Warm up objective

Shape and organize ideas clearly when giving a verbal presentation. Listen and evaluate what others have presented.

Students make notes of desirable qualities in leaders, present their ideas orally, listen to other opinions and ask classmates to explain their opinions.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:
- We are able to prepare what we are going to say with the help of notes.
- We are able to understand and talk about desirable qualities in leaders.
- We can listen to the opinions of others.
- We can ask questions of the speakers in order to understand their opinions clearly.

Focus students’ attention on the title and ask them to explain its meaning. (It refers to people who change the world, often making it a better place to live.)

Ask: What is the opposite of a quality? (A defect or a fault.) What is the difference between the two? (A quality is a positive aspect of a person’s character; a defect, or fault, is a negative feature.) Ask: Which qualities are desirable in leaders? (Loyalty, honesty, kindness, etc.)

Books open. Read the quote bubble and ask students to repeat it chorally, stressing the imperative Be!

Ask: What do you think Ghandi means? If students have difficulty, prompt them with: What changes would you make at school or home to make it better? Students suggest ideas. Example: We could clean up the playground.

Tell students that they are going to talk about leaders who have made or are still making a difference in the world. Read the names aloud and ask students to raise their hands if they have heard any of them before. Ask: What is common to all four pictures? (The leaders are in the centre and surrounded by crowds of people.)

Read the question. Ask: What is the difference between a quality and an emotion? (A quality is a part of our character, of the way we are, while an emotion is a feeling that can appear and disappear in a short time.) Ask students to name a few emotions. Example: love, hate, anger, fear, sadness.

In pairs or small groups, students identify the emotion shown by each leader. Check answers orally. Remind the class to use appropriate expressions to show their agreement or disagreement. Example: I agree, I disagree, in my opinion, I think that (Gandhi) looks quite happy.

Wrap up the activity by asking different students to mime emotions for their classmates to guess.
equality being equal in status and rights.
fairness make judgments free from discrimination.
freedom the right to act and speak as one wants.
honesty the quality of being honest.
human rights the rights of freedom and equality.
justice the quality of being impartial.
peace the absence of war or conflict.
oppression being subject to unfair treatment.
truth the quality or state of being true.

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

Students apply strategies to express themselves more fluently. They remember to use thought maps, mentally ordering the points they are going to make.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:
- We are able to plan what we are going to say with the help of thought maps.
- We know what our main points will be.
- We know the order we will use them.

Word Cloud definitions
Direct students to the Word Cloud and ask them to identify the class of words on the list. (Nouns.)
activist a person who campaigns to bring about political or social change.
Reading fiction notes

Tell students to imagine a crowded market. **Ask:** Do the people there move quickly or slowly? Do they speak softly or loudly? What do they sell? Can you describe some of the sounds and smells in a market?

The extract is about a special moment in Gandhi’s life. He is on his way to the market when his mother teaches him a valuable lesson. Read the summary and explain to students that in India, all living creatures are holy. However, the cow is especially holy since it is said to be the ‘mother of civilization’ and a symbol of motherhood. In everyday life, cows plough fields and provide milk and leather from their skins when they die. For this reason, and because they are closely associated with the god Vishnu, cows are treated with respect.

Play the CD or read the text while students follow in their books. **Ask:** What lesson does Gandhi’s mother teach him? (That he must avoid violence.) Which incident brings it about? (An encounter with an old cow in the market.) Do you think Gandhi put this lesson in practice? (Yes, since he later gave the world the principles of non-violence.)

Word Cloud definitions

Ask students to identify the two nouns in the list (rickshaws and saris) and work out their meaning from the context. Next, they locate the eight verbs in the text and decide which ones describe rapid movement (whisked and sprinting); which ones refer to people moving in a crowd (swarmed and thronged) and which one denotes weakness (tottered). Finally, they find the verb that means to speak reprovingly (scolded); to move back in fear (flinched) and to hit with the hand or an object (swat).

