



# How can we make a difference?

## Literacy

**Read:** a nonfiction text about the lives of four whiz kids; a fiction text about a student starting at a new school

**Reading Strategies:** asking questions; understanding cause and effect

**Process Writing:** read, plan, write, and edit a letter about a fundraising event

**Improve Your Writing:** parentheses

## Oracy

**Skill:** Ground Rules

**Cue Cards 1–3:** 1. *I think ... because ...*, 2. *I agree because ...*, 3. *I disagree because ...*

**Speaking Mission:** organizing a fundraising event

## Language

**Key Words 1:** *international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer*

**Key Words 2:** *react, developer, ambassador, code, successful, skill, professional, electronic, invent, innovation*

**Key Words 3:** *canvas, generator, germs, exhibition*

**Key Words 4:** *introduce, hang out with, curious, interrupt, ignore, weird, offer, obviously, get lost, immediately, realize, announcement*

**Speaking Mission Key Words:** *donation, fundraising, help out, participate, pledge, sponsor, succeed, target*

## Grammar in Context

**Quantifiers:** *All / Most / Some / A few / No houses had electricity.*

**Causative Verbs:** *I had my bike fixed last week. I had my hair cut yesterday.*

## Spelling Patterns and Word Study

**Spelling Rule:** *ie or ei?*

## Listening

**Project:** Community Garden

## Values

**Respecting Others**

## The Big Challenge

**How can we create a new community project?**

Give a presentation on a project to help your community





## How can we make a difference?

- ☐ **Learn** how we can make a difference to society.
- ☐ **Define** and use ground rules for discussion.
- ☐ **Write** a letter to raise funds for a charity.
- ☐ **Give** a presentation on organizing a community project.
- ☐ **Plan** a fundraising event.

How can we help other people?

How are the people in the pictures helping?



What can we do to improve our neighborhood?



### Key Words 1

international	disease	talent
society	inspire	volunteer
charity	environment	
vaccination	conservation	

- 1 1.1 Watch the video. Number the people in order.  
3 Mae Powell 2 Mark Jackson 1 Jane Tam
- 2 1.1 Watch again. Complete the graphic organizer in the Activity Book.

AB page 2

**Objective:** to introduce the topic of making a difference to society

**Key Words 1:** international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer

**Materials:** Video 1.1, Audio CD 1.1, Flashcards 1.1–1.10



## HOW CAN WE MAKE A DIFFERENCE?

- Read the Big Question aloud. Ask or explain what it means to *make a difference* (take action to improve a situation or help somebody). Accept all relevant suggestions. Write a list of useful words on the board.
- Go over the pictures and questions on the page. Help with language as needed. First picture: *Who are these people?* (a woman and a young girl) *What is their relationship?* (music teacher and student / mother and daughter) *What is the girl doing?* (She's playing the piano.) *How is the other person helping?* (She's showing the girl how to play.)
- Remaining pictures: *Who are these people?* (teacher and student, three friends) *How are they helping?* (The teacher is explaining things. They are cleaning up the beach.)
- Use the same questions to discuss the large picture (two teenage boys; friends; they're planting trees).
- Read the final question on page 6 aloud, and elicit suggestions.
- Read the unit objectives aloud, and discuss them with students.



### Key Words 1

Use the flashcards and audio to present Key Words 1. Ask students to listen and say the words. Then, ask questions to check comprehension: *Look at the children cleaning up the beach. What are they making better? (the environment) Which key word describes something you're good at? (talent)*



### 1 Watch the video. Number the people in order.

Watch the video. Check the answers. Then, ask: *What jobs do the three people in the video do?* (Jane Tam, doctor; Mark Jackson, basketball coach; Mae Powell, conservation volunteer) *Who do they help?* (Jane Tam, sick people; Mark Jackson, people in wheelchairs; Mae Powell, animals and plants in the ocean or on the beach)



### 2 Watch again. Complete the graphic organizer in the Activity Book.

Play the video again, and have students complete Activity 1 on AB page 2. Have pairs compare answers.

AB page 2



## Ready to Read: Nonfiction

### 1 Read the text and answer the questions.


- Why did Louis Braille invent a new writing system?  
*He wanted to read and learn more.*
- How was his writing system better than the one before?  
*It was easier to read and cheaper.*
- Who did he help with his invention? *blind people*

#### Reading Strategy: Asking Questions

Asking questions about a text helps you to understand it. You can think of questions to ask before, during, and after reading a text.

### HISTORY OF BRAILLE

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Statue of Louis Braille

**Louis Braille** was born in 1809 near Paris. When he was three years old, he had an accident, and he became blind. When he was ten, he went to a special school for blind people.

