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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.

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.

Word work: sequencing words

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

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.

   Checklist for proofreading
   Have I:
   - used correct punctuation?
   - started each sentence with a capital letter?
   - written in full sentences?
   - spelt tricky words correctly?
   - written in full sentences?
   - used correct punctuation?

   Type your letter. Revise and save it.

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.

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

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

> 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.
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• Noun plurals | Irregular plurals          | Pre-writing:  
• getting ideas  
• write new story ending |
| Present tense:  
• subject–verb agreement  
• am, is, are  
• have, has | Words in context            | Ask and answer personal questions            |
| Present tense:  
• negative, questions  
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- was, were  
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| • Simple future tense  
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| • Articles:  
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- some, any  
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• Publishing                                        |
| Revise: possessives, past tense, comparative and superlative adjectives | • Syllables  
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• possessive nouns  
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| Quotation marks | Homophones                | Plan and write a story about a problem       |
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| • Conjunctions: while, before, after  
• Relative pronouns: who, which | Homographs                | Write a scene for a play                      |
| Revise: adverbs, conjunctions, quotation marks, possessive nouns | Opposites                  | • Prepare fact sheet  
• Write expository paragraph                        |
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?
**Story structure**

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

<table>
<thead>
<tr>
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<th>Middle</th>
<th>End</th>
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</thead>
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<tr>
<td>Introduces the characters.</td>
<td>Tells us what the characters do and what problems they have.</td>
<td>Sorts out problems. Tells us how things finish and the lesson learnt.</td>
</tr>
</tbody>
</table>

**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

1. List four common nouns under each heading.

<table>
<thead>
<tr>
<th>things</th>
<th>people</th>
<th>animals</th>
<th>places</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

- **Speaking and listening**: Prepare for the exercise by brainstorming the events in ‘The Swing’. Then get students to put the events in **sequence**.
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

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
Write the correct plural nouns.

<table>
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<th>plural noun 1</th>
<th>plural noun 2</th>
<th>plural noun 3</th>
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<td>a bus</td>
<td>three ________</td>
<td>a brush</td>
<td>two ________</td>
</tr>
<tr>
<td>a glass</td>
<td>four ________</td>
<td>a box</td>
<td>five ________</td>
</tr>
<tr>
<td>a branch</td>
<td>six ________</td>
<td>a patch</td>
<td>two ________</td>
</tr>
<tr>
<td>a loaf</td>
<td>two ________</td>
<td>a wife</td>
<td>three ________</td>
</tr>
<tr>
<td>a cherry</td>
<td>ten ________</td>
<td>a fly</td>
<td>ten ________</td>
</tr>
</tbody>
</table>

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

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

My Crazy Dream
I dreamt I saw some flowers with ________,
A cook with ________, men and their ________.
Then I saw a dress with ________,
A tree with ________, a box of ________.
Next I saw some red ________,
Juicy ________ and sweet ________.

Write the plurals of these nouns.

Remember!
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

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.

I think the boys had to stay inside.
I think Daddy mended the swing for them.

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.
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