**bleary** eyes that are unfocused because of tiredness.

**flinched** moved back in fear.

**rickshaws** light two-wheeled passenger vehicles.

**saris** garments consisting of a length of cotton or silk draped around the body.

**scolded** speak reprovingly.

**sprinting** running at full speed over a short distance.

**swarmed** moved around in large numbers.

**swat** hit with the hand or an object.

**thronged** filled an area.

**tottered** moved in a feeble or unsteady way.

**whisked** moved quickly somewhere.
Comprehension

Learning objective

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

Students will analyse and discuss how the author uses language to establish the atmosphere of the story. They will focus on the verbs and adjectives that bring it to life.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:

- We can infer what the characters think from what they say.
- We understand the verbs and adjectives the writer uses to describe the atmosphere.

Student Book teaching notes and comprehension answers

A

Remind students that summaries give the gist of a text and do not focus on details. Read each sentence with them and help them decide which one gives the most accurate idea of what the extract is about.

Answer: b

B

1 Students read the first paragraph again and choose the three phrases that best evoke the atmosphere of the scene. Ask them to focus on the author’s use of nouns, adjectives and verbs to depict the heat, noise and bustle along the road. Make a list of these on the board.

Answers:

- Tropical scent blowing off the Arabian sea (Line 1)
- The rich smells of spicy cooking (Line 2)
- The dusty road (Line 3)

- A shifting rainbow of colour (Line 4)

2 Students find the metaphor that describes the clothes people are wearing. (They are ‘a shifting rainbow of colour!’) Ask: Why is it a successful figure of speech? (Because it combines images of bright colour and harmonious movement.)

3 Confirm that sudden actions happen in a very short time, and that short sentences successfully describe this swift rhythm of action. Tell students to think up a few more examples.

- Ask: What two things happen simultaneously when the rickshaw stops? (Mohan falls out, and his mother addressed the cow.) Ask: Why did this make him cross? (Because he had scraped his elbow but she seemed more concerned about the cow.) Which verb does the author use to show that Mohan fell out rather abruptly? (He tumbled out of his seat.)

4 Tell students to read the passage again. Ask: What happens immediately after Ba presses her lips together? (She tells Mohan something important: that she reveres all living things.) Is it possible to press your lips together and smile? (No, your expression is necessarily serious.)

Answer: a

C

1 Students describe situations in which they helped an animal. Remind them to use the Who? What? When? Where? How? sequence when formulating their answers.

2 Ask students to read the text again and make a note of all the cow’s characteristics. Then tell them to put themselves in the animal’s place and invent a monologue in the first person, in which she describes how she feels. When they finish, encourage volunteers to act out their monologues.

Extension

Students draw and colour the scene as a comic and add the characters’ dialogue in speech bubbles.
Learning objective
Identify prepositions and know how to use them.

Students learn what prepositions are and how they are used. They also learn about the types of relationships they show, and use them in noun phrases.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:

► We are able to recognize prepositions and understand the relationships of time, place, direction, etc. they show.
► We are also able to use them correctly in noun phrases.

Grammar and punctuation

More prepositions

A preposition is a word or phrase which shows the relationship between nouns, pronouns and other words in a sentence.

Examples: in, off, nearby, of, a, between

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

Example: The pebbles rolled off the cliff.

We are able to recognize prepositions and use them in, off, nearby, of, a, between

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We know that we have achieved this because:

► We are able to recognize prepositions and understand the relationships of time, place, direction, etc. they show.
► We are also able to use them correctly in noun phrases.

Students complete the exercise in their notebooks.

When they finish, ask them to find more noun phrases in the text and transform them so that their meaning is different. Example: ‘Mohan tumbled out of his seat onto the road’ could become ‘All the marbles tumbled out of his pocket onto the floor’.

Encourage students to write at least three sentences.

A

A Students can complete this exercise in pairs. Partners read the paragraph together and identify the six different prepositions. Then they read the rest of the extract in order to find the remaining prepositions. Point out that some prepositions cannot be separated from the verb and so do not show relationships, but serve to give the verb (called a prepositional verb) a different meaning. Example: In the sentence ‘He (picked up) a twig to swat her’ the complete verb is ‘picked up’ and ‘twig’ is its direct object. To clarify, compare this sentence with ‘He ran (up the stairs).’ Correct the exercise with the class.

Answers:
in, off, nearby, of, a, between

B

B Students complete the exercise in their notebooks. When they finish, ask them to find more noun phrases in the text and transform them so that their meaning is different. Example: ‘Mohan tumbled out of his seat onto the road’ could become ‘All the marbles tumbled out of his pocket onto the floor’.