Louis's school library had books with letters that the blind students could feel with their fingers. But there weren't very many, because making that kind of book cost a lot of money. Louis quickly read all the books in the library. He wanted to read and learn more. So, he decided to invent a new way to make letters for blind people. He used dots to represent the letters. These dots also stuck up from the pages. Louis's system of letters was

easier to read. It was also cheaper, so people could make more books. Louis's system is now known as Braille. You have probably seen Braille letters and numbers in elevators and other public places.

Can you guess how old Louis was when he invented his system? He was only 15!



### 2 Write two more questions about the text. Use who, what, how, when, where, or why. Ask a friend.

- 
- 

### 3 Look at the title and pictures on the next page. Then, answer the questions.

- The biographies are of four "whiz kids." What do you think whiz kid means?
- What do you think each whiz kid did?



What invention has helped people the most?

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**Objective:** to ask questions to help you understand a text

**Key Words I:** international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer

**Materials:** Audio CD I.1, Flashcards I.1–I.10, colored pencils



#### Key Words I

Use the flashcards and audio to review Key Words I.

### 1 Read the text and answer the questions.

Read the text in the Reading Strategy box aloud, and check comprehension of the advice. Ask: *When can you think of questions when you read a text? (before, during, or after reading)* Ask students to read the three questions. Ask if they have heard of Braille before and what they already know about it. Tell students to underline the part of the text that gives information about each question. Ask them to compare their choices in pairs and then study the information carefully. Ask for and compare answers in class, asking students to read the relevant parts of the text aloud.



### 2 Write two more questions about the text. Use who, what, how, when, where, or why. Ask a friend.

Quickly review how questions in the past simple are formed in English (question word + *was / were* + subject or question word + *did* + subject + verb). Ask students to reread the text and use a colored pencil to underline any other parts of it that they want to ask questions about. Tell them to circle the word or phrase that has the answer, and have them think of the question word they will need to get this answer. (For example: *Louis Braille was born near Paris.* → *Where was Louis Braille born?*) Students use their questions to test each other in pairs.



### 3 Look at the title and pictures on the next page. Then, answer the questions.

Remind students to look not only at the photos of the whiz kids but also at the background picture. For question a, point out that Louis Braille was also a whiz kid, and ask students to say why. (*He was only 15 when he invented his writing system.*) Then, ask for a definition of whiz kid in the students' own words, and read the introductory paragraph aloud for them to check their ideas. For question b, accept any plausible suggestions.



#### Big Question Link

Read the Big Question Link box aloud, and invite students to form small groups to discuss the question. Encourage students to give reasons for their suggestions. If groups are stuck, encourage students to give examples of useful inventions around them. Invite students to switch groups and to share what was discussed in their previous groups. Invite feedback by asking volunteers to share what inventions they think have helped people the most.




#### Fun Corner!

##### Reading by Touch

Have students work in pairs. Encourage students to think of a simple picture to draw on their partner's back (e.g., a heart, a circle, a dog). Their partner tries to guess what is being drawn. Then, encourage students to switch roles and to continue by writing short words. Give them a few minutes to see what the longest word they can "read" is. During feedback, ask volunteers to share the longest word their partners were able to guess.



 **1.2 Key Words 2** Use the flashcards and audio to present Key Words 2. Ask students to listen and say the words. Tell them to find the words highlighted in the text to see if they can figure out their meaning from context. Ask: *Which words are nouns? (developer, ambassador, skill, innovation) Which words are about something we do? (react, code, invent) Which words tell us what a thing or a person is like? (successful, professional, electronic)* Elicit the meaning of any words students are already familiar with.

## **1.3 Deepika Kurup**

Have students look at the pictures. Tell them that the water faucet is connected to Deepika's story, and invite them to guess how.

Play Track 1.3 up to "already saved many lives around the world." Pause and ask questions:

*Where is Deepika from? How old is she now? What is her job? What did she invent? Why is making water cleaner important? What happens if the water isn't clean? When did Deepika become interested in the problem? What did she experience there? What's the problem with other ways of cleaning water? Why is Deepika's method better? How does her method work? How old was she when she invented her method? What is she planning for her future?*

### Digging Deeper

Discuss the issue of drinking water. Ask: *Where does the water we drink come from? How clean are these sources? What can we do to make sure the water is clean? What makes it difficult to provide clean drinking water for everyone?*

## **1.3 Jordan Casey**

Have students look at the picture of Jordan Casey, and ask what he is doing. (*He's giving a talk.*) Elicit ideas about what Jordan's achievement might be.

