

Language Tree

Student's Book 4

Second Edition

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How to Use this Book

Language Tree Level 4 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 turns 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 3 Anansi and the Tug of War

Get ready

What do you know about Anansi?
What type of character is he?
What sort of things does he do in stories?

Reading

Read the first paragraph of the story. Who are the main *characters*? Where is the story set?

Anansi and the Tug of War

This story was first told a long time ago in Ghana, a country in Africa.

Anansi was unhappy. The two biggest animals in the forest, Hippo and Elephant, were rude to him every day.

"They think they are better than me because they are big," said Anansi to the buzzing flies. "They are wrong. I may be small but I am smart."

Anansi went to see Elephant. "What do you want?" bellowed Elephant.

"I want to prove that I am stronger than you," said Anansi. "I want to challenge you to a tug of war."

"Ha ha ha!" laughed Elephant. "No problem. I will win for sure."

Anansi tied the end of a rope around Elephant's tail and said, "When I shout, start pulling."

Anansi shot off to the water hole and put the same challenge to Hippo. Hippo also laughed at Anansi but he agreed to the challenge, so Anansi tied the

other end of the rope round him and said, "When I shout, start pulling."

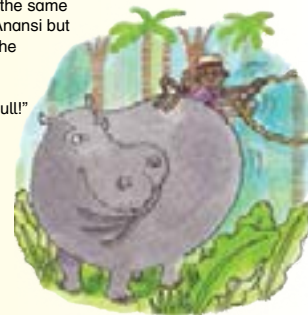
Anansi hid in the bushes and shouted, "Pull!"

For a moment, the forest was silent.

Then Elephant pulled hard and Hippo slid through the mud. Squelch! Squidge! Then Hippo pulled harder and dragged Elephant

through the forest. Crash! Crunch! went the trees as Elephant knocked them over.

Monkeys screeched, hyenas howled and parrots squawked in fright. The forest was filled with the most terrible noise.



- Remind students that the characters are the people or animals in a story. The setting is where it takes place. Ask them to identify the characters and setting in stories they have read recently. You may also ask them about the characters and setting in movies or television programmes they have seen.
- Encourage students to keep reading journals – making a note of what they have read, what they liked about it, who the characters were, etc.

Character

Beginning
– what the
story is
about

Middle
– what
happened

23

Speaking and listening: describe a place



1 Re-read paragraph 7 on page 14 and answer these questions.

- 1 What did Lydia see? What did she hear?
- 2 What did she taste? What did she smell? What did she touch?



2 Think of somewhere you went recently. What did you see, hear, smell, touch and taste there?



3 Tell your partner about the place you went to.

Describe it as vividly as you can – so that your partner can imagine being there.



Speaking and listening

The icon 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

Simple future

Verbs in the future tense tell us about things that have not yet happened. We use the helping verb 'will' to make the future tense.

*The plane **will** leave in half an hour.*

Word work: homographs

Homographs are words that are spelt the same but have different meanings.

Pablo began by **drawing** water. He showed Mommy his **drawing**.

1 Choose the correct definition of the words in bold.

- 1 Anita put down the cool **iron** and picked up the hot one.
a) used to take creases out of clothes b) a type of metal
- 2 **Roll** the ball to your partner.
a) children on a school register b) turn something over and over
- 3 I'm not feeling **well** today.
a) a place to get water b) healthy
- 4 The insect's eyes were **minute**.
a) 60 seconds b) very small

Reports
Some reports are organised in the order in which things happen (for example, an account of a school trip). Some reports (like the one on page 37–38) are organised by putting related facts together.

Writing: a report

A **report** is an **expository** text.

- It begins with an introduction which says what the report is about.
- It contains facts and information organised in paragraphs.
- It ends by summing up the main idea.

How is your life different from that of a child a long time ago?