Encourage students to write at least three sentences.

C

C Students complete the exercise in their notebooks. When they finish, ask them in which way the meaning of the sentence changes when the noun phrase precedes the main clause. (The information given in the noun phrase becomes more important than the information in the main clause.)

Extension

Students focus on the Indian street scene on page 68 and write as many sentences as they can about the scene. Encourage them to write at least ten sentences using the prepositions given in the grammar box at the top of page 70 in the Student Book.
Complex sentences

**Learning objective**

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

Students learn how to differentiate between main clauses and subordinate clauses. They also learn how to use commas to separate subordinate clauses from main clauses.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:

- We understand that main clauses make sense on their own while subordinate clauses do not.
- We can recognize subordinate clauses and separate them from the main clause by means of commas.

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**Student Book teaching notes and grammar exercise answers**

Read the definition of complex sentences with the class. Point out that they differ from compound sentences which are made up of two main clauses connected by a conjunction. Ask them to give examples of compound sentences. **Example:** ‘Suddenly, the rickshaw stopped and Mohan tumbled out.’

A

Students write the sentences in their notebooks and compare them with a partner. Correct the exercise with the class. Then tell students to look at the reading passage again and find five complex sentences in it. In their notebooks, they copy the main clause and then complete it with a different subordinate clause.

**Example:** ‘She froze in place while traffic swerved around her’ could become: ‘She froze in place while Mohan looked at her.’ Ask students to read these sentences aloud, identifying the main and the subordinate clause.

**Answers:**

1. If I can find them, we will have sweets after dinner.
2. As he was reading the paper, there was a knock at the door.
3. Before starting to write, you should plan your writing.
4. Throughout the afternoon, the snow fell heavily.

B

Read the explanation in the grammar box with the class. Tell students that commas are used to offset the additional information in order to indicate that the meaning of the sentence will not be substantially modified if this information is omitted. Students then rewrite the sentences in their notebooks and correct them in pairs.

**Answers:**

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

---

**Extension**

Divide the class into two groups. Hand out paper to all the students. Instruct those of the first group to write simple sentences with ‘to be’ on their paper. **Example:** ‘My brother is always late for school.’ Tell the second group to write chunks of additional information on theirs. **Example:** ‘A good football player’ or ‘an exciting film’, etc. Place the paper on a table in two piles and invite students to take one piece of paper from each pile, work the additional information into the sentence and read the new sentence aloud. The class must decide whether it makes sense or not.
Learning objective
Look for information in non-fiction texts to build on what is already known.

Students make thought maps on what they already know about Nelson Mandela. Then they use evidence from across the text to complete their maps and extend their knowledge.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:

- We are able to discuss what we know about Nelson Mandela.
- We are able to create thought maps to reflect what we know.
- We can find the necessary information in the text to complete our maps.

Reading non-fiction notes
Ask: Which continent is connected with Nelson Mandela? (Africa.) Which country in Africa? (South Africa.) What do you know about it? (They hosted the 2010 Football World Cup; there are gold and diamond mines; in the past, black and white people had problems getting along; the whites ruled the country, etc.)

Remind students of the usefulness of thought maps, which can help them organize information that is connected to one central topic. Draw a cloud on the board and write ‘Nelson Mandela’ in it. Books closed, students list everything they know about the African leader. Write their contributions as subtopics branching off from the central cloud.

Play the CD or read the text while students follow in their books. In pairs or small groups, they read it again and fill in the information on their thought maps. When they finish, invite them to contribute what they have found in order to complete the large map on the board.

Point to the Glossary and read out the definitions. Students locate these terms in the text. Ask: Which other words do they think are important?

Word Cloud definitions
Focus students’ attention on the Word Cloud. Tell them to find two words that refer to people (captors and lawyer); three abstract nouns (government, system and violence); a synonym for fight (struggle); antonyms for imprisoned and united (released, separated).