Play the rest of Track 1.3. Ask questions:

*Where is Jordan from? How old is he now? What is his job? What skills does he have? Why did Jordan make his first website? What else did he make? How successful is he? What's his aim? What is KidsCode? How does it work? What is it like? How do you think KidsCode helps children? Do you agree with Jordan's advice? Why or why not?*

## **1.3 BIOGRAPHY COMPETITION: WHIZ KIDS!**

This month's writing competition is about whiz kids: young people who inspire you with their stories.



### DEEPIKA KURUP

**Born:** 1998, U.S.A.

**Occupation:** Scientist and Inventor

Deepika Kurup has invented a simple way of making clean drinking water.

Germs in dirty drinking water can make you sick. Millions of people around the world die because they do not have clean drinking water. Deepika became interested in this problem when she traveled to India. The water in some places wasn't clean. Deepika saw many children drinking dirty water. She wanted to do something to help.

Most methods for cleaning water are difficult or expensive. Deepika's method is simpler and cheaper because it uses solar power. Deepika uses

a special material called a photocatalyst. It **reacts** with sunlight and kills all the germs in dirty water. Her photocatalyst can also be used again and again!

Deepika won a prize for her invention when she was only 14. Now she wants to study medicine and become a doctor. But her invention has already saved many lives around the world.



### JORDAN CASEY

**Born:** 1999, Ireland

**Occupation:** Technology Developer and Youth Ambassador

Jordan Casey knows how to **code** and write computer programs. He learned by reading a book when he was nine years old!

Jordan had no plans to become **successful**. He made a website because he liked to code. A few years later, he wrote his first mobile game app.

Since then, Jordan has developed many other apps.

Now Jordan has his own company. He wants to help other young people become successful. One of his projects is KidsCode. It's an online world that teaches kids programming **skills**. Players create their own characters and world as they play.

The game is very creative and fun. At the same time, it teaches children how to program games.

What is Jordan's advice? "Don't let your age hold you back. So, remember, even if you are just a kid, you can do great things!"

**Objective:** to ask questions before, during, and after reading a nonfiction text

**Key Words 2:** react, developer, ambassador, code, successful, skill, professional, electronic, invent, innovation

**Materials:** Audio CD 1.2, 1.3, 1.4; Flashcards 1.11–1.20

### Personalization

Ask: *Do you use any apps to improve your skills? Are there any apps you would like to try? What skills do you want to develop? How helpful do you think apps like these are? Do you know who created the apps you are using? How do you think they came up with the idea?*

## BIOGRAPHY COMPETITION: WHIZ KIDS!



**AELITA ANDRE**  
**Born:** 2007, Australia  
**Occupation:** Student and Artist

Aelita Andre is the youngest professional painter in the world. Aelita's father is a painter, too. One day, he put a canvas on the floor. Aelita was only nine months old at the time. She crawled over to the canvas and started to paint. She kept on making paintings. A little while later, she had her first exhibition. An art gallery saw and liked her colorful paintings. The gallery didn't know that Aelita was only two years old. They wanted to show the paintings because they were so good. Since then, Aelita has had art exhibitions around the world. Aelita donates some of the money from her paintings to charity. These charities help poor children get new boots and help other children with their problems. That's amazing for an artist who started painting before she could walk!



**KELVIN DOE**  
**Born:** 1996, Sierra Leone  
**Occupation:** Inventor and Radio DJ

Kelvin Doe is a young inventor. When he was 11, Kelvin started fixing broken electronic devices. He took them apart and learned how they worked. Soon he was building his own devices. He also made batteries and a generator because only a few houses had electricity where he lived. Kelvin thought people in his town needed to talk about their problems. He built his own radio station and created a new program. It had a lot of news and music. People liked discussing their problems on the program, too. Now Kelvin shares his ideas with people around the world. He has talked to many students about what he learned. Kelvin loves inventing. And he wants to use his ideas to help his country. He says, "I believe that, through innovation, we can build our nation Sierra Leone."

impressive stuff, we're sure you agree! Do you feel inspired? Choose a whiz kid you know and post your biography on our website at [Writingforkids.com](http://Writingforkids.com) [www.writing4kids.com](http://www.writing4kids.com)

**Think** Which whiz kid do you think has helped the most? Why?

### Digging Deeper

Ask: Do you know any other child artists (or writers or musicians) in history? What are they most famous for? In what other ways can famous artists make a difference?

### 1.4 Kelvin Doe

Have students look at the background picture of the DJ equipment and guess what it might be. Elicit ideas about how it might be connected to Kelvin's story.

Play the rest of Track 1.4. Ask questions:

Where is Kelvin from? How old is he now? What does he do?

What did he do when he was 11? How did this help him become an inventor?

What did Kelvin realize about his hometown? What was his solution?

What was his radio program like? How did people react?

