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**REVISE AND CHECK 1–3**

**REVISE AND CHECK 4–6**

**REVISE AND CHECK 7–10**

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World change makers

The pictures on this page show famous leaders who changed their own countries.

1 What emotion does the person at the centre of each photograph show?

“Be the change you want to see in the world.”
Mahatma Gandhi
**World leaders**

**Learning objective**
Shape and organize ideas clearly when speaking to aid listener.

**A**

Match the images of the world leaders on page 66 with their country below.

India  Iran  Myanmar  United States of America

**B**

1 Talk about what makes a good leader for a country.
2 Create three sentences to describe the things good leaders do. 
   *Example:* Good leaders show honesty and care for their people.
3 Say your sentences aloud to a partner or the class.

**C**

Read about these four leaders and how they changed the world. Use the Word Cloud meanings to help you.

---

**Aung San Suu Kyi** has told the world that the people in Myanmar don’t have freedom to choose how to live. She has peacefully challenged the rulers of her country. She has been in prison and was kept like a prisoner in her own home. She keeps on speaking out for the people of Myanmar.

**Gandhi** was given the name of ‘Mahatma’, meaning ‘great soul’. Gandhi gave India and the world the principles of nonviolence and honesty, which are still remembered and used today. Gandhi was killed because of his beliefs.

**Shirin Ebadi** is a lawyer and activist for the rights of women and children in Iran. In 2003, she was given the special international Nobel Peace Prize. She loves her country and said, “My message for Iranians is for love, friendship, peace and justice.”

**In the USA Martin Luther King** was a leader in the Black American struggle for justice and equal rights. He copied the nonviolent methods of Mahatma Gandhi. He was shot dead by people who did not agree with him.
The young Gandhi

As a child, Gandhi was brought up in a loving family and taught to respect all living things. In this story, as a child, Gandhi (Mohan) goes to market with his mother, Ba. He learns that in his religion cows are holy animals.

All Living Things

Mohan sat tall, breathing in the tropical scent blowing off the Arabian Sea nearby and the rich smells of spicy cooking. Men and women thronged the dusty road, their great shirts and flowing saris a shifting rainbow of colour, their chatter a mix of Bengali and Hindi languages. Other rich people in rickshaws whisked past, weaving between the people. Soon the Gandhi family driver was sprinting too...

Suddenly the rickshaw stopped. Mohan tumbled out of his seat onto the road. He stared up at the old cow that had tottered in front of them. She froze in place while traffic swerved around her. “Sorry, so sorry!” the driver was saying to the cow, and, “Sorry, Mrs Gandhi.”

“Take your time, dear old one,” she called to the cow. “The Lord Vishnu is with you.” The animals turned bleary eyes in Mrs Gandhi’s direction.

Mohan rubbed a scraped elbow. “Ba, you care more about the cow than you do about me!”

Her lips pressed together. “I revere all living things.” She pointed
to the cow. “You help her,” she said, “for dear Vishnu.” Mohan looked at his mother for a moment, then at the cow. Her bony shoulder stood higher than his head and flies swarmed around her eyes. “Help her off the road,” Mrs Gandhi prompted.

Mohan took a breath and waved the flies from the old cow’s face. Big as she was, the cow flinched. “Easy, old girl,” Mohan said. He did not know how to move a cow. He picked up a twig to swat her.


From Gandhi: Young Nation Builder by Kathleen Kudlinski

Comprehension

Learning objective
Comment on a writer’s use of language; interpret imagery and techniques.

A

Use words and phrases from the extract to support your answers.

1 Which summary of the extract is correct?
   a Mohan and his mother had a traffic accident at the market.
   b Mohan learned that all creatures are important and should be treated gently.
   c Mohan hit the cow to move it away from the traffic.

B

What do you think?

1 Give three phrases the writer uses to describe the scene in lines 1 to 7.
2 What imagery is used to describe the people’s clothes?
3 Why is the word ‘Suddenly’ and a very short sentence used in line 8?
4 How does the writer show that Mohan got hurt and felt cross in lines 15 and 16?
5 Ba is described as having ‘lips pressed together’ in line 17. This means:
   a She didn’t like the smells around her.
   b She was smiling happily.
   c She was upset and was thinking carefully.

C

What about you?

1 Write four sentences to describe what happened from the cow’s point of view.
2 Have you ever helped an animal? What did you do?
More prepositions

Learning objective
Identify prepositions and know how to use them.

