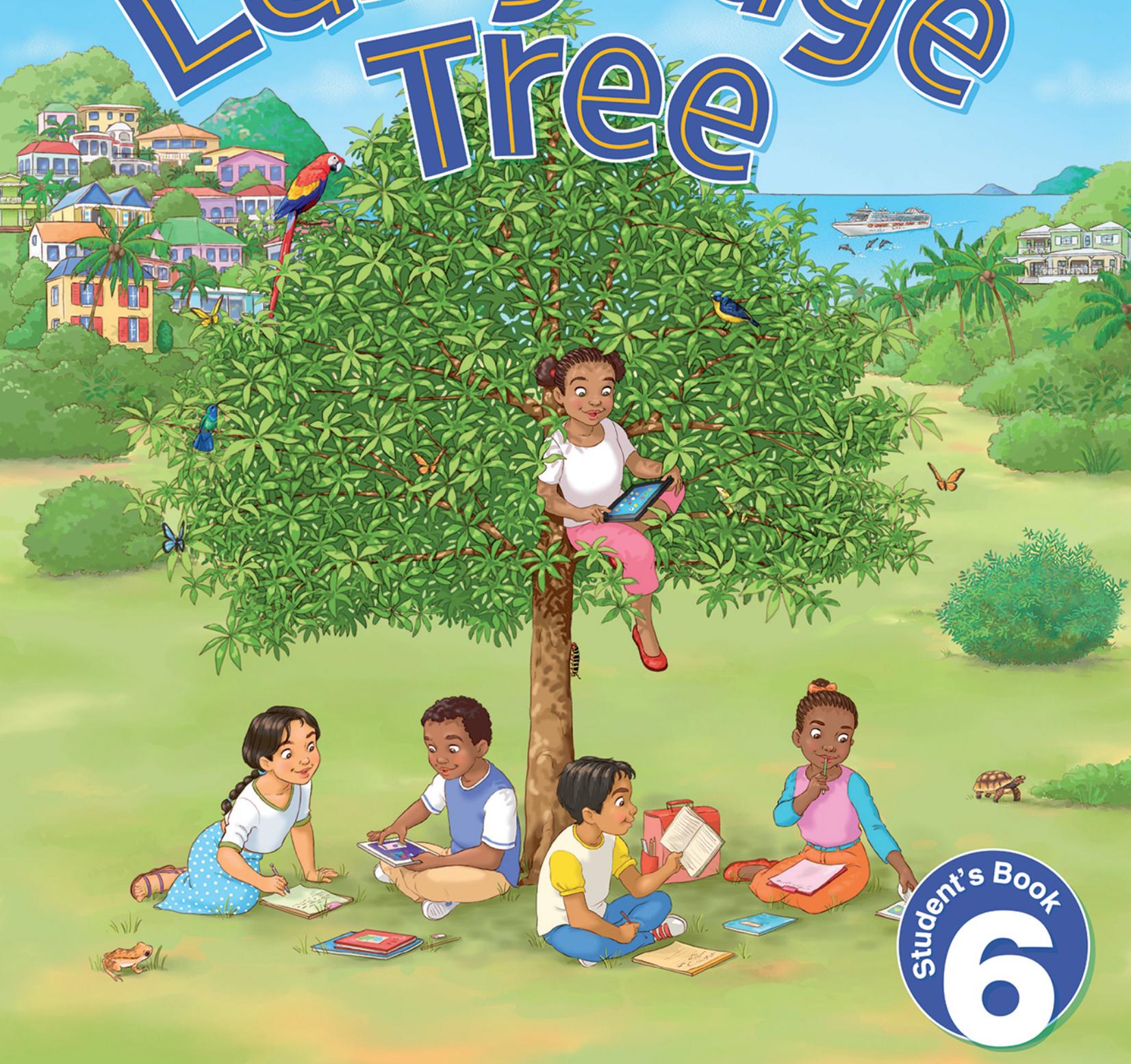


Language Tree

Second Edition



Student's Book
6

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Student's Book 6

Second Edition

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How to Use this Book

Language Tree Level 6 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 (www.bit.ly/LangTree2e) to help students 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 and draws on the students' prior knowledge and experience. The teacher can take this opportunity to draw students' 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 which can be read silently or by students taking it in turn to read a section. Encourage students to work out the meaning of unfamiliar vocabulary from the context.

Comprehension questions ask students to recall detail, make inferences, draw conclusions, identify cause and effect and express personal opinions. Some questions draw students' 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 students to write answers.