What does Kelvin do today?

What motivates Kelvin to do what he does?

### Personalization

Ask: What inventions do you use every day? How do they make your life better?

### Think

Split the class into four groups, and assign one of the whiz kids to each group. Ask students to list as many arguments as they can for choosing their assigned person as the whiz kid who has helped the most. (All students must record the list.) Then, form new groups of four (with one person from each of the four previous groups), and give them three minutes to persuade each other about their whiz kid.

AB page 3

## Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Have students go through the four biographies and underline each person's achievements and how these made a difference to their community. Ask them to report back to class.	Have students choose one of the whiz kids and use their own words to retell their story from memory.	Have students do some research to find out about another whiz kid whose achievement made a difference to their community. Ask them to tell their story to the class.

# Explore the Text: Nonfiction

Explore the Text

1A

1 Choose one whiz kid and write the answers.

Name of Whiz Kid: **Answers will vary.**

Who does he/she want to help?

Why does he/she want to help them?

How does he/she help them?

2 Complete the table using Deepika Kurup's and Kelvin Doe's biographies.

Problem	Solution
Many people around the world do not have clean drinking water.	Deepika Kurup invented a way of making clean drinking water.
Making clean drinking water is difficult and expensive.	<b>Deepika's method is simpler and cheaper because it uses solar power.</b>
Most houses in Kelvin Doe's town didn't have electricity.	<b>Kelvin made batteries and a generator.</b>
People in Kelvin Doe's town needed to discuss their problems.	<b>Kelvin built his own radio station and created a new program for people to discuss the problems.</b>

3 1.5 Key Words 3 Complete these sentences with the words from the text.

canvas generator germs exhibition

a **An exhibition** is a show where you can see an artist's work.

b **A generator** is a machine that makes electricity.

c A **canvas** is a piece of fabric you can paint on.

d **Germs** are very small organisms that can make you sick.

Pick a problem in the world. How could you solve it? I think we could ... Or what about ...?

**Objective:** to ask questions about a text and to understand words in context

**Key Words 3:** *canvas, generator, germs, exhibition*

**Materials:** Audio CD 1.5

## 1 Choose one whiz kid and write the answers.

Students can choose any of the four whiz kids they want. They quickly reread their biography and answer the questions. Put students in pairs or small groups that wrote about the same person to compare their ideas. They can follow the procedure from page 8, Activity 2 (underline the information and identify the intended answer, phrase the question). Rather than answering their own question, students could swap with a partner and answer each other's question.

## 2 Complete the table using Deepika Kurup's and Kelvin Doe's biographies.

Have students discuss and answer the questions in pairs. Review answers as a class. Ask the other students to check, confirm, or correct the answers rather than giving them the answers yourself.

## 3 1.5 Key Words 3 Complete these sentences with the words from the text.

Have students go back and scan the nonfiction text to find the four words in the box. Then, invite volunteers to read the sentences, and invite the class to guess the meaning of the words. Finally, have them complete the activity, and play Track 1.5 for students to practice pronouncing the key words. (See Differentiated Instruction below.)

## Big Question Link

Have the class brainstorm some problems in the world. Then, have the class vote on the five most important problems. Divide students into five groups, and assign one of the problems to each group (or have the groups choose a problem). Have the groups brainstorm solutions and share their ideas with the rest of the class.

## Build Creativity!

### Classroom Inventions

#### Objective: A Different Point of View

Put students in small groups to brainstorm ideas for inventions for the classroom. Students can come up with realistic ideas (e.g., a device that turns off the lights and closes the window blinds when the projector is switched on) or completely imaginary ones (e.g., small robots that carry your trash to the trashcan so you don't have to walk across the classroom). They can draw a picture of their inventions or just write descriptions, and then present them to the class. Have the class vote on the most creative and the most useful ideas.

AB pages 4–5

## Differentiated Instruction

### Below-level ★

Have students circle the articles that precede the blanks in Activity 3. Help them notice that they are clues to the answers in the exercise.

### On-level ★★

Have students write new sentences using the four key words. Have them share their sentences with a partner.

### Above-level ★★★

Invite students to explain the following phrases: *the germ of an idea, a random number generator, an exhibition of strength.*



## Grammar in Context

## 1 Read the sentences and do the tasks.

All the houses had electricity. Most houses had electricity. Some houses had electricity.

A few houses had electricity. No houses had electricity.

- a Which word in each sentence describes an amount? Circle these words in blue.  
b Which of the words in blue describes the smallest amount? Which describes the largest?

No, All

## Grammar: Quantifiers

We use quantifiers to talk about amounts.  
Most methods for cleaning water are expensive.