A preposition is a word or phrase which shows the relationship between nouns, pronouns and other words in a sentence. Examples: on, in, under, with, by, to, of

A preposition can be a phrase. Examples: ahead of, in front of.

Examples: We arrived home at 10 o’clock
We went to the old market.
I went to the football match instead of my brother.

Prepositions often show:
Time: at one o’clock; on Wednesday
Direction: to the shops,
Means of doing something: by car
Exception: apart from the girl

Position: on the table
Possession: with ideas
Accompaniment: next to her

A
Find six different prepositions in the extract below.
Mohan sat tall, breathing in the tropical scent blowing off the Arabian Sea nearby and the rich smells of spicy cooking. Men and women thronged the dusty road, their great shirts and flowing saris a shifting rainbow of colour, their chatter a mix of Bengali and Hindi languages. Other rich people in rickshaws whisked past, weaving between the people. Soon the Gandhi family driver was sprinting too.

B
Below you will find some prepositions attached to a noun or noun phrase.

Make up sentences so that each phrase comes in the second half of the sentence.

Example: I woke up during the night.

1 during the night   3 by the sea
2 behind the house   4 since the weekend

C

Make sentences using the four prepositional phrases in exercise B. Put each phrase at the beginning of a sentence. Insert a comma after the phrase to chunk it off.

Example: During the night, I heard a strange sound.
**Complex sentences**

**Learning objective**

Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.

Complex sentences link ideas together using a **main clause** – a clause that makes sense on its own, and a **subordinate clause**, which doesn’t. Look at the main and subordinate clauses in the sentences below.

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She answered her mobile phone</td>
<td>while doing her homework.</td>
</tr>
<tr>
<td>She answered her mobile phone</td>
<td>although she didn’t want to.</td>
</tr>
</tbody>
</table>

The subordinate clause can be made more important by putting it first. A comma is used to show the separation between the two clauses.

**Example:** While doing her homework, she answered her mobile phone.

**A**

Rewrite these sentences so that the subordinate clause comes first rather than second. Remember to use a comma to separate the two clauses.

1. We will have sweets after dinner if I can find them.
2. There was a knock at the door as he was reading the paper.
3. You should plan your writing before starting to write.
4. The snow fell heavily throughout the afternoon.

Sometimes commas are used to show that additional information has been dropped into the middle of a sentence.

**Ellen Singer won the poetry competition. (aged 10)**

Ellen Singer, aged 10, won the poetry competition.

Notice the comma on either side.

**B**

Rewrite the sentences below to include the information in the brackets. Remember to use two commas – one either side!

1. Mia was late for school yesterday. (my best friend)
2. My father is a good sportsman. (who plays football and swims)
3. Makoto is always falling off his bike. (the boy who lives down the road)

Commas can also be used to ‘chunk off’ an introductory word or phrase at the start of a sentence. You do this when starting a conversation.

**Example:** Hello, how are you?
Nelson Mandela

Learning objective
Look for information in non-fiction texts to build on what is already known.

Since the beginning of time, brave men and women have fought for freedom and changed world history.

Early Years
On 18 July 1918, in a small village in South Africa, a great leader was born.

His real name was ‘Rolihlahla’ which means ‘troublemaker’ in the language of his tribe. When he went to school, his teacher gave him the name Nelson. Nobody knew what the future held for the little boy and how he would grow up to change the world.

Apartheid
When Nelson was growing up, South Africa was ruled only by white people. They ruled by a system called apartheid, or separateness. This meant that black and white people were separated and could not go on the same bus, to the same shops, schools or hospitals. White people had the best schools, the best hospitals and the best jobs. As a result the black people were poorer and less healthy.

Working for change
Nelson and his friends wanted to change all this. Nelson trained as a lawyer. He organized large peaceful protests against the South African government, which refused to recognize the rights of non-whites. His peaceful protests were met with violence. Many of his friends were killed or imprisoned. In 1964, he was imprisoned too. He stayed in prison for 26 years, refusing to give in to his captors. In 1990 he was released and became the first president of a free South Africa in 1994.

Today, South Africa is a democracy, which means that adults choose who they want to run the country. It wasn’t always so. Nelson Mandela changed all that, but it was a hard struggle, and one that had cost him his own freedom for many years.
Comprehension

A

Use words and phrases from the extract to support your answers.