WB 4 p151

1 Make up some questions to ask an older person about when he or she was a child.

Example: *What did you do at school? What did you do after school?*

2 Ask an older person. Make notes of the answers under these headings.

- What was the same?
- What was different?
- What I think

Remember
Writing notes under headings will help you to organise your ideas.

3 Use your notes to write a report called 'Then and Now'.

Include these sections:

- Introduction (what the report is about)
- What was the same
- Summing up (main idea and what I think)

- If students are unable to ask an older person at home, invite an older person to visit the class.
- Alternatively, you could use the stages of planning their questions and making notes before writing.
- Make sure that students write their report.

DA This takes students time to plan their work.

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Word work

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

Writing

See page 152 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 student's learning.

On-the-page teacher's notes

There are suggestions for introducing and extending the exercises at the bottom of each page. The **DA** icon precedes suggestions for working with students of different abilities.

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

WB 4 p00

This symbol 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

Unit	Reading and comprehension	Speaking and listening
1 <i>Rushing River</i>	<ul style="list-style-type: none"> • Recognise features of narrative • Make inferences • Understand question–answer relationships 	<ul style="list-style-type: none"> • Act out a scene • Speak with expression
2 <i>An Invitation</i>	<ul style="list-style-type: none"> • Identify features of a letter • Find the main idea 	Identify different means of communication
3 <i>Anansi and the Tug of War</i>	<ul style="list-style-type: none"> • Recognise story parts • Use cause and effect • Use onomatopoeia 	Retell story with expression, with help of story grammar
4 <i>Danger! Forest Fires</i>	<ul style="list-style-type: none"> • Use context clues • Fact and fiction • Use a KWL chart • Use contents lists and indexes 	Give advice based on reading
5 <i>Seventy Years Ago</i>	<ul style="list-style-type: none"> • Learn the features of a report • Draw conclusions • Use a glossary 	Generate questions
6 <i>The Weather</i>	<ul style="list-style-type: none"> • Identify features of poetry • Understand similes • Compare two poems 	Choral recitation
Looking Back 1	<ul style="list-style-type: none"> • Setting • Identify main idea • Make inferences 	
7 <i>Alien TV</i>	<ul style="list-style-type: none"> • Predict content • Identify story elements • Identify narrative types 	Discuss getting ideas for writing
8 <i>Gran, Can You Rap?</i>	<ul style="list-style-type: none"> • Understand metaphors • Identify more features of poetry • Understand stress and beat in poetry (O.E.C.S.) 	Discuss character
9 <i>Being an Airline Pilot</i>	<ul style="list-style-type: none"> • Identify features of expository text • Scan for information headings 	Interview a partner
10 <i>Flying LIAT</i>	<ul style="list-style-type: none"> • Get information from charts • Link purpose and audience 	Role play a telephone call
11 <i>The Tree of Life</i>	<ul style="list-style-type: none"> • Link cause and effect • Predict the outcome 	Summarise the story using story grammar
12 <i>Sweet Potato Pudding</i>	<ul style="list-style-type: none"> • Scan a text • Sequencing • Identify features of instructions, directions 	Give directions
Looking Back 2	<ul style="list-style-type: none"> • Identify main idea • Literal and inferential comprehension 	
13 <i>The New Park</i>	<ul style="list-style-type: none"> • Purpose and audience • Learn the features of a formal letter • Skim a text 	<ul style="list-style-type: none"> • Summarise information • Present information to the class
14 <i>Iguana Lodge</i>	<ul style="list-style-type: none"> • Find information on the internet • Distinguish between fact and opinion • Identify features of a persuasive text 	Discuss and make notes on a new hotel
15 <i>The Lion and the Echo</i>	<ul style="list-style-type: none"> • Identify speech in text • Understand alliteration 	<ul style="list-style-type: none"> • Recite with expression • Identify speech narrator
16 <i>What Friends Are For</i>	<ul style="list-style-type: none"> • Express opinions • Identify features of a play • Understand character description 	<ul style="list-style-type: none"> • Discuss and present ideas • Rehearse and perform a play
17 <i>The Fun Run</i>	Getting information from a poster	Make a short presentation
18 <i>The Sugar Museum</i>	<ul style="list-style-type: none"> • Identify different text types • Recognise a description of place 	Describe a place
Looking Back 3	<ul style="list-style-type: none"> • Understand figurative language • Predict outcome 	