## 2 Read and complete with the correct quantifiers.

no a few some most all

How green are you?	Carla	Max	Lola	Ben	Ruby	Lucas
Do you recycle?	✓	✓	✓	✗	✓	✓
Do you always pick up litter?	✓	✗	✗	✓	✗	✗
Do you walk or ride a bike to school?	✗	✓	✓	✓	✗	✗
Do you come to school by car?	✗	✗	✗	✗	✗	✗
Do you turn off lights to save energy?	✓	✓	✓	✓	✓	✓

## How Green We Are

Our group did a survey on how green we are. We are happy because we think we are pretty green! Most students in the class recycle, and a few students always pick up litter. Some students walk or ride a bike to school. No students come to school by car. All students turn off lights to save energy.

## 3 Do a group survey. Use the questions in Activity 2 and add two more questions.

## 4 Tell the class the results of your survey. Use quantifiers.

Some students in our class recycle.

## Time To Talk!

On a scale of 1 to 10 (1 = not green at all and 10 = very green), how green are you? Why did you give yourself that score?

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**Objective:** to use quantifiers to talk about indefinite amounts

**Materials:** blue pencils

## 1 Read the sentences and do the tasks.

Read the sentences aloud. Have students complete task a, and then check answers. Elicit the answer to task b as a class. Ask students to order the words from smallest to largest amount.

Read the Grammar box as a class and ask: *Do we know exactly how many methods we are talking about? (No.) Is it a small amount or a large amount? (a large amount)*

**Practice Time I** Make some statements about the class, leaving out the quantifiers, for example: \_\_\_\_\_ students are wearing blue. Students complete the statements in such a way that they are true.

Dictate some further examples. Again, have students complete them so that they are true. Then, review answers as a class. \_\_\_\_\_ (Most) birds fly. \_\_\_\_\_ (All) birds have feathers. \_\_\_\_\_ (Some / A few) birds can swim. \_\_\_\_\_ (No) birds have teeth. \_\_\_\_\_ (Some / A few) birds are larger than a small dog.

## 2 Read and complete with the correct quantifiers.

Have students look at the chart and then use the information to complete the summary. Ask them to compare their answers in pairs before you review them as a class.

Optional: Have students figure out which students in the table are greener and which are less green.

## 3 Do a group survey. Use the questions in Activity 2 and add two more questions.

Form groups of five or six. First, have students brainstorm some further questions about helping the environment and create a blank chart for recording the responses. Then, each member of the group answers the questions. Give the groups some time to collate their information and think about how to present their summary.

## 4 Tell the class the results of your survey. Use quantifiers.

Have a volunteer from each group share its findings. Ask the rest of the class to take notes on the answers to each question to help decide at the end which group was the greenest.


## Time To Talk!

Allow time for each student to decide on their own green rating. Ask them to compare their assessments in small groups and to encourage their group members to express their agreement or disagreement. Remind students to support their opinions with arguments. During feedback, have some volunteers share their conclusions with the class.

AB pages 6–7







**Oracy Skill: Ground Rules**  
Ground rules help us understand how to behave when we are giving a presentation or having a discussion.

**Oracy Morris**

**1 Decide on the ground rules for your class.**

**I'm Liam.**

a Form small groups. Choose one of the following: ground rules for presentation or ground rules for discussion.

b Brainstorm ground rules.

c Choose the five most important ones. Make a list in your notebook.

d Share with the class.

**I'm Jack.**

**I'm Kate.**

**I'm Emma.**

**Let's Practice Oracy!** 1, 2, 3


- 1 Form groups. Choose an **Oracy Time!** topic.
- 2 Discuss.
- 3 Remember to follow the ground rules.

**Oracy Time!**

You should always tell the truth.  
Talking is more important than listening.

**Check Your Oracy!**

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken? If so, which rules?	
3 Are there any ground rules you think need to be added or changed?	



**Objective:** to establish ground rules for presentations and discussions in your class

**Cue Cards:** 1. *I think ... because ...*, 2. *I agree because ...*, 3. *I disagree because ...*

**Materials:** Cue Cards 1–3, large sheet of paper

**Present and Practice** Invite two volunteers to the front of the class, and display Cue Cards 1–3. Tell them that they are going to role-play having a discussion and should use the phrases on the Cue Cards. Demonstrate interactions like the following:

*I think that soccer is the best sport. / I agree because people play soccer all over the world. OR I disagree because you can get hurt really badly playing soccer.*  
*I think vanilla ice cream is the best. / I agree because it can have all types of toppings. OR I disagree because it is so plain.*

### 1 Decide on the ground rules for your class.

Read the Oracy Skill box as a class. Clarify the distinction between presentation (speakers talking to an audience) and discussion (a number of speakers actively talking to one another). Elicit or explain what ground rules are (*rules for acting and behaving while we speak*). It is important that students understand that it is their own responsibility to establish what rules they will follow.