1 What did Nelson’s real name mean?

2 What did Nelson Mandela have in common with Gandhi? Which two statements are true?
   a Mandela and Gandhi were born in India.
   b They both went to prison for their beliefs and actions.
   c Mandela and Gandhi acted peacefully to protest about lack of freedom.
   d Both men are still alive today.

B

What do you think?

1 Explain in your own words what ‘apartheid’ means.

2 Most of the paragraphs in the extract have a subheading to help the reader. Think of a different subheading for each of the first three paragraphs and write a new one for the final paragraph.

3 Line 19 says ‘peaceful protests were met with violence’. What do you think this means and why was there violence?

C

In the timeline below there is some missing information. Use the extract to help you complete it.

Nelson Mandela’s timeline

1918

He moves to Johannesburg.

1948

The government passes the laws of apartheid.

Nelson Mandela goes to prison.

1993

He wins the Nobel Peace prize.

Nelson Mandela becomes the first black ____________ .

Glossary

apartheid a political system in which only some people have full political rights, such as white people in South Africa

democracy a system of government in which all the people can vote to elect their representatives

tribe a group of people who live together and are ruled by a chief

Discussion time

Education is the most important way to change the world, for the better. Prepare a talk to discuss with your class how education can make changes in the world.

“You can use education to change the world.”

Nelson Mandela
Forming plurals

Learning objective
Investigate spelling patterns for pluralization.

When a word is changed from singular (just one) to plural (more than one) the spelling has to be changed. Most words add s. Examples: toy/toys, book/books, table/tables.

A
Write the following words out as plurals by adding ‘s’.
boy  day  meal  girl  car

If the word has a consonant before the y, ies is added. Example: berry, berries
If the word has a vowel (a, e, i, o, u) before the y, s is added. Example: toy - toys

B
Match up these singular and plural words into pairs.

baby  days  displays  rays  donkeys  puppy  berry
delays  city  jelly  berries  boys  toy  key  fly  babies
cities  jellies  ray  display  monkey  flies  monkeys
toys  delay  day  donkey  keys  puppies  boy

C
1 The words below add es when they turn plural. Work out why these words do this. Clue: Say the words aloud, and really pronounce the endings.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plurals</th>
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</thead>
<tbody>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>kiss</td>
<td>kisses</td>
</tr>
<tr>
<td>lunch</td>
<td>lunches</td>
</tr>
<tr>
<td>watch</td>
<td>watches</td>
</tr>
<tr>
<td>buzz</td>
<td>buzzes</td>
</tr>
</tbody>
</table>

2 Write out the rule so that it is easy for another classmate to understand.
Plurals and prefixes

Learning objective
Extend earlier work on suffixes and prefixes.

When words end in \( f \), or \( fe \), and the \( e \) is silent, the \( f \) or \( fe \) is changed to \( v \) in plurals.

Examples: calf/calves, leaf/leaves, thief/thieves, knife/knives, wife/wives

A

Find the six errors made in the passage below. Use the examples above to help you, although not all the errors appear in the examples!

Everyone collected things for the picnic in the forest: knifes, loaves – and even some scarfs and gloves in case it got cold! When they arrived, they found the ground covered in leafs. Everyone was enjoying themselves, eating delicious food and feeding the young calfs who walked by. Suddenly, thiefs jumped down from the cliffs...

Prefixes

The prefixes \( un-, dis-, im-, in- \) at the beginning of a word mean ‘not’ or ‘the opposite of’. They turn a word into its negative.

B

Add the prefix to the words in each column to create negative words. There is no need to change any spellings.

<table>
<thead>
<tr>
<th>dis–</th>
<th>un–</th>
<th>im–</th>
<th>in–</th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfied</td>
<td>happy</td>
<td>mature</td>
<td>complete</td>
</tr>
<tr>
<td>please</td>
<td>popular</td>
<td>possible</td>
<td>correct</td>
</tr>
<tr>
<td>harmony</td>
<td>likely</td>
<td>perfect</td>
<td>visible</td>
</tr>
<tr>
<td>comfort</td>
<td>dressed</td>
<td>patient</td>
<td>direct</td>
</tr>
<tr>
<td>order</td>
<td>professional</td>
<td>polite</td>
<td>accurate</td>
</tr>
</tbody>
</table>

Challenge

Other prefixes which mean ‘not’ or ‘the opposite of’ are \( il– \) and \( ir– \). Use your dictionary to find words which use these prefixes.

C

Prefixes have a whole range of different meanings. Find out what the prefixes below mean and write down their meanings.