	Language	Word work	Writing
	Nouns: common, proper, plurals	Plurals: regular, irregular	Get ideas for a story using story grammar
	Verbs: • present tense • subject and verb • subject-verb agreement • negative and interrogative	• Collective nouns • Indefinite pronouns	Use the writing process to write a thank-you letter
	Adjectives: • identifying • comparative and superlative	Irregular, comparative and superlative adjectives	Draft a story using story grammar
	• Sentences and phrases • Sentence punctuation • Subject and predicate	Root words + suffixes	Write a summary
	• Simple past tense: regular, irregular • Interrogative and negative past tense	Homographs	• Write an expository text (report) • Organise ideas under headings
	• <i>is, are; was, were</i> • Present participle • Present and past continuous	Dictionary skills	Write a poem
	• Plurals, subject-verb agreement • Comparing adjectives • Simple past tense: interrogative, negative	• Root words • Suffixes • Parts of speech	Write an expository text (report)
	• Possessive adjective • Possessive pronoun • Apostrophe of possession	Synonyms	• Write and revise a story • Understand peer editing
	• Subject-verb-object • Pronouns: subject, object	Homophones	Write and revise a rap
	Paragraph structure: topic sentence, supporting details	Prefixes	Write an expository paragraph
	• Future tense • Distinguish future, present and past	• Abbreviations • Capitals	Draft an expository text (report)
	Adverbs	Spelling tips: how to learn spellings	Draft and peer edit a story
	• Imperatives • Commas in lists • Parts of speech	Silent letters	Write, revise and publish instructions
	• Parts of speech • Adverbs • Possessive nouns, possessive adjectives	• Homophones • Prefixes	Write a letter using paragraphs
	• Commas in addresses and dates • Conjunctions: <i>but, and, so; because, although</i>	Study skills: using a dictionary	Write a formal letter
	• Persuading the reader • Contractions • Prepositions	Computer terminology	Create a persuasive website
	Writing dialogue using quotation marks	Spelling tips: when you are writing	Write a review of a poem
	Parts of speech	Words often confused: • <i>its, it's</i> • <i>there, their</i>	Write a story with dialogue and character description
	Present perfect	Bar graph	• Fill in a form • Create a poster
	• Sequencing • Joining sentences: <i>who, whom, which</i>	Antonyms	Write a chronological report
	• Conjunctions • Contractions • Questions and negatives: <i>do, does</i> • Quotation marks	Comparing adjectives	Continue the story

Unit 1 Rushing River

Get ready

What places are there near your home that might be dangerous?
Why are they dangerous?

Reading

Beginning

Rushing River

Ben and his parents were at home. It had been raining all night. Ben knew that the river was close to bursting its banks.

In the dry season the river was small enough to jump over but in the rainy season it grew into a raging monster.

"No, Ben. You can't go down to the river," said Mom.

"Pleeeeeeease," Ben pleaded.

"No. It's too dangerous," said Dad.

"I'll be very careful!"

"No," repeated Dad. "Don't go near the river. It is very full. If it overflows its banks it will grab you and carry you off."

Ben made a face and went out onto the veranda. "I bet my friends Abbie and Tod will see the river," he said.

The river wasn't far away and Ben had an idea. There was a big mango tree in Mr. Spencer's garden, next door. "I will climb to the top," he thought. "Then I will be able to see the river."

Ben climbed the tree and perched on one of the top branches. He had a great view of the river.

The water was brown and fast-moving. Enormous branches were carried along like paper boats. Ben gazed as old tyres and a shopping cart rushed by.