Ask students to read the text again and find another three words that refer to people (leader, troublemaker, teacher, etc.) and three places (village, school, shops, etc.)

captors those who are holding someone captive.
in prison, or as a hostage.
government the group of people with the authority to govern a country.
lawyer a person who practises or studies law.
released set free.
separated kept apart.
struggle a very difficult contest.
system an organized scheme.
violece behaviour involving physical force intended to hurt someone or something.
## Comprehension

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

1. What did Nelson Mandela have in common with Ghandi? Which two statements are true?
   - Nelson and Ghandi were born in India.
   - They both went to prison for their beliefs.
   - Nelson and Ghandi acted peacefully to protest about lack of freedom.
   - Both were still alive today.

2. Why do you think there was violence?
   - Peaceful protests were met with violence.
   - It deprived the soldiers, policemen, etc. of their identity and humanity.

3. What do you think this means?
   - "Education is the most important weapon to change the world, for the better." (opinion)

## Nelson Mandela’s timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>Nelson Mandela was born.</td>
</tr>
<tr>
<td>1941</td>
<td>Nelson Mandela goes to Johannesburg.</td>
</tr>
<tr>
<td>1948</td>
<td>The government passes the laws of apartheid.</td>
</tr>
<tr>
<td>1952</td>
<td>Nelson Mandela goes to prison.</td>
</tr>
<tr>
<td>1990</td>
<td>He wins the Nobel Peace prize.</td>
</tr>
<tr>
<td>1993</td>
<td>He leaves the provincial prison.</td>
</tr>
<tr>
<td>1994</td>
<td>Nelson Mandela becomes the first black president in South Africa.</td>
</tr>
</tbody>
</table>

## 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.

## Extension

Students find three simple and three complex sentences in the text. Example: ‘White people had the best schools, the best hospitals and the best jobs.’ (simple sentence). ‘When Nelson was growing up, South Africa was ruled only by white people.’ (complex sentence).
Learning objective
Investigate spelling patterns for pluralisation.

Students learn how to form the plural of words ending in –y, and the reason words ending in –x, –ch, –sh, –ss, and –zz take –es in the plural.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:

- We know when to use the plural endings –ys/–ies for words in –y.
- We know why words ending in –x, –ch, –sh, –ss, and –zz take –es in the plural.

Student Book teaching notes and spelling exercise answers

Read the rule on the formation of plurals for words ending in –y. Make sure that students understand that they must focus on the letter that precedes the ending in –y.

Answers: boys; days; meals; girls; cars.

Students can complete this exercise in pairs. Ask them to identify the letter preceding the final –y before giving the plural form.

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

Read the first column of the list aloud with the class. Tell students to draw out the final sound of each word and focus on the sibilance. Explain that when these words are pronounced, the air escapes freely between the teeth, and is not stopped by the lips or the tongue.

Ask: If we just add s to a word like ‘dish’, is it easy to say ‘dishes’? (No) What can we do to make it easier? (We can add –es and say ‘dishes.’)

Books closed, read the first column of words again. Students give the plural form of each word. (Make sure the last sound is pronounced /z/ and not /s/.)

2 Help them formulate the simple rule of formation: ‘To form the plural of words ending in –x, –s, –ss, –sh, –ch, and –zz, add –es.’

Finally, ask students to find one or two words with each of these endings in the unit texts or the dictionary and write the plural forms in their notebooks.

Tell students that the rules of formation of the plural they have learnt here are also used to form the 3rd person singular of the present tense. Thus, ‘I cry’ becomes ‘he cries’; ‘I play’ – ‘he plays’; ‘I rush’ – ‘he rushes’, etc. Tell students to find infinitives with these endings and transform them into the 3rd person singular. Check the activity with the class.

**Top Tip**

The words below add –es when they turn plural. Work out why these words do this. Can say the words aloud, and really pronounce the endings.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<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>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>kiss</td>
<td>kisses</td>
</tr>
</tbody>
</table>
Learning objective
Extend earlier work on suffixes and prefixes. Students learn some negative prefixes as well as the meanings of some Latin and Greek prefixes.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:
- We are able to form new words with negative prefixes.
- We can explain the meaning of some Latin and Greek prefixes.

Student Book teaching notes and vocabulary exercise answers
Read the information in the grammar box with students, and ask them to read the examples aloud. Explain that both the spelling and the pronunciation of these words changes.