Example: The prefix ‘sub’ means ‘below’ or ‘less than’.

<table>
<thead>
<tr>
<th>sub–</th>
<th>auto–</th>
<th>trans–</th>
<th>super–</th>
<th>micro–</th>
</tr>
</thead>
<tbody>
<tr>
<td>submarine</td>
<td>automobile</td>
<td>transfer</td>
<td>supermarket</td>
<td>microwave</td>
</tr>
<tr>
<td>subhuman</td>
<td>autobiography</td>
<td>transport</td>
<td>superman</td>
<td>microscope</td>
</tr>
<tr>
<td>substandard</td>
<td>autograph</td>
<td>transatlantic</td>
<td>superhuman</td>
<td>microchip</td>
</tr>
</tbody>
</table>
Song

Blowin’ In The Wind
How many roads must a man walk down
Before you call him a man?
Yes, ’n’ how many seas must a white dove sail
Before she sleeps in the sand?
Yes, ’n’ how many times must the cannonballs fly
Before they’re forever banned?
The answer, my friend, is blowin’ in the wind
The answer is blowin’ in the wind.

How many years can a mountain exist
Before it’s washed to the sea?
Yes, ’n’ how many years can some people exist
Before they’re allowed to be free?
Yes, ’n’ how many times can a man turn his head
Pretending he just doesn’t see?
The answer, my friend, is blowin’ in the wind
The answer is blowin’ in the wind.

How many times must a man look up
Before he can see the sky?
Yes, ’n’ how many ears must one man have
Before he can hear people cry?
Yes, ’n’ how many deaths will it take till he knows
That too many people have died?
The answer, my friend, is blowin’ in the wind
The answer is blowin’ in the wind.

Bob Dylan
Reading poetry

Hate becomes Love

HATE-HAVE-WAVE-WOVE-DOVE-LOVE

Hate
needed
to have
5 a wave of
friendship
(Hi! How you doing?)
and so it
wove the
10 dove of peace
into
Love

Mike Jubb

Comprehension

A

Explain your answers using words and phrases from the song.

1 The song Blowin’ in the Wind is about:
   a questioning when the world will change and get better
   b the way the wind blows
   c a man searching for a lost friend

2 Complete the gaps in the sentences below about the song.
   a The white ________ in the first verse is used as an image of peace.
   b The ________ verse is about war and bombs.
   c The songwriter uses two senses, s________ing and h________ing, in
      verse 3.

B

Compare the use of language

1 Find three ways in which the forms of the song and poem are different.
2 In what two ways are the themes the same? Give examples.

C

What about you?

1 Do you prefer the song or the poem? Give a reason why.
2 In what ways can you turn hate into love in your school or community?
Learning objective
Map out writing to plan structure.

Writing workshop

Kate and Kamil choose Mary Seacole.

Model writing
Read these notes, then find out more information about Mary Seacole.

1805 Mary Seacole is born. Her father is Scottish. Her mother is Jamaican (had been a slave). Mary’s mother heals people with herbs.

1881 Mary dies in London.

1854 The Crimean War begins. Mary works with Florence Nightingale.

1857 Mary writes a book about her adventures.

1853 She goes back to Jamaica. She helps sick people through a yellow fever epidemic.

1851 Goes to Panama. She saves the life of her first patient in Panama.

Writing frame
Draw a timeline and write the sentences from the notebook above in the correct place. Use the past tense.

Write in the dates where you can.

1 Add details in note form. Example: mother Jamaican, father Scottish

2 Focus on one event that you would like to highlight. Find out more about that event. Describe it using longer sentences with interesting adjectives.
Writing a biographic account
Read the extract on page 72 again. Now write a similar account about Mary Seacole.

Think of a good opening line for your text about Mary Seacole. Write the first draft. Think of ways of making it interesting, such as using unusual adjectives, adverbs and nouns. Encourage your reader to continue reading. Think of a good way to end your text.

Writing descriptions 1
The events in Mary Seacole’s life took place in three different countries: Jamaica, England and the Crimea, which is in Russia.

Research
Match photos A, B and C to the countries.
1 Find out more about these different places
2 Where are they?

Vocabulary
Look at the picture of the crowded street in India.
Find words and phrases in the extracts to describe the following:
1 The smell in the street
2 The colours of the clothes
3 The speed of the traffic

Writing descriptions 2
Write two sentences describing the street, using the words and phrases you found.