He saw Mom running down to the river. Dad was running after her. Dad was shouting Ben's name too. What was going on?



Middle

- **Get ready:** This section helps students to draw on **prior experience** to prepare for the reading exercise.
- Pause at the end of this page and ask students what is happening. Why are Mom and Dad running down to the river? (Ben has been gone for a long time. They think he may have gone to the river and fallen in.)



Suddenly Ben understood. He scrambled down the tree as fast as he could, grazing his knees and ripping his tee shirt. Then he raced across the field towards the river.

“Mom! Dad!” he yelled; but they didn’t hear him above the roar of the river.

Ben was almost upon them before they turned and saw him. Mom threw her arms round him, sobbing.

“We thought you had gone down to the river alone,” she wailed. “We thought you had fallen in!”

End

Right there

Think and search

WB 4 p104

On your own

- 1 What does Ben want to do?
- 2 Why does Dad not want him to?
- 3 Ben went to the top of a tree. Where was that tree?
- 4 *Suddenly Ben understood.* What did Ben understand?
- 5 *Ben was almost upon them ...* What does this phrase mean?
 - a) Ben was about to jump on Mom and Dad.
 - b) Ben had fallen over.
 - c) Ben was very close to Mom and Dad.
- 6 Why did his parents not hear him when he shouted their names?
- 7 Suggest a different title for this story.
- 8 What lesson can you learn from this story?

- Remind students about **Question–answer Relationships (QAR)**. The answers to recall questions are *right there* in the text (Questions 1–3).
- Sometimes the answer is in the text but students have to *think and search* and **make inferences** (Questions 4–6).
- Finally, there are questions where the reader *is on their own*. These questions require students to express their own thoughts and opinions (Question 7). Discuss Question 8 with the class.

Story parts

Most stories are made up of the following:

Setting: where the story takes place.

Characters: who takes part in the story.

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

- 1 **Beginning** – introduces the characters and setting and tells us what the story is about.
- 2 **Middle** – tells us what the problem is and what happens.
- 3 **End** – tells us how the problem is sorted out.



Remember

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

WB 4 p94

1

'Rushing River' has two problems. What are they?



2

Copy and complete the chart to show the parts of 'Rushing River'.

Title	<i>'Rushing River'</i>
Characters	
Setting	
Beginning	
Middle	
• problem 1	
• problem 2	
End	



Speaking and listening

Act the first part of the story, from the beginning to "... my friends Abbie and Tod will see the river".

- Student A is Ben.
- Student B is Mom and Dad.
- Think how your character is feeling. Use your voice to express your feelings.



- Story parts: Problem 1 – Ben wants to see the river but his parents won't let him; problem 2 – his parents don't know where he is.
- Encourage students to use the elements of **story grammar** (story parts) to talk about other stories.
- **Speaking and listening:** Move around the class observing students' role plays.
- **DA** Work with several pairs encouraging them to speak clearly and with expression.
- **NOTE:** The symbol **DA** is always followed by a suggestion for working with students of different abilities.

Language: common and proper nouns

Nouns are words which name things, people and places.

*I saw a **girl**. I went to **school**.*

These are **common nouns** – names which are *not* special names.

1 Find six common nouns in this paragraph.

The water was brown. Enormous branches were being carried along like boats. Ben gazed as old tyres, a cart and what looked like a tree rushed by.

Proper nouns are the names of special places, people or things.

Proper nouns *begin with capital letters*.

Proper nouns may contain more than one word.

*I saw **Janine**. I go to **Bay Street Primary School**.*

2 Find four proper nouns in the story, 'Rushing River'.

3 Write out this paragraph.

- Underline all the nouns.
- Begin all the proper nouns with capital letters.

On monday, at st. mary's primary school, joshua and sara were talking about the river. They had not seen it. mr. booth asked ben to tell the children about it. He described the branches and the tyres in the water.