Unit 5 West Indian Manatees

Comprehension strategy

Get ready

What do you know about manatees?
What would you like to know? Think of three questions.
Draw a KWL chart like this one and fill in the first two columns.

K What I know	W What I want to know	L What I have learnt

Reading

Read the passage to see if it answers your questions.

Make a KWL chart by creating a three-column table.

Introduction

West Indian Manatees

- 1 Manatees are **aquatic** mammals, related to the elephant. They are fascinating creatures.
- 2 It is said that manatees have often been mistaken for mermaids, although it is hard to imagine how this can be. Manatees have rough, grey-brown, bristly skin and thick whiskers, whereas mermaids are said to be beautiful young women. Manatees look more like seals than mermaids.
- 3 Manatees are herbivores, which means they only eat plants – usually sea grass. They are also called 'sea-cows' and, like cows, they spend a lot of time eating vegetation. They eat up to 15 per cent of their body weight a day which is rather like you eating 200 heads of lettuce!
- 4 Manatees spend their days eating, resting and travelling as well as playing with other manatees. They are very agile creatures and play with other manatees by rolling, performing somersaults and body surfing. Manatees don't sleep for long periods like we do. Instead, they take short naps throughout the day and night. They have no natural **predators** so it is safe for them to sleep on the sea floor but they can't stay there long as they have to surface to breathe.
- 5 These water-loving mammals breathe through their nostrils. They normally come to the surface to breathe every three to five minutes. When very active, however, they surface as often as every 30 seconds. Their nostrils close up when they are underwater. Manatees have been known to stay underwater for 15 to 20 minutes when they are resting.

West Indian manatee habitat

- The KWL chart is a useful comprehension strategy. Use it with a range of expository texts to help students to develop the skills of summarising text. It is also useful for getting students to construct questions.
- Help students to develop a range of comprehension strategies in relation to all of their reading, such as drawing conclusions, making inferences, identifying main ideas and observing cause and effect.

Speaking and listening: description

- 1 Think of a place you visit often.**
It may be inside or outside; somewhere you like or somewhere you don't like.
- 2 Describe the place to your partner. Say what you see, hear, smell and feel there.**
- 3 Listen to your partner's description.**
- 4 Ask your partner two questions about the place he or she has described.**

It may help to close your eyes so that you can 'see' the place inside your head

Speaking and listening



The symbol before an exercise advises students 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 students who find oral work most challenging.

Language

Teaching points are presented in boxes with examples drawn from the reading passage. The teacher may begin by teaching the language point, or show students examples of the language point in context and encourage them to work out the teaching point for themselves.

Before asking students to work on an exercise, make sure that they understand what they have to do. Demonstrate by working through the example together.

Language: adverbs

Adverbs describe verbs. They tell us *how*, *when*, *where* or *how often* an action is done.

- Cut the card **carefully** – *how* (adverb of manner)
- People **often** complain – *how much* or *how often* (adverb of frequency)
- **Now** make the cross pieces – *when* (adverb of time)
- Wear it **outside** – *where* (adverb of place)

1 Find six adverbs in 'How to Make a Carnival Headdress'.

2 Think of three adverbs that can be used to describe how people do each of these things at carnival time.

WB 6 p55

Unit 5

Word work: using an index

This is part of the index from a book about endangered species.

INDEX		
O	Red panda 43	Trapping 31
Oil spillages 22	Reptiles 42-44	Tropical forests 41
Orang-utans 18, 35	Reserves 37-9	
	Rhinos 26	UVW
PQ		vulnerable animals 13
Penguins 24		weather 10-12
Pets 4-6, 35	S	wildlife parks 37
Poaching 15	Scientists 12, 18	
Polar bears 28-30	Seahorses 38	
Pollution 22-25	Souvenirs 32	YZ
Predators 18-20		Zoos 37-39
	T	
R	Tigers 19-21	
Radio-tracking tags 31	Tourism 14, 37	
	Traditional medicine 14	

WB 6 p205

1 On which pages would you look for the answers to these questions?

- 1 Why are tigers endangered?
- 2 How long do polar bears live?
- 3 How do floods and drought endanger animals?
- 4 Are zoos good or bad for animals?
- 5 Are there special parks for wildlife?
- 6 What effects do tourists have on wildlife?
- 7 What two animals might be found in the section on tropical forests?
- 8 What two animals might be found on the pages about predators?

2 Discuss these questions with a partner.

- What do you think 'radio-tracking tags' are?
- What information do you think you might find under 'poaching'?

Writing

Research and write an expository composition about snakes.