a Split the class into small groups of up to five students. You may allow groups to choose whether they discuss ground rules for presentation or for discussion, or you may

assign roughly an equal number of groups to both topics.

b Give students plenty of time to brainstorm as many ground rules as possible. Monitor and help students stay focused, but, as much as possible, avoid dictating what you think the ground rules should be.

c Ask each group to prioritize its rules and write its selected top five as a list.

d Have each group present its rules. Invite comments from the class, and lead them to agree on the five most important rules for both presentations and discussions. Use a large sheet of paper to get students to write the ground rules in two columns (one for presentation, one for discussion) as a poster. If possible, display the poster in your classroom, and leave it up for the whole course.

Optional: The symbolic gesture of getting all students to sign the poster on the back might help highlight the importance of adhering to the shared oracy ground rules.

### Let's Practice Oracy! 1, 2, 3

Tell the students they are going to have a discussion during which they should follow the ground rules they have just agreed upon.

- 1 Form groups of three or four. Have each group choose its discussion topic from the Oracy Time! box.
- 2–3 Display Cue Cards 1, 2, and 3. Remind students to use the phrases to respond to their partners' ideas when appropriate. Monitor and provide support as needed. Avoid taking an active role in the discussions, but prompt students as necessary to include the more passive members of the group.
- Optional: Record or have students record themselves as they hold their discussions to share their work.
- Have students complete Check Your Oracy!
- Collect feedback from each of the groups, and revise the class poster according to the conclusions of the activity.
- Optional: Have students discuss whether the rules for presentations should also be revised according to the outcome of the practice activity.

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[Portfolio: Oracy](#)

AB page 8





## ACTIVITY BOOK PAGE 10

### Writing

- 1 READ** Read the letter on page 15 in the Student's Book. Answer the questions.
- Who is the letter to? friends and neighbors of the school
  - What is the event? a yard sale and concert
  - Why are the students organizing it? They want to raise money for KIDS.
  - What is KIDS? KIDS (Kids Involved and Doing Stuff) helps kids in the local community.
  - What do the students want people to do? They want people to give books, toys, and clothes for the students to sell.

- 2 PLAN** You are going to write a letter to friends and neighbors about an event to raise funds for a charity. Choose a charity. Think of an event. Make notes in the graphic organizer.



- 3 WRITE** Use your notes to write your letter. Remember to start and end correctly.

- 4 EDIT** Read your work and mark ✓.

Did you:

- include a greeting and closing? ☐
- include practical information about the event? ☐
- try to persuade your readers? ☐
- use parentheses? ☐

**Objective:** to follow the process writing steps; to write a letter of invitation to a charity event

- 1 READ** Read the letter on page 15 in the Student's Book. Answer the questions.

Have students recall details about the letter in pairs, with the Student's Book closed, and then read the letter. Have pairs complete the task. Then, review the answers as a class.

- 2 PLAN** You are going to write a letter about a charity event. Choose a charity. Make notes in the graphic organizer.

Have the class brainstorm some charities. Ask students to do some research about one of them so they can use the information in their letters.

Put students in pairs or small groups to brainstorm ideas for possible events and what those events might involve. Have students fill out the graphic organizer.

- 3 WRITE** Use your notes to write your letter. Remember to start and end correctly.

Using the letter on page 15 in the Student's Book as a model, have students expand their notes into a letter. Remind them to use the correct greeting and ending and to organize information from their notes as in the model. Monitor and help with language as necessary.

- 4 EDIT** Read your work and mark ✓.

Have students do the self-assessment. Allow them to revise their letters as needed. Then, have students read each other's work in pairs or small groups.

Optional: Because this is the first unit in level 5, you may like to do this first editing activity as peer assessment. Put students in pairs. Have them check each other's work, referring to their partner's notes and the checklist in the Activity Book. Also ask them to check whether all the practical details have been included (date, time, place, specific details of the event, how the event is organized, etc.). Giving students a chance to see writing from an outside perspective will help them assess their own work more objectively later.

### Build Creativity!

#### Useless Information

##### Objective: Try, Try, and Try Again

Encourage students to think of the most useless or most boring information that they could have included in their letter. Give some examples to help students start thinking: *We will not accept play money. Ice cubes are free with any drink you buy. All volunteers will be human beings.* Encourage students to form small groups and come up with more ideas. Give them a few minutes, and then encourage each group to share its most useless information with the class.

Unit 1B
Ready to Read: Fiction

1
1.9
Key Words 4
Listen and read.

Ask Alice for Advice!