WB 4 p61

Exercise 3 extension: Students can be asked to write a note to their parents about a forthcoming school event. Demonstrate correct writing of names and addresses (home and school) using capitals and punctuation correctly.

4 Write two proper nouns for each heading.

Example: Teachers → *Mr. Taylor, Mrs. James*

- | | | |
|---------------------|--------------------|----------|
| 1 Days of the week | 3 Boys in my class | 5 Months |
| 2 Girls in my class | 4 Teachers | 6 Towns |

5 Write these sentences, using capital letters for proper nouns.

Example: My birthday is on may 10th. → *My birthday is on May 10th.*

- | | |
|--|--|
| 1 I live in longhill road. | 4 On august 8th I will go to grenada. |
| 2 My teacher is miss smart. | 5 Every sunday I go to st. peter's church. |
| 3 The capital of barbados is bridgetown. | 6 I will see auntie julie on tuesday. |

Word work

Plurals

- Most nouns simply add 's'. *tree* → *trees*
- Nouns ending in 's', 'sh', 'tch' or 'x' add 'es': *match* → *matches*
- Nouns ending in 'y' change 'y' to 'i' and add 'es': *city* → *cities*
- Nouns ending in 'ay', 'ey' or 'oy' just add 's': *day* → *days*
- Nouns ending in 'f' change 'f' to 'v' and add 'es': *calf* → *calves*
- Nouns ending in 'o' add 's' or 'es': *potato* → *potatoes*

WB 4 p8

1 Find six plural nouns in the story.

2 What would you write if you had two of each of these in the kitchen?

Example: a plate of rice → *two plates of rice*

- | | |
|-------------------|--------------------|
| 1 A tomato | 5 A sharp knife |
| 2 A loaf of bread | 6 A salad leaf |
| 3 A bottle of oil | 7 A box of juice |
| 4 A naseberry | 8 A glass of water |

Singular	Plural
river	rivers
tree	trees
branch	branches
brush	brushes
lady	ladies
diary	diaries
day	days
boy	boys
leaf	leaves
shelf	shelves
mango	mangoes
tomato	tomatoes
photo	photos
radio	radios

Plurals ending in 'es': Help students to create mnemonics to encourage them to remember the 'es' rule, for example a series of words: *bus, box, wash, watch*.

- 3 Write this advertisement, inserting the plurals of each of the words in brackets.

Grenada

Grenada is one of the most lovely _____ (country) in the world. It has beautiful _____ (beach), _____ (forest) and _____ (mountain). Many wonderful _____ (fruit) grow here, such as _____ (mango), _____ (naseberry) and _____ (banana). We also grow sweet _____ (potato) and _____ (nutmeg). We invite you to take your _____ (holiday) here.

You will love our blue _____ (sky) and our glorious, sunny _____ (day). Come and enjoy _____ (yourself).



Irregular plurals

Some words don't follow the rules for forming plurals. We have to learn them.

WB 4 p9

- 4 Complete these sentences using the plural of the word in brackets.

Some follow the rules on page 12. Others are irregular.

- 1 There were several _____ from Dominica on the ferry. (family)
- 2 The _____ learnt to sail with their father. (child)
- 3 They transported the _____ on a raft. (box)
- 4 Two _____ rowed across the river. (woman)
- 5 Jonathan dangled both his _____ in the water. (foot)
- 6 He also caught two _____. (fish)
- 7 It took many _____ to get down the river on a raft. (day)
- 8 The man loaded twenty _____ onto the cart. (sheep)

Singular	Plural
child	children
man	men
woman	women
tooth	teeth
goose	geese
foot	feet
mouse	mice
louse	lice
sheep	sheep
fish	fish
cactus	cacti



- Tell students that some words ending in 'f' and 'ff' just add 's', for example *roofs*, *chiefs*, *cliffs*, *cuffs*, *sniffs*. Some words ending in 'o' simply add 's', for example *pianos*.