A
Students can do this exercise in pairs. Once they have found and corrected the six errors, you can dictate the paragraph to the class.

B
By learning the meaning of prefixes student will be able to broaden their vocabulary considerably with very little effort.

Read out the three prefixes. Point out that they all mean ‘not’; the first two are Saxon (early English) and the third is Latin. Students form the new words orally.

Tell students that in English, prefixes come from the Saxon, Latin or Greek. Greek prefixes are mainly used to form scientific words. Saxon prefixes are attached to words of Saxon origin, while Latin prefixes are generally added to Latin words.

In this exercise, three prefixes come from the Latin and two from the Greek. Students look up the definitions in their dictionary and write them down in their vocabulary book. When they finish, ask them to find another three Greek prefixes, give their meanings and find words formed with them. Are words beginning with tele–, meta–, mono–, anti– and hyper– also used in their language? Point out that although the spelling may change slightly, the meaning remains the same.

Answers:
sub– under, below
auto– of or by oneself; working by itself
trans– on the far side of, across
super– larger, greater or more powerful
micro– extremely small

Top Tip
Read out the Top Tip and ask students to think of more words with –ve and –ff endings in the singular.
Example: cuff/cuffs, clove/cloves, dove/doves.

Challenge
Ask students to find four words for each prefix in–, il– and ir– [NB please italicise all except for ‘and’ and make the dashes n-rules] and then state the rule. (Words beginning with ‘l’ take the prefix il–; words beginning with ‘m’ or ‘p’ take im–; words beginning with ‘r’ take ir– and the rest take in–.)

Answers:
knives – knives
scarfs – scarves
leaves – leaves
themselves – themselves
calfs – calves
thieves – thieves

Prefixes
The prefixes sub–, dis–,-in– at the beginning of a word mean ‘not’ or ‘the opposite of’. They have a wide range of meanings. Find out what the prefixes below mean and write them down in your dictionary.

sub– under, below
dis– not, or in the opposite of
in– to or into the opposite

Prefixes have a wide range of different meanings. Find out what the prefixes below mean and write them down in your dictionary.

The prefix sub– means ‘below’ or ‘less than’.

Vocabulary

Learning objective
Extend earlier work on suffixes and prefixes.

Examples: coefficient, biennial, self-defence, self-respect

When words end in ‘f’ or ‘fe’, and the ‘f’ is dropped, the ‘f’ or ‘fe’ is changed to ‘eff’.

Examples: coefficient, biennial, self-defence, self-respect

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 in the forest today. Leaves – and even some socks and gloves in case it got cold! When they arrived, they took the ground covered with earth. Everyone was enjoying themselves, eating delicious food and feeding the young calves who walked by. Suddenly, thieves jumped down from the cliffs!

Everyone collected things for the picnic in the forest: knives, 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 themselfs, eating delicious food and feeding the young calfs who walked by. Suddenly, thieves jumped down from the cliffs!

Plurals and prefixes

Answer: sub– under, below
auto– of or by oneself; working by itself
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Examples:

- cuff/cuffs, clove/cloves, dove/doves.

In this exercise, three prefixes come from the Latin and two from the Greek. Students look up the definitions in their dictionary and write them down in their vocabulary book. When they finish, ask them to find another three Greek prefixes, give their meanings and find words formed with them. Are words beginning with tele–, meta–, mono–, anti– and hyper– also used in their language? Point out that although the spelling may change slightly, the meaning remains the same.

Answers:
sub– under, below
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Learning objective

Compare the style, forms and themes of different poems.

Students identify the form used by the two poets and consider the message of each poem. Then they compare how the theme is treated by each one.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:
- We understand that both poems are about peace.
- We can see that both are written in free verse.
- We can point out the characteristics that make them different.

Teaching notes on the song

In this lesson and the next, students are going to compare the style and form of a poem and a song which share a similar theme: Bob Dylan’s Blowing in the Wind and Mike Jubb’s Hate Becomes Love.

Tell students that when Dylan wrote this song, he was an obscure folk singer who became better known after joining the American Civil Rights and anti-war movements of the early 1960s. He has now been an influential figure in music and culture for five decades and Blowing in the Wind remains one of his most famous protest anthems.