1 Research and make notes using the KWL chart you began on page 41.

- Research the questions you have written in the 'W' column of your chart.
- Use more than one source of information.
- Make notes under headings. The headings in the word web on page 43 are examples only. Choose your own headings based on your questions.

When you research on the internet, always compare information from more than one website.

Getting ideas

WB 6 p181

Word work
If snakes do
This word w
Language

Word work: Set similar questions for the students which require them to use the index at the back of this book. If students do not appeal, students can write about another animal. A word web is an example of a graphic organiser. You will find more examples on the internet and in the Workbook 6.



This feature supports integrating technology into students' learning.

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 exercises. Teaching suggestions for working with students 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, a reference is provided in the margin such as **WB 6 p00**.

Some students can work individually or in pairs, writing their answers. The teacher may need to work orally with other students, 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 are drawn 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 159.

The first stage – generating 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." The teacher may begin work as a class – brainstorming ideas and useful vocabulary on the board – before students go on to write independently.

Some students will be able to complete the writing exercise on their own or in mixed ability pairs. Support other students by working alongside them.

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

Looking Back units

The 'Looking Back' units revisit skills previously taught. Use the exercises according to the needs of the class, taking the opportunity to assess in which areas students need further support.

Scope and Sequence chart and Skills Index

These sections will support short- and long-term planning, making sure the syllabus is covered fully.

Scope and Sequence

Unit	Reading and comprehension	Speaking and listening
1 <i>The Shield of Kindness</i>	<ul style="list-style-type: none"> Learn to skim Use context clues Understand question-answer relationships 	<ul style="list-style-type: none"> Summarise plot Identify story structure
2 <i>Co-operation</i>	<ul style="list-style-type: none"> Predict outcome, check predictions Make inferences 	Identify problem and solution
3 <i>Super-kit</i>	<ul style="list-style-type: none"> Apply prior knowledge Scan a text Identify fact and opinion 	Role play an interview
4 <i>Aximu's Awakening</i>	<ul style="list-style-type: none"> Identify main idea Learn to summarise Discuss features of a poem: mood, metaphor, simile 	Prepare choral reading of poem
5 <i>West Indian Manatees</i>	<ul style="list-style-type: none"> Use a glossary Identify features of expository text Use a KWL chart 	<ul style="list-style-type: none"> Fill in a KWL chart Generate questions
6 <i>Rainforest Trip</i>	<ul style="list-style-type: none"> Scan a text Identify sequence Understand cause and effect 	Present information
Looking Back 1	<ul style="list-style-type: none"> Identify main idea Generate questions Identify features of expository text 	
7 <i>The Calm of the Evening</i>	<ul style="list-style-type: none"> Identify main idea Predict outcome Understand features of descriptive writing 	Describe a familiar place
8 <i>Birthday Outing</i>	<ul style="list-style-type: none"> Express opinions Compare and contrast vocabulary 	Present findings
9 <i>Stay Safe Online</i>	<ul style="list-style-type: none"> Use arguments for and against Express opinions 	Discuss and present arguments for and against
10 <i>In Business</i>	<ul style="list-style-type: none"> Identify story elements Recognise problem and solution Discuss character traits 	Role play
11 <i>Greedy Guy Rap</i>	<ul style="list-style-type: none"> Identify rhythm, rhyme, onomatopoeia Understand story grammar Make inferences 	Recite poetry
12 <i>How to Make a Carnival Headdress</i>	<ul style="list-style-type: none"> Identify audience and purpose Understand features of instructions 	Give instructions
Looking Back 2	<ul style="list-style-type: none"> Compare types of texts Identify story elements 	
13 <i>A Challenging Life Story</i>	<ul style="list-style-type: none"> Report events in sequence Find synonyms 	Discuss a poster
14 <i>Bats</i>	<ul style="list-style-type: none"> Respond to poetry Compare types of text 	Give a recital
15 <i>Jennifer Hosten</i>	<ul style="list-style-type: none"> Identify key points Read a timeline 	Role play an interview with a well-known person
16 <i>A Cow Called Boy</i>	<ul style="list-style-type: none"> Define types of writing Predict outcome Discuss character traits 	Express opinions on books
17 <i>Support Our Library</i>	<ul style="list-style-type: none"> Identify features of formal letter Recognise persuasive / argumentative writing Read a table / chart 	Discuss and present arguments for and against an issue
18 <i>Climate Change Wipes Out Frogs</i>	<ul style="list-style-type: none"> Understand cause and effect Interpret a diagram Learn vocabulary 	Summarise information
Looking Back 3	<ul style="list-style-type: none"> Express opinions Summarise a text Use new vocabulary 	

Language	Word work	Writing
<ul style="list-style-type: none"> Noun types: common, proper, collective, abstract Noun phrase 	Plural nouns	<ul style="list-style-type: none"> Getting ideas and planning a story Using story elements
<ul style="list-style-type: none"> Verbs Sentences Subject and predicate subject-verb-object 	<ul style="list-style-type: none"> Root words Antonyms 	<ul style="list-style-type: none"> Planning and drafting Using a story map Problem and solution
<ul style="list-style-type: none"> Adjectives and adjectival phrases Comparative and superlative hyperbole 	<ul style="list-style-type: none"> Suffixes Changing nouns to adjectives 	<ul style="list-style-type: none"> Persuasive writing Advertise an event
Pronouns: subject, object	Alliteration	<ul style="list-style-type: none"> Write a poem using word web Planning, drafting, revising
<ul style="list-style-type: none"> Simple present tense: interrogative, negative Subject-verb agreement 	Using an index	<ul style="list-style-type: none"> Make notes Research a topic Organising ideas under headings
Simple past tense: <ul style="list-style-type: none"> regular, irregular interrogative, negative 	Synonyms	<ul style="list-style-type: none"> Write a report Use sequence of events to structure writing
<ul style="list-style-type: none"> Nouns, sentences, punctuation Subject-verb agreement Simple present: interrogative, negative Parts of speech: nouns, sentences, subject-verb-object Simple past, pronouns 	<ul style="list-style-type: none"> Suffixes Parts of speech 	Write a newspaper article
<ul style="list-style-type: none"> Present continuous Past continuous 	Spelling tips	<ul style="list-style-type: none"> Describe a scene Use concept map to structure writing
<ul style="list-style-type: none"> Conjunctions: co-ordinating, subordinating Clauses 	<ul style="list-style-type: none"> Compound nouns Transitional words 	Compare and contrast places of interest
Paragraphs: <ul style="list-style-type: none"> topic sentences supporting detail 	Prefixes	<ul style="list-style-type: none"> Write expository text giving advice Peer edit and revision
<ul style="list-style-type: none"> Past participle Present perfect Past perfect 	<ul style="list-style-type: none"> Homophones Words often confused 	Character description
<ul style="list-style-type: none"> Possessive: nouns, adjectives, pronouns Reflexive pronouns 	Homographs	<ul style="list-style-type: none"> Retell from a different point of view Cause and effect
Adverbs: <ul style="list-style-type: none"> time, manner, place comparative, superlative 	Abbreviations	Write instructions
<ul style="list-style-type: none"> Adverbs: comparative, superlative Possessive: nouns, pronouns, adjectives Conjunctions Past participle, perfect tenses 	Parts of speech	Write a continuation of the story
Quotation marks	<ul style="list-style-type: none"> Colons Capital letters 	Write a story with dialogue
Prepositions, prepositional phrase	Using a dictionary	<ul style="list-style-type: none"> Write a poem Use figurative language
<ul style="list-style-type: none"> Relative pronouns: simple, compound and complex Sentences 	Silent letters	Use a timeline to write a biography
<ul style="list-style-type: none"> Reported speech Commas, embedded in sentences 	Contractions	Write a story using story elements
Active and passive voice	<ul style="list-style-type: none"> Words and phrases used in forms Fill in a form 	Write a formal letter, putting forward an argument
<ul style="list-style-type: none"> Conditional sentences Transitive, intransitive 	Contents list	Expository text with introduction and conclusion
<ul style="list-style-type: none"> Quotation marks Reported speech Relative pronouns Active and passive voice Punctuation 	<ul style="list-style-type: none"> Word-building Parts of speech 	<ul style="list-style-type: none"> Expand sentences Describe an experience

Unit 1 The Shield of Kindness

Get ready

What does it mean to be kind? Think about a time when someone was kind to you.

Reading

Skim the story below.

Is it a realistic story or a traditional tale? What makes you think that?



Remember

Skimming a text is looking over it to get a general idea of what it is about.

The Shield of Kindness

Long ago there was a good old man who had three fine sons. The family's happiness was marred only by their neighbour who constantly tried to steal from them. Every day, he looked for ways to take their goods and their crops and even threatened their lives.

One day, the old man called his sons and said, "My father's shield is the most precious thing I own. Only one of you can inherit it so I'm going to give you a test. You are all good and brave, but the greatest quality of all is kindness. I want you to go out and perform a kind deed and whoever shows himself to be the kindest will inherit the family shield."

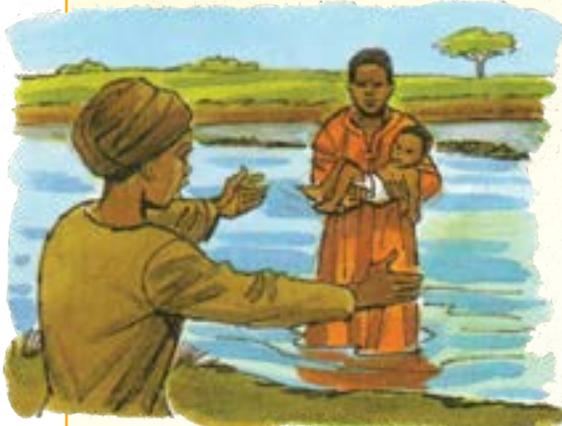
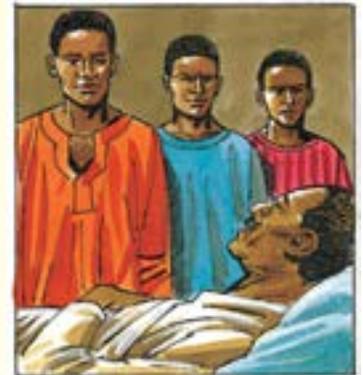
After many days, the three sons returned to their father's hut.

"Father," said Simon, the oldest one, "I heard a woman wailing with terror because her baby had fallen into the river. The river was deep and infested with crocodiles but I risked my life. Despite the many crocodiles, I jumped in and rescued the baby. Wasn't that an act of kindness?"

"You showed bravery, Simon," said his father, "but you were acting only as any human being should do. No one could stand by and let a baby die. Now, my second son, Joshua, what have you done?"

"Well, Father," began Joshua. "I met a man who was carrying a hundred silver dollars. He wanted to go to the market to buy food so he asked me to take care of his money while he was gone. I waited and when he came back I returned his money to him. He offered me a reward for my honesty but I refused. Wasn't that kind of me?"

"You showed goodness and honesty," the old man said, "but that isn't real kindness. Now my third son, Nathan, what have you done?"



Comprehension strategy

Typical opening of a traditional tale

- **Reading:** Traditional tales usually feature plots that teach us about human behaviour. The characters are described simply – as wise or foolish or old / young. There is often conflict between opposites – between the rich and the poor or the mean and the generous. There is often repetition of phrases or actions.

Nathan said, "I walked to the high mountains. There, on the edge of a cliff, I saw our neighbour, who so often tried to steal from us and even threatened our lives. He was in a precarious position, lying close to the edge of the abyss, fast asleep, in danger of rolling over to his death. So, without waking him, I gently pulled him away from danger and left him to sleep in safety."

"My son, you did well," said the old man. "Your act was one of true kindness. This man has been a curse to us for many years, yet you didn't take revenge on him but saved his life."

So the old man left the shield to his third son, Nathan, because he had learnt the true meaning of kindness.

Based on a traditional Ethiopian tale



Think carefully about where to find the answers to questions.

- The answers to some questions are **right there** in the text, e.g. question 2.
- Sometimes the answer is in the text but you have to **think and search** to find it, e.g. question 6.
- Sometimes you are asked to express your own opinions based on what you have read. The **author and you** work together, e.g. question 8.
- Finally, there are questions that need you to **think for yourself**. You don't have to have read the passage to answer, e.g. question 10.

Comprehension strategies

- 1 What had spoiled the family's happiness for many years?
- 2 Which son saved a baby's life?
- 3 Why did the old man set his sons a test?
- 4 Think of a phrase that means the same as threatened their lives.
- 5 Which word below best describes Simon, the oldest son? Why?

foolish

courageous

sympathetic

respectable

6 According to the story, true kindness is:

- | | |
|---------------------------|-------------------------|
| a) saving someone's life | c) helping your enemy |
| b) helping your neighbour | d) helping your friend. |

- 7 Why do you think the third son, Nathan, did not wake his neighbour?
- 8 Think of another title for the story.
- 9 Has someone been kind to you recently? Describe what he/she did.
- 10 What kind act could you do for someone else today?

- Identify the question types and discuss the questions with students before they write answers.
- Question 4: Encourage students to use context clues to work out the answer.

DA Allow some students to write fewer answers according to ability.

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

Context clues

WB 6 p114

Use **context clues** to work out the meaning of unfamiliar vocabulary.

- Writers often include hints, or clues, to help the reader understand a word or phrase.
- There are **many kinds of context clues**. Sometimes a word is explained or is followed by a synonym.
- Read on a little way and also re-read the previous sentence to help you guess the meaning.



