectives do you think describe how Daniel felt when he got back to the shore?

relieved proud annoyed afraid surprised grateful

- 8 What type of clothing should you take when you go out in a boat? Why?
- 9 What do you think Daniel’s father should do when he hears what happened?
- 10 What should you always do before going out in a boat?

The answer is right there

Think and search for the answer

On your own

- Discuss the questions with your students before they write answers.
- After discussing the questions, read the information on question-answer relationships on the next page. Ask your students to look back at the questions and identify the different question types.

DA Allow students to write answers to fewer questions according to ability. Give all students the opportunity to discuss the ‘On your own’ questions.

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

Think carefully about *where* to find the answers to questions about a text. This is called a **question-answer relationships (QAR)**.

Right there: You can find the information right there in the text.

Think and search: You have to look through part or all of the text and work out the answer.

On your own: You use your own ideas, based on what you read in the text.

Narrative composition

Most stories are made up of the following:

Setting: where the story takes place.

Characters: who take part in the story.

Plot: the main events. The plot usually has three parts:

- 1 **Introduction** – setting the scene and introducing the characters.
- 2 **Conflict** – a problem which must be solved.
- 3 **Resolution** – how the problem is sorted out.



Remember

Narrative is another word for story. The **narrator** is the person who tells the story.



Copy and complete the story chart to show the different parts of *A Lucky Escape*.

Story title	<i>A Lucky Escape</i>
Setting	
Characters	
Introduction	
Conflict	
Resolution	

Speaking and listening: role play

What do you think happened when Daniel went home and told his father about his lucky escape?



Role play their conversation.

- Student A plays the role of Daniel.
- Student B plays the role of Daniel's father.



Before you start: Think about what Daniel has told his father.

What do you think his father decided to do when he heard about the boat trip?

- Extension: ask student to get into pairs then choose a story they both know and identify the story elements..
- **Speaking and listening:** Before students start the role play, discuss with the class what might happen when Daniel went home.
- Move around the class to monitor your students' role plays.

Language

Common and proper nouns

Common nouns are *general* names for people, animals, places, things, and events:

fisherman beach dolphin boat storm

Proper nouns are *specific* names for people, places and events. They *always* begin with a capital letter:

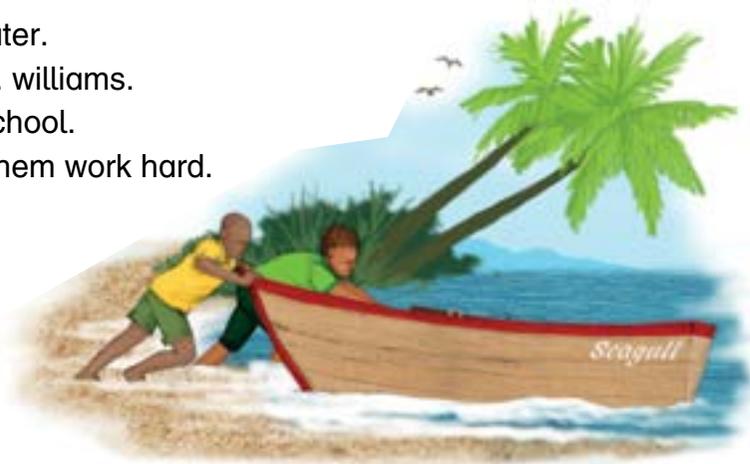
Daniel Horseshoe Bay Independence Day

- 1 Find three common nouns and three proper nouns in the text on pages 8–9.
- 2 Rewrite these sentences. Use capital letters where they are needed.

WB 5 p7

Example: *Daniel and Alex pushed seagull into the water.*

- 1 daniel and alex pushed seagull into the water.
- 2 The fisherman spoke to daniel’s father, mr. williams.
- 3 The boys attend horseshoe bay primary school.
- 4 Their teacher, mrs. taylor, always makes them work hard.
- 5 The fish fry takes place on friday evening.
- 6 In july, alex will go to grenada on holiday.
- 7 In grenada, carnival takes place in august.
- 8 The island of carriacou is close to grenada



Plural nouns

- 3 Write the plural forms of the nouns below.

Types of Noun	Singular	Plural
Nouns which add ‘s’	boat	boats
Nouns which add ‘es’	class	classes
Nouns which change ‘y’ to ‘ies’	country	countries
Nouns which change ‘f’ or ‘fe’ to ‘ves’	shelf	shelves

bird	day	donkey	photo
cliff	piano	rope	
bus	bush	box	match
mango	tomato	beach	
cherry	story	factory	battery
lily	city	sky	
leaf	wife	wolf	thief
knife	half		

- Common and proper nouns, Exercise 2: Remind students that the days of the week and months of the year are proper nouns and begin with capital letters.
- Plural nouns: Revise the rules for forming plural nouns, e.g. nouns ending in ‘s’, ‘sh’, ‘tch’, ‘x’ add ‘es’ in the plural; nouns ending in consonant + ‘y’ change ‘y’ to ‘ies’; nouns ending in vowel + ‘y’ add ‘s’; nouns ending in ‘f’ usually changes to ‘ves’ in the plural.

4 Complete the paragraph with the plural forms of the nouns in brackets.

In the Caribbean there are many *tales* (tale) about _____ (animal). Many of our _____ (story) are about Anansi, the cunning little spider. Most _____ (child) have their favourite story _____ (character). Sometimes in our English _____ (class) we read stories from other _____ (country). Once we read about some _____ (mouse) who used their sharp _____ (tooth) to rescue a lion trapped in a net. Recently I read a story about two _____ (mongoose) who hid in the _____ (bush) and stole some _____ (loaf) of bread when no one was looking.

- Plural nouns for you to learn
- | | |
|----------|-----------|
| chief | chiefs |
| reef | reefs |
| roof | roofs |
| foot | feet |
| goose | geese |
| mouse | mice |
| tooth | teeth |
| woman | women |
| man | men |
| child | children |
| mongoose | mongooses |

Noun gender

We can classify nouns according to their **gender**:
Masculine (refers to males): *boy, man, father*
Feminine (refers to females): *girl, woman, mother*
Common (refers to both males and females): *child, doctor, teacher*
Neuter (refers to things and objects): *boat, sea, waves*

5 Copy the table. Classify the nouns in the list below according to their gender.

- grandfather ship brother wind driver niece ocean baby
 thunder aunt queen enemy sister cousin king husband

Masculine	Feminine	Common	Neuter
<i>grandfather</i>			

6 Complete the gaps with masculine or feminine nouns.

- | | |
|------------------------|--------------------|
| 1 actor <i>actress</i> | 5 _____ niece |
| 2 _____ heroine | 6 _____ lioness |
| 3 waiter _____ | 7 bridegroom _____ |
| 4 prince _____ | 8 son _____ |

 **Remember**
 Some nouns have special masculine and feminine forms:
host → *hostess*

- Noun gender: Point out that for some animals there are masculine and feminine forms, e.g. *bull* → *cow*, *rooster* → *hen*.
- You may wish to explain that in the expressions 'common' gender and 'common' nouns, the word 'common' has a different meaning.

Collective nouns

a **flock** of birdsa **school** of fisha **hive** of bees**Remember****Collective nouns**

name groups of people, animals and things.

7 Choose a suitable collective noun from the list below for each group.

WB 5 p8

Example: crowd → *a crowd of people*

swarm litter bunch class team set flock herd

- | | |
|--------------|------------|
| 1 books | 5 geese |
| 2 insects | 6 kittens |
| 3 cricketers | 7 students |
| 4 cows | 8 grapes |

8 Find the word in each list which cannot be used with the collective noun.

Example: litter: puppies birds cubs → *birds*

- 1 **fleet:** boats bikes ships
- 2 **swarm:** ants insects fish
- 3 **team:** cards players athletes
- 4 **set:** tools books trees
- 5 **flock:** snakes birds sheep
- 6 **herd:** goats puppies cows
- 7 **bunch:** bananas oranges grapes
- 8 **school:** teachers dolphins whales

Collective nouns for you to learn

a *band* of musicians
 a *bunch* of flowers
 a *choir* of singers
 a *collection* of stamps
 a *class* of students
 a *colony* of ants
 a *crowd* of people
 a *crew* of sailors
 a *fleet* of ships
 a *flock* of birds
 a *gang* of thieves
 a *herd* of cattle
 a *hive* of bees
 a *litter* of puppies
 a *set* of plates
 a *school* of fish
 a *swarm* of flies
 a *team* of footballers

- Collective nouns: Point out that collective nouns are not always followed by a group name, e.g. **The choir** sang beautifully. **The crowd** waited patiently.
- You may wish to remind students that a **singular verb** is used with collective nouns. This point is practised in the section on subject-verb agreement in Unit 3, page 28.

DA Allow students to answer fewer questions in each exercise according to ability.