Books closed. Write the title of Dylan’s song on the board. Ask students to name some things that can blow in the wind. Elicit: leaves, raindrops, litter, etc. Tell them that this song deals with the violence and injustice that certain people suffer. Ask them to predict what is going to be blowing in the wind, and write their suggestions on the board.

Books open. Focus attention on the illustration.

Ask: What is the dove a symbol of? (Peace.) Can you suggest other peace symbols? (The peace sign ☮; the rainbow-coloured flag.)

Listen to the song. Ask: How does the songwriter decide to approach his subject? (Through a series of questions.) Do these questions have answers? (Not really; the answers are still blowing in the wind.) How many problems does he indirectly mention? (Two: war and racism.) What happens at the end of every other verse? (The refrain is repeated.)

Word Cloud definitions

Ask: Which word in the list is a noun? (Cannonballs.) What kind of noun is it? (A compound noun.) Which two words make it up? (The nouns ‘cannon’ and ‘ball’.) Tell students that compound nouns are made up of two or three words which have different meanings when taken separately but acquire a completely new meaning when combined together.

banned forbidden.
cannonballs round metal or stone projectiles fired from a cannon.
exist live.
pretend appear to feel an emotion without really feeling it.

Extension

1 Ask students to write another verse for Blowing in the Wind and then recite or sing it to the class.
2 Create a multiple word web poster. Ask students to go through the first five units of their book and find words preceded by a prefix. Each prefix forms the centre of its own web, and its meaning is added underneath. Then add the other words they have found in their books.
Reading poetry

Hate becomes Love
HATE-HAVE-WAVE-DOVE-LOVE

Hate needed
to have a wave of friendship
(Did you do it?)
and so it wove the dove of peace into Love

Mike Jubb

Comprehension

A

1. The song, Blowing 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 about the song below.
   a. The white ___ in the first verse is used as an image of peace.
   b. The ___ verse is about war and bombs.
   c. The poet uses two senses, ___ and ___ in verses 4 and 5.

B

Poet's use of language

1. In order to help students compare the song and the poem, write the following terms on the board:
   End rhyme – Internal rhyme. Ask: Are end rhymes used? (No. There is only one in Dylan's song: sky/cry.) Point out that lack of end rhymes turns the poem and song into free verse.
   What about internal rhymes? Confirm that there is only one (dove/Love) in Jubb's poem. Ask: Which devices do the poets use to make their texts more flowing and musical? (They play with the sounds of the language.) Point out that each verse in Dylan's song begins with a question, and there is a refrain at the end of every other verse.

2. Both the song and the poem are about peace, but Dylan does not mention the word in his song. He uses the metaphor of the white dove, talks about banning cannonballs and says that 'too many people have died,' presumably in war. Jubb mentions 'the dove of peace,' but couples it with the word 'love.' So it seems that while both the song and poem are about peace, Dylan's stresses the need for solidarity while Jubb's angle is love and friendship.

Word puzzle

l o v e
_ _ _ _
_ _ _ _
_ _ _ _
s a v e

Answers:
love – cove (shove, rove etc.) – cave
(shave, rave etc.) – save.

C

1. In pairs or small groups, students discuss their reactions to the song and the poem. Point out that these can be based on the theme or the form of the poem and song. When they finish, invite volunteers to give reasons for their preference, and encourage class discussion.

2. Students suggest ways in which they can bring more love, kindness and respect into their school or community. Example: be helpful in class; offer to help parents do your share of chores, etc.

Word Puzzle

Answers:
love – cove (shove, rove etc.) – cave
(shave, rave etc.) – save.

Extension

1. Give students another word ladder to work with in order to create a poem similar to Mike Jubb's.

2. Working in small groups, students produce a poster or a collage based on the text of either the song or the poem.
Learning objective
Map out writing to plan structure.
Students consider how to research their subject’s life, gather facts and anecdotes about him or her and create a timeline. They decide on the number of paragraphs they will write and the information they will include in each one.

Remember to display the learning objective to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

We know that we have achieved this because:
- We are able to consult appropriate sources to find the information we need.
- We know how to take notes of important facts and dates.
- We understand how to use a timeline.
- We know how to divide our text into chapters.