1 Find these words in the story. Use context clues to help you write definitions for each.

Example: *inherit* (paragraph 2) → *to receive something from a person who has died*

- | | |
|----------------------------|----------------------------|
| 1 marred (paragraph 1) | 4 infested (paragraph 4) |
| 2 constantly (paragraph 1) | 5 precarious (paragraph 8) |
| 3 wailing (paragraph 4) | 6 abyss (paragraph 8) |

Speaking and listening



Most stories have a **narrative structure** and are made up of the following:

Setting: where the story takes place

Characters: who takes place in the story

Plot: the main events which usually contain 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

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

WB 6 p171

1 Summarise the plot of 'The Shield of Kindness'.

- 1 Tell the story to your partner in no more than six sentences.
- 2 Listen carefully to your partner's summary.
 - Has he or she included all the main events of the story?
 - Are the events in the correct order?

2 Discuss the structure of the story.

- 1 Identify the introduction, the problem or conflict and the resolution.
- 2 Make notes in a chart like the one on page 21.
- 3 Share your findings with the class.

Remember

A **summary** is a short version of something you have heard or read.

When you **summarise**:

- present the main ideas or key events
- do not include details
- do not include opinions.



- Vocabulary: Ask selected students to explain to the class how they used the context to work out the meaning of the word.

- Extension: ask students to use one or more of these words in sentences of their own.

DA Speaking and listening: You may wish to direct some students to produce a simpler summary – consisting of only beginning, middle and end.

Language: nouns

- **Common nouns** are general names for people, places or things:
shield *lives*
- **Proper nouns** are the names of special places, people, or events. They may contain more than one word. They *always* begin with a capital letter:
Lisa *St. Vincent* *Mrs. Wilson*
- **Collective nouns** name groups of people, animals and things:
a library of books
- **Abstract nouns** name qualities we can't see, hear, touch, taste or smell:
kindness *silence*

- 1 Find ten common nouns and three proper nouns in 'The Shield of Kindness'.
- 2 Choose six common nouns in the story on pages 8–9.

Example: *shield*

WB 6 p7

Collective nouns

- 3 Choose a suitable collective noun to describe each of these groups.

flies	footballers
chickens	students
sheep	cows
kittens	men



Collective nouns
students should learn
an anthology of poems
an army of soldiers
a band of musicians
a bunch of flowers
a choir of singers
a crowd of people
a class of students
a colony of ants
a crew of sailors
a flight of stairs
a flock of birds
a gang of thieves
a herd of cattle
a litter of puppies
a pack of cards
a school of fish
a swarm of bees
a team of basketball
players

WB 6 p8

WB 6 p9

Abstract nouns

- 4 Find six abstract nouns in 'The Shield of Kindness'.
- 5 Which of these nouns are abstract nouns?
Use one of the abstract nouns in a sentence.

puppy	disappointment	friend
trust	intelligence	president
friendship	curiosity	weekend

- Collective nouns: Point out that collective nouns are often used on their own, e.g. *The band played all night.* *Our team won.*
- Remind students that a collective noun uses a singular verb, e.g. *My class has more boys than girls.*
- Remind students about **gender** of nouns. Nouns can be masculine (men), feminine (women), neuter (boat) or common (baby).

We can make an abstract noun from another part of speech by adding a suffix:
kind + ness = kindness *educate + ion = education*

6 Change each of these adjectives into an abstract noun.

Use a dictionary to help you.

honest	foolish	stupid
greedy	cruel	happy
silent	good	unhappy
kind	selfish	brave

7 Use abstract nouns to finish these sentences.

- Two qualities I admire in people are _____ and _____.
- Two qualities I try to avoid are _____ and _____.

Noun phrases

A noun phrase is a group of words which functions as a noun:
my father's shield *a boy in a green cap*

 **Remember**
 A **phrase** is a group of words. It does not have a subject and a verb and it does not make complete sense on its own, e.g. *a hundred silver dollars*.

WB 6 p11

8 Find seven noun phrases in the following paragraph.

Example: *her bed by the window*

Maretta lay awake in her bed by the window. It was a fine, moonlit night and she was thinking about the short story she had just read. In it, a girl in a long white dress told her precious secrets to the moon. The careless moon told them to the wind and the wind blew the girl's secrets across the whole wide world.



9 Add words to each of your six nouns to make six noun phrases.

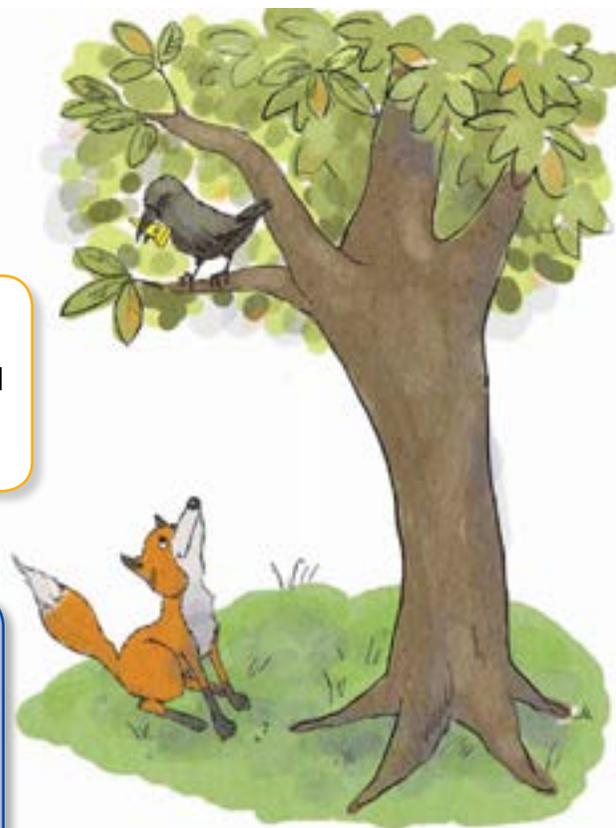
Example: *a fine old shield* *a shield decorated with carving*

DA Abstract nouns, Exercise 6: Some students may be asked to only form abstract nouns from the words in columns 1 and 2 which are easier than those in column 3.
 • Noun phrases: Point out to students that using noun phrases will make their writing more interesting.
DA Exercise 8: Work with a group of students to find noun phrases in the paragraph. You may wish to write it out on a large piece of paper so that you can ask students to underline the noun phrases.

- 10 Change each of the underlined nouns below into a noun phrase and write out the new story. Underline your noun phrases.

Example: A fox saw → A clever old fox saw

A fox saw a crow in a tree. The crow had some cheese in its mouth. "What a voice you have," said the fox. "Please sing me a song." The crow opened its mouth to sing and the cheese dropped onto the ground. The fox grabbed it and ran off, laughing.



Word work: Plural nouns

Most nouns add 's' or 'es' to make them plural. For nouns ending in 'y' with a consonant before 'y', change 'y' to 'i' and add 'es':

sky → **skies**

For nouns ending in 'y' with a vowel before 'y', add 's':

day → **days**

For nouns ending in 'f', change 'f' to 'v' and add 'es':

leaf → **leaves**

For nouns ending in 'o', add 'es':

mango → **mangoes**

When in doubt, look up the word in a dictionary.

Irregular plurals for you to learn

child	children
fish	fish
foot	feet
goose	geese
louse	lice
man	men
mouse	mice
reef	reefs
tooth	teeth
woman	women

- 1 Write the plural form of these nouns.

son leaf family bush quality wife
 boy sky baby knife country match

- 2 Complete these sentences with the plurals of the words in brackets.

- 1 He never wanted to hear the sound of _____ (donkey) or _____ (mosquito) again.
- 2 His older brother made delicious juice from _____ (naseberry).
- 3 They could hear _____ (mouse) scurrying in the barn.
- 4 I read a story about two _____ (lady) who had three _____ (calf).
- 5 The _____ (woman) made _____ (loaf) of bread and fed them to the animals.
- 6 One day, _____ (thief) came and took away _____ (box) of _____ (dress).

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- Plurals: Remind students of other exceptions. Some words ending in 'f' and 'ff' just add 's', e.g. *roofs, chiefs, cliffs, cuffs, sniffs*. Some words ending in 'o' simply add 's', e.g. *pianos, radios*. In some compound words, 's' is only added to the first word, e.g. *sons-in-law; passers-by*, etc.

DA Allow some students to answer fewer questions. Some students may benefit from working in mixed ability pairs rather than on their own.

Writing

Getting ideas is the important first step in the writing process. Before you start writing, think of as many ideas as you can about your story:

- Brainstorm on your own or in a group.
- Draw on your own experience.
- Use your imagination.