Abstract nouns

Abstract nouns name qualities we cannot see, hear, touch, taste or smell:
fear surprise freedom anger

WB 5 p10



9 Find the abstract nouns in the box below.

Example: *fun*

- | | | | |
|----------|---------|----------|-------|
| shore | fun | friend | fish |
| hope | ocean | silence | rope |
| kindness | harbour | patience | story |

10 Choose suitable abstract nouns from the list below to complete the sentences.

truth courage ambition confidence fear danger honesty pride

- Daniel was able to handle a boat with *confidence*.
- Daniel felt no _____ even though a storm was brewing.
- When the storm broke, the boys knew they were in _____ .
- Daddy told Daniel to tell the _____ about the boat trip.
- When Daniel said what had happened, Daddy praised him for his _____ .
- Both boys showed _____ in the way they acted during the storm.
- Daniel's father took great _____ in his beautiful new boat.
- Daniel's _____ is to have a boat of his own one day.

 **Remember**
 A **phrase** is a group of words which does not form a complete sentence.

Word work: noun phrases

WB 5 p11

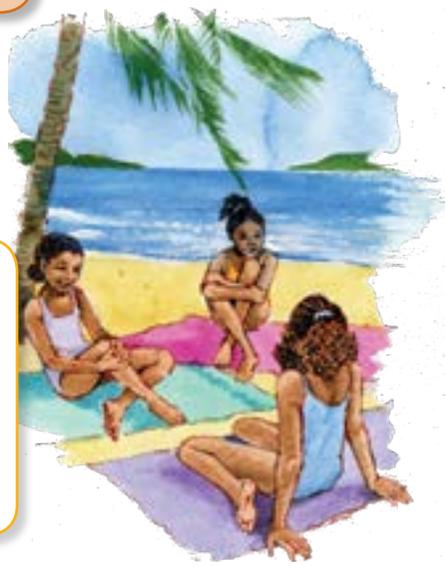
A **noun phrase** is a group of words which functions as a noun:
*a lucky **escape** a distant rumbling **sound***



1 Find six noun phrases in the following paragraph.

Example: *the clear blue sky*

Kim looked out at the clear blue sky. It was the perfect day to go to the beach with her friends. She packed her new blue swimsuit in her bag and collected a box of sandwiches from the kitchen. Soon she was on her way to the beach. Her friends were waiting under a tall palm tree. The girls spread out their brightly coloured towels on the sand and chatted for a while. Then they raced across the warm sand and plunged into the sparkling sea.



- Abstract nouns: Point out the abstract nouns used in the story on pages 8–9, (*freedom, danger, fear*).
- **Word work:** Get students to look for noun phrases in the story, e.g. *a lucky escape, his whole life*.
- **DA** Explain to students that noun phrases add interest to what we write. For comparison, read out the paragraph with only the nouns from each noun phrase, e.g. *Kim looked out at the sky*.

2 Add words to these nouns to make your own noun phrases.

- 1 a bird → *a tiny blue bird*
- 2 a boat
- 3 a cloud
- 4 a mango
- 5 a car
- 6 a kitten

3 Rewrite these sentences using noun phrases to make them more interesting.

Example: The boys heard thunder. → *The terrified boys heard a loud clap of thunder.*

- 1 The boat tossed on the waves.
- 2 A tree blocked the road.
- 3 The children stood beside the river.
- 4 The trees bent in the wind.
- 5 The bus climbed the hill.
- 6 The boy walked along the beach.



Writing: plan a story

Getting ideas is the first part of the writing process. You can get ideas for a story from:

- brainstorming on your own or in a group
- drawing on your own experience or on stories you have read
- using your imagination.

The next stage is **planning** your story. Completing a story chart will help you to plan.

Plan a story about someone who was trapped by a flood.

WB 5 p176



1 Brainstorm ideas for your story.

Where is the story set? Who are the characters?
What problem do your characters face? How will the problem be resolved?

Getting ideas

2 Complete a story chart.

Planning

Title	<i>Trapped by Floods</i>
Setting	
Characters	
Conflict	
Event 1	
Event 2	
Event 3	
Resolution	

Make notes in the story chart. Do not write in full sentences.

3 Write the first draft of your story.

Show it to another student and discuss how you could improve it.

Drafting

- Students should be familiar with the **writing process** which they have practised in previous books in this series. Focus on **pre-writing** in this unit: getting ideas for the story and creating a story plan.
- Guidance on the writing process can be found on page 161.

DA Allow some students to complete the story plan without writing the story.