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.

Unit warm up

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.

Let’s Talk

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.

A
Point to the world map on pages 6 and 7. Read out the names of the four countries and ask students to locate them. Match each person to his or her country. Look for clues in the photos and the names of the leaders.

Answers: India: Gandhi; Iran: Shirin Ebadi; Myanmar: Aung San Suu Kyi; United States of America: Martin Luther King.

B
1 In groups, students read the Word Cloud list again and decide on the three qualities that they think good leaders need. While they are discussing their answers, write the Word Cloud words on the board. When they finish, invite each group to come to the board and tick the qualities they have chosen. Add up the ticks. Which qualities do students prize the most in leaders?
2 Individually, students focus on the survey results in order to write their sentences. Encourage them to use vocabulary they worked with previously. You can also supply verbs that will help them express their thoughts. Example: respect, detest, love.
3 Students take turns to express their opinion about what makes a good leader. Encourage the rest of the class to listen and ask questions.

C
Students read the texts. Ask: Who won the Nobel Peace Prize in 2003? (Shirin Ebadi.) What does ‘Mahatma’ mean? (Great soul.) Who copied Gandhi’s non-violent methods? (Martin Luther King.) What did Aung San Suu Kyi tell the world? (That the people in Myanmar don’t have the freedom to choose how to live.)
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.)

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.

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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 window 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 were 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...
Comprehension

Use words and phrases from the extract to support your answers.
1. Which summary of the extract is correct?
   a. Mohan learned that all creatures are important and should be treated gently.
   b. Mohan learned that all creatures are important and should be treated with care.
   c. Mohan learned that all creatures are important and should be treated with respect.

2. Why is the word ‘Suddenly’ used and a very short sentence in line 7?
   i. Mohan took a breath and waved the flies from the old cow’s face.
   ii. The cow flinched.
   iii. ‘Easy, old girl,’ Mohan said.

3. Give three phrases the writer uses to describe the scene in lines 1 to 7?
   i. Tropical scent blowing off the Arabian sea.
   ii. Dusty road.
   iii. Rich smells of spicy cooking.

4. What about you?
   i. What do you think?
   ii. What do you think?

5. How does the writer show that Mohan got hurt and felt cross in lines 14 and 15?
   i. Mohan took a breath and waved the flies from the old cow’s face.
   ii. The cow flinched.
   iii. ‘Easy, old girl,’ Mohan said.

6. Why is it a successful figure of speech? (Because it combines images of bright colour and harmonious movement.)
   i. Mohan learned that all creatures are important and should be treated gently.
   ii. Mohan learned that all creatures are important and should be treated with care.
   iii. Mohan learned that all creatures are important and should be treated with respect.

7. 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.)

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

Answer: 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

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.

Student Book teaching notes and grammar exercise answers
Read the definition of prepositions with the class. Copy the first example on the board. Ask: Which two elements are connected by the preposition ‘to’? (The place to the action, i.e. ‘market’ to ‘went’.) Do the same with the rest of the examples.

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
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
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.