Writing: a story

Getting ideas for a story



Remember

When you write notes, you do not have to write complete sentences.

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 or topic.

Make notes to record your ideas. Writing your notes under headings or in a word web will help you to organise your ideas.



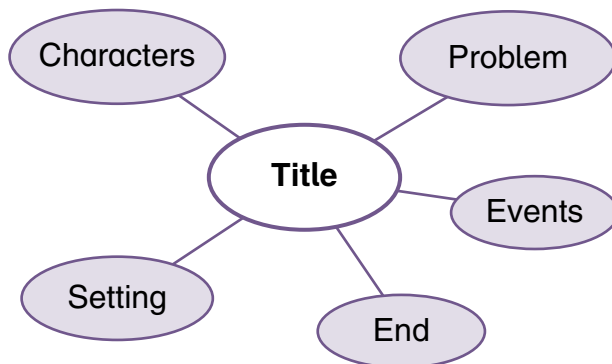
1

Make up a story about two children who play near a river.

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

- 1 Who are the characters?
- 2 Where is the story set?
- 3 What problem did they have?
- 4 What happened?
- 5 How was the problem sorted out?

WB 4 p147



The writing process

2

Use your notes to write a story.

Try to make your writing interesting.

- Choose your best ideas.
- Do not start all your sentences in the same way.
- Use a variety of verbs and adjectives.

- Gathering ideas is the important first step in the writing process (see page 152).
 - Exercise 1: Demonstrate **how to gather ideas**. Together, brainstorm ideas for a word web. Jot down students' suggestions (not complete sentences) on the board. Show students how to select some ideas and discard others.
- DA** It may be enough for some students to gather ideas, then tell their story orally. Others can go on to write a first draft.

Glossary

Adjective	Word used to describe a noun or a pronoun, e.g. <i>a big house, it was big.</i>
Adverb	Word used to describe how something is done, e.g. <i>The girl ran quickly.</i>
Alliteration	Repetition of the same sound at the beginning of words that are close, often used in poetry, e.g. <i>silver sands.</i>
Antonym	Word with the opposite meaning to another word, e.g. <i>tall/short</i> .
Conjunction	Words used to join other words, phrases, clauses and sentences, e.g. <i>and, but, although</i> .
Homonym	Word with the same spelling or sound as another word but with a different meaning, e.g. <i>saw (verb), a saw (noun)</i> .
Metaphor	Writing about one thing as if it were something else, (often used in poetry), e.g. <i>the curtain of night</i> .
Noun	Word which refers to a person, thing, place or quality, e.g. <i>Sonia, man, river, happiness</i> .
Object	Word or words which receive the action of a verb, e.g. <i>I read the book, we saw our friends.</i>
Onomatopoeia	Word which imitates a sound, e.g. <i>splash</i> .
Personification	Referring to a thing as if it were a person, e.g. <i>The wind whispered to me</i> .
Phrase	Group of words which does not make complete sense on its own, e.g. <i>the weather on Sunday, going to the beach</i> .
Prefix	Letters added to the beginning of a word to change its meaning, e.g. <i>possible → impossible, happy → unhappy.</i>
Pronoun	Short word used to replace a noun, e.g. <i>they, them, mine, yours</i> .
Sentence	Group of words with a subject and a verb. It begins with a capital letter and ends in a full stop, question mark or exclamation mark, and it expresses a complete idea, e.g. <i>While we were waiting, it began to rain</i> .
Simile	Phrase which compares one thing to another, e.g. <i>The stars were like diamonds</i> .
Subject	Person, place or thing which does what the verb describes, e.g. <i>The boy kicked the ball</i> .
Suffix	Letter or group of letters added to the end of a word to make a different word, e.g. <i>happy → happiness.</i>
Synonym	Word with similar meaning to another word, e.g. <i>afraid/scared</i> .

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