Hi Alice,  
My family is moving, and I'm going to a new school. I'm really nervous. Do you have any advice for me?  
Becky

Hi Becky,  
Don't worry. You'll be fine! Obviously, the first day at a new school is always weird. You won't feel comfortable immediately. You'll miss hanging out with your old friends. You may feel lonely. You might even think that everyone is ignoring you. But your teacher is sure to make an announcement that you are new to the school.  
Just be friendly and introduce yourself. You can take some candy to offer to new friends. If you get lost, ask other students for directions. People will help you when they realize you're new. Everyone will be curious. They will want to find out more about you. Just go up and say hello (but make sure you're not interrupting a conversation). Smile and be friendly. Other people will be friendly, too!  
Good luck,  
Alice

2
1.10
Match the definitions with the phrases. Then, listen to check.

1 be interested in something i  
2 speak when someone else is speaking g  
3 become aware of something a  
4 not listen to somebody h  
5 in a way that doesn't need to be explained k  
6 spend time with someone/others d  
7 strange or unusual l  
8 something someone says officially b  
9 not know where you are c  
10 meet another person and find out their name e  
11 instantly or at once f  
12 ask someone if they would like to have something j

a realize  
b announcement  
c get lost  
d hang out with  
e introduce  
f immediately  
g interrupt  
h ignore  
i be curious  
j offer  
k obviously  
l weird

Time to Talk!

When was the last time you made a new friend? How did you meet him or her? What do you like doing together?

16

Objective: to become familiar with the new vocabulary in a fiction text  
Key Words 4: introduce, hang out with, curious, interrupt, ignore, weird, offer, obviously, get lost, immediately, realize, announcement  
Materials: Audio CD 1.9, 1.10

## 1 1.9 Key Words 4 Listen and read.

Have students look at the two texts without reading them in detail. Ask what kind of text they might be, and encourage students to say why they think so. Accept any plausible suggestions.

Play Track 1.9 as students read along. Check students' predictions. Ask: *Who's Becky?* (a kid who has to move to a new school and feels nervous about it) *Who's Alice?* (a columnist giving advice) Elicit words to describe Becky's feelings about her first day at the new school. Point out that some of these adjectives appear in Alice's reply.

Write any relevant adjectives on the board, and check their meaning by asking students to explain, mime, or give an example to illustrate their meaning (e.g., *weird*, *uncomfortable*, *lonely*, *nervous*).

**Practice Time 1** Reread Alice's reply aloud, and ask the class to guess the meaning of the highlighted key words based on their context. Elicit suggestions for other words or phrases that have the same meaning as the key words. For example, ask: *What do you think obviously means? (in a way that everyone knows) What do you think curious means? (wanting to find out more about something)*

## 2 1.10 Match the definitions with the phrases. Then, listen to check.

Have students do the matching task and then compare their answers in pairs before playing Track 1.10 to check answers. Then, play the track again for students to practice pronunciation. Ask them to copy the stress patterns as well as the sounds as closely as they can. (See Differentiated Instruction below.)

**Practice Time 2** Put students in pairs. Ask them to cover the right-hand column in Activity 2 and to take turns testing each other. One student chooses and reads a definition, and the other guesses the word.

## Time to Talk!

Have students discuss the questions in pairs or small groups. Then, invite students to form new pairs or groups and share what they learned about their partners during the first discussion. Get feedback by asking volunteers to share something interesting they learned about their partners.

## Differentiated Instruction


Below-level ★	On-level ★★	Above-level ★★★
Point out to students that two of the key words are adjectives, two are adverbs, and one is a noun. Have students identify those key words and match them to their definitions first when they do Activity 2.	Have students read the definitions in Activity 2 and decide if they define a noun, verb, adjective, or adverb. They do the same with the key words. This will make it easier for them to do the matching task.	Have students replace five of the key words in Alice's advice using the definitions in Activity 2 as clues. Then, have volunteers read their rewritten advice aloud.



## Reading Strategy: Cause and Effect

A cause is the reason why something happens. The effect is what happens because of this cause. A cause can have more than one effect.

### 1 What effects will this situation cause? Make a list.

CAUSE	EFFECTS
 Courtney's family is moving to a new house.	Courtney will have to go to a new school. She will have to learn to find her way around. She will have to make new friends.

### 2 Listen and compare your answers.

### 3 Read each situation and choose an action. Then, write one effect of your action.

A new student joins your class.

Do you ...

- ☐ a invite them to hang out with you?
- ☐ b just say hello?
- ☐ c ignore them?

Effect: \_\_\_\_\_

Your teacher forgets to give you homework.

Do you ...