Student Book teaching notes and writing workshop exercise answers

Ask: What do we call texts that narrate people’s lives? (Biographies.) Ask: What are some elements of biographies? Elicit: important dates and events in the person’s life; description of childhood; list of places where the person lived; family life, achievements, etc.

Confirm that biographies take place in the past although they can be narrated in the present tense to make them more lively and exciting. Remind them that before they start writing, they need to map out their writing plan. One way of doing this is deciding how many paragraphs the biography will include, and planning what will go into each paragraph. A timeline is a good starting point for this preliminary work.

Model writing
Tell students that they are going to write Mary Seacole’s biography. Ask them to skim through the notes in order to discover what she was. (A doctor and a writer.)

Ask: Are the notes in chronological order? (No.) How can they be reordered? (With the help of a timeline.) Is this timeline complete? (No, it has many gaps.)

Writing a biography

Before students complete the timeline, ask them where they can find information about Mary Seacole’s life. (In the school library, at the local library, on the Internet, etc.) They should come up with one or two really unusual facts that will add flavour to their text.

Example: a description of her mother’s profession, her ventures into hotel keeping, Florence Nightingale’s opinion of her, details of her generosity and caring heart, her contributions to 19th century nursing practices, etc. These details will help flesh out the character and make her come alive.

Then students copy the timeline in their notebooks and complete it in pairs, adding the new facts they have learned about her.
Once they are satisfied that they have followed all the guidelines, they copy out their final version and hand it in for correction.

Before handing back the assignment, select sentences from different biographies and copy them on the board in order to analyse them with the class. Encourage students to point out both the positive and negative choices made by the writers. Highlight effective titles, headings, sentences and expressions so students can develop their critical sense when revising their own work.

### Writing descriptions 1

**Research**
1. Students match the photos and countries where the events in Mary Seacole’s life took place. Tell them to list, or look up, facts about each country. **Example:** capital city, population, famous people born there, languages spoken, curious or unusual facts, etc.
2. A England B The Crimea, Russia C Jamaica

**Vocabulary**
Ask students to imagine being in a crowded scene like this. **Ask:** What noises would they hear? (Talking, car horns, traffic, etc.) What smells would they smell? (Food stalls, traffic pollution, etc.)

**Answers:**
1. food, traffic, industry, people
2. white, pale, muted, light, pastel
3. slow, lumbering, sluggish

### Writing descriptions 2

Students write their sentences using the words and phrases they have found in the previous task. Ask for volunteers to share their sentences with the class. Which adjectives have been used the most? Which sentences are the most effective?

### Extension
1. Students read their biography to their classmates. Encourage the other students to ask questions and make comments.
2. Students write a short poem about Mary Seacole and recite it to their classmates.

---

**Writing a biography account**

Write the following topics on the board: Early years – Studies – Experiences – Contributions. Ask students to also read the text on Nelson Mandela again (page 72) again and identify the paragraph in which each topic is mentioned.

In pairs, students now find four similar topic headings for their piece. Under each heading, they outline the information they will present in the corresponding paragraph. Remind them that in this unit, they have learnt how to use noun phrases and complex sentences, and have added a number of useful prefixes to their list.

Ask students to make a list of connectors they can use to link their sentences and paragraphs together, and tell them to add these to their plan in the correct places.

Next, they decide on a catchy title that will attract the reader’s attention and make him or her want to read the text.

After collecting suitable illustrations for their text, students are now ready to write the first draft of their biography. Remind them to consult the dictionary if they have doubts about the spelling or meaning of a word. When they finish, they exchange their draft with a classmate for correction.
Nosekeni was obliged to leave Mvezo for Qunu, a village only a few miles away. Larger than Mvezo, it bordered the east-west road through the Transkei (today a major highway). She wore her most beautiful, bright coloured dress, and a huge black-and-white turban on her head.

Rolihlahla was strapped onto her back in a long band of cloth wrapped around his chest. He was used to being carried like this, and easily fell asleep to the rhythm of Nosekeni’s walk and the lullaby she was singing:

Sleep, sleep my baby,
Sleep, sleep little Rolihlahla
Sleep, sleep my little frog
Sleep, sleep my little lamb
Sleep, sleep my little darling
Sway along with me,
For your mother has a long way to walk to Qunu.

Qunu had about a hundred inhabitants, mostly women, children, and the elderly. Most of the young men had left to work in the gold mines of Johannesburg.

It was surrounded by a uniform landscape of green, grassy hills with very few trees, but vast herds of animals. These were accompanied by many white birds, who sat on the backs of cattle and rid them of their parasites. Today, on the other side of the highway, there is a small wooded area called Qunu Forest.

Nosekeni built her own kraal in the western end of the village. This was a traditional grouping of three round straw huts with conical thatched roofs, with a corral for the animals and a small garden where she would grow corn, beans, and pumpkins.

From Nelson Mandela: The Early Life of Rolihlahla Madiba by Jean Guiloineau

**Glossary**

corral  a pen for livestock, especially cattle or horses, on a farm or ranch.
Comprehension

A

1 Read these statements about the passage. Tick the two boxes that are true.
   a Nosekeni was leaving the city to go back to her village. [2]
   b She carried Rolihlahla in her arms. [2]
   c As she walked, she sang to the baby. [2]
   d The road seemed long to her. [2]

B

Give evidence from the text to support your answers.

1 Provide one reason why you think that Nosekeni loved her baby?
   _____________________________________________________________ [1]

2 Nosekeni was forced to leave the village. In your opinion, why did she wear her best clothes?
   _____________________________________________________________ [2]

3 How do we know that Nosekeni often carried her baby?
   _____________________________________________________________ [2]

4 What helped the baby sleep while his mother walked?
   _____________________________________________________________ [1]

C

Give evidence from the text to support your answer.

1 Nosekeni was a proud woman. How does the writer infer this?
   _____________________________________________________________ [2]
Reading: non-fiction

Read the extract and answer the questions.

We must learn to live together*

Martin Luther King was born in 1929 in Atlanta, Georgia. He would later be known as the man that wanted people to realize that all men were created equal. He became a Baptist minister and one of the most important leaders of the movement for equality during the 1960s. The United States had long operated under a system of segregation (separation) for blacks and whites in employment, schools and even in restroom facilities!

Integration (mixing) was happening, but the work was slow and difficult and one of the big worries was how to unify people on both sides and bring people together regardless of race. Dr Martin Luther King Jr. believed that the answers would be found in peaceful resistance and not through violence.

He never allowed bitterness or personal attacks to detract him from his mission and he inspired all who followed him to act in the same respectful, dedicated and determined manner. Martin Luther King was able to change many things during his life.

http://www.thekidswindow.co.uk/Kids-pages/Martin_Luther_King.htm

Glossary
bitterness anger and disappointment at being treated unfairly.
unify make or become united.

Comprehension

A

Give evidence from the text to support your answers.

1 What does ‘segregation’ mean?

_______________________________________________________________________ [1]

2 What is the opposite of ‘segregation’?

_______________________________________________________________________ [1]

B

Give evidence from the text to support your answers.

1 Tick two statements which show how Dr Martin Luther King was similar to Nelson Mandela?

   a He was a lawyer. ☐
   b He believed in peaceful resistance. ☐
   c He lived in a country where black and white people were separated. ☐
   d He believed that he could become president of his country. ☐ [1]
2. Do you think integration was an easy process?

_________________________________________________________________________ [1]

3. According to Dr King, how could integration happen in the United States?

_________________________________________________________________________ [1]

C

Give evidence from the text to support your answers.

1. Write a suitable heading for each paragraph.

1st paragraph: ________________________________________________________________

2nd paragraph: ________________________________________________________________

3rd paragraph: ________________________________________________________________ [3]

2. Explain why the writer ends the phrase ‘... even in restroom facilities!’ (Line 6) with an exclamation mark?

_________________________________________________________________________ [1]

3. Give two examples to support the statement that Dr King was a ‘world change maker’.

_________________________________________________________________________ [1]

Writing

Write the biography of a person you know very well. It could be someone in your family or a friend. Please use a separate sheet of paper.

Remember!

1. Include the main features of a biography.

2. Before you write your biography plan your information on a timeline.

3. Make notes on the events you want to highlight.

4. Add interesting details, using unusual adjectives, adverbs, and nouns.

5. Think of a good opening line, and then write your composition. [20]
Please complete in block capitals

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