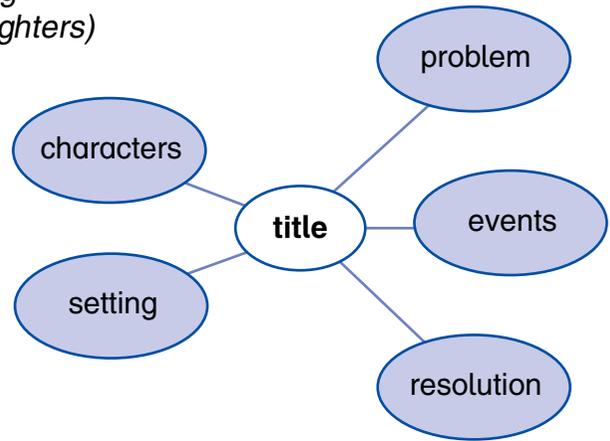
Make notes to record your ideas. There is no need to write complete sentences.

1 Rewrite ‘The Shield of Kindness’ as a modern-day story.



2 Discuss these questions and write your ideas as notes in a word web.

- Who are the characters? (*a modern-day father or mother and three sons or daughters*)
- Where is the story set? (*somewhere in your country*)
- What is the problem? (*parent has a precious item to give to only one of the children*)
- Events: What modern-day acts of kindness do the brothers or sisters perform?
- How is the problem resolved? (*Which character succeeds and why?*)



Getting ideas

Drafting

3 Use your notes to write a story.

- Choose your best ideas.
- Do not start all your sentences in the same way.
- Use a variety of verbs, adverbs and adjectives to keep your reader interested.

Revising

4 Read what you have written. Ask yourself the questions on the checklist and make changes to improve your story.

Narrative checklist

Have I:

- included all the story elements?
- described people and places vividly?
- included conversation?
- started a new line when a new person speaks?

DA Some students can write about just one act of kindness.

- Compile a collection of the stories written by the class.
- Keep portfolios of students' written work to assess and record their progress over time. Looking back at their own work can help students to self-assess their abilities.

Unit 2 Co-operation

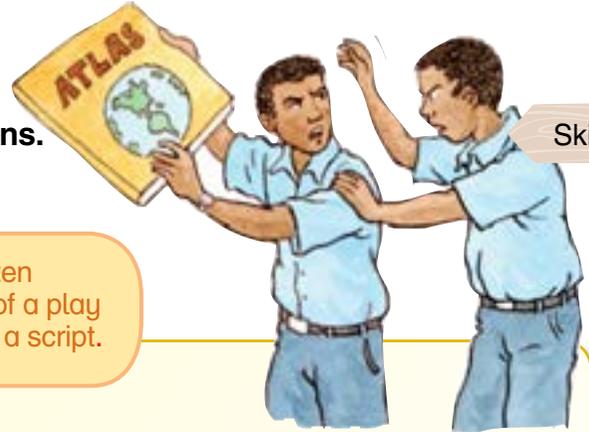
Get ready

What do you do when someone does or says something you don't like?
What do you think you ought to do and why?

Reading

Skim the script to find the answers to these questions.

- How many scenes are there?
- What is the setting of each scene?
- What is the play about?
- Who is Mrs. Lewis?



Skimming

The written version of a play is called a script.

Co-operation

Characters:

CARL MRS. LEWIS CARL'S DAD STEFAN MELISSA

Scene 1: In the classroom, CARL and STEFAN are sharing a desk and an atlas.

CARL: (angrily) Hey! Give me back the atlas!

STEFAN: (holding the atlas high above CARL's head) I need it now.

CARL pushes STEFAN and the atlas falls to the floor.

MRS. LEWIS: Stop that now!

CARL: Stefan started it. He grabbed the book...

STEFAN: He wouldn't let me see the map...

CARL: He wasn't working. He was talking...

MRS. LEWIS: I don't want to hear any more. I've had enough of your fighting. I want you to CO-OPERATE. Do you know what the word means?

CARL: (muttering) Yes, Mrs. Lewis. It means 'work together'.

MRS. LEWIS: (firmly) That's right. I want you two to spend the weekend preparing a presentation called 'Why We Should Co-operate' and present it to the class on Monday.

Scene 2: In the school yard at break.

STEFAN: You think you're clever but all you do is draw silly pictures.

CARL: That's better than shouting my mouth off.

MELISSA: Stop it, you two. You heard what Mrs. Lewis said. You've got to co-operate.

STEFAN: I can't work with him.

MELISSA: Well, you've got to, so you might as well try to enjoy it.

Where and when the action takes place

Stage direction

What is the problem?

What do you think will happen next?

Prediction

- To check and support students' comprehension, pause during reading a text and ask students to summarise what they have read so far, and to predict what may happen next.
- Write some of the students' predictions on the board. When you have read to the end of the play, look back and see which of their predictions were correct.