- ☐ a remind the teacher?
- ☐ b find some extra work to do at home?
- ☐ c keep quiet?

Effect: \_\_\_\_\_

Your playground is covered in trash.

Do you ...

- ☐ a pick up the trash and help clean up the playground?
- ☐ b tell your teachers about it?
- ☐ c go and play somewhere else?

Effect: \_\_\_\_\_

### 4 Look at the pictures on pages 18–21. Does Courtney make new friends?

Should we think about the effects of our actions before we do them? Why or why not?

Can you remember an oracy rule for a class discussion?



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**Objective:** to understand cause-and-effect relationships and their role in a fiction text

**Materials:** Audio CD 1.II

### 1 What effects will this situation cause? Make a list.

Read the Reading Strategy box. Demonstrate cause and effect using your pen (or any other suitable object). Say: *I'm rolling my pen across my desk. What do you think will happen? (It will fall off.)* Elicit suggestions for what else might happen (e.g., *The pen might break. The ink might make a mess on the floor.*).

Have students discuss the situation in pairs or small groups and make a list of effects. Elicit suggestions from volunteers.

### 2 Listen and compare your answers.

Play Track 1.II for students, and pause after each idea is mentioned. Have students raise their hands if they had a similar idea. When you have played the entire track, have students with different ideas share them with the rest of the class.

### 3 Read each situation and choose an action. Then, write one effect of your action.

Have students go through the three situations, choose one of the options for each one, and then consider the effect of their chosen action. Get them to compare their ideas in pairs and comment on each other's choices.

During feedback, read each situation and all three alternatives. For each alternative, ask what the effect would be. Then, have the class vote on which action they consider to be the best. Have volunteers give reasons why they consider it the best course of action.

### 4 Look at the pictures on pages 18–21. Does Courtney make new friends?

Have students look at the pictures and elicit their ideas. Tell them they're going to read a story to find out if their ideas were correct.

## Big Question Link

Have students discuss the Big Question Link questions in groups. Before they begin, direct students' attention to *Jack*, the oracy character, and elicit the ground rules they agreed on previously. Assign one student in each group to monitor how well the group follows the ground rules for discussion. Once students have discussed the Big Question for a while, encourage them to discuss whether or not we can always know all the effects our actions will have. At the end of the discussion, invite volunteers to share their ideas with the class.

## Fun Corner!

### I Spy

Demonstrate how to play I Spy in front of the whole class. Begin by picking out an object that is visible in the classroom. Then, say: *I spy with my little eye something that begins with* (use the first letter of the object's name). The students then ask you *yes/no* questions until they guess the object. Have students form small groups and play the game themselves. During feedback, ask each group what object was the hardest to guess.

**Objective:** to use cause-and-effect relationships to interpret a fiction text

**Materials:** Audio CD I.12, I.13

## Page 18

Invite students to read the author's biography. Ask: *Where is the author from? (Holland) What does he like to do? (travel and take pictures)* Then, ask students to identify Courtney in the picture (the girl being introduced by the teacher). Then, play Track I.12 up to Austin saying "How did she know that?" Pause and ask questions:

*What does the teacher ask? Why does she ask the class to do this?*

*Who does Courtney sit next to?*

*How do the students behave toward Courtney?*

*How do the other students feel about Courtney?*

*How does Courtney know what Austin is going to ask her?*

*Why does Austin's "mouth drop"?*

*How do you think Courtney guesses the truth?*

### Digging Deeper

Ask: *Who tells us the story? (Jared) Why is it effective in a story to have one of the characters be the narrator?* Elicit any relevant ideas, but make sure students mention giving it a sense of authenticity or truthfulness.

## Page 19

Play the rest of Track I.12. Ask questions:

*Who does Courtney speak to in art class? What does she say?*

*Why are all the other students surprised when they hear it?*

*How do you think Courtney knows what Jessica is going to ask her in P.E. class?*

*Is there a clue in the picture?*

*How does she behave differently with Jada?*

*How does Jada respond? Why do you think she feels that way?*

*What does Jared find confusing?*

### Personalization

Ask: *Do you know anyone with special talents or abilities? Who? What can he or she do that is hard for most people to do?* Invite volunteers to share their experiences.

### Think

Point to the Think box and ask the question. Accept all logical answers. *(Because people are nervous when they start a new school.)*



**Courtney the Mind Reader**  
By Joep van der Werff

Joep van der Werff is a teacher and writer. He was born in Holland. Joep likes to travel and take pictures wherever he goes.

A few months ago, our teacher, Ms. Collins, introduced Courtney to our class. She said, "Let's make Courtney feel at home with us," and she asked her to sit next to me.

With a smile, I turned to Courtney and said, "Hey, Courtney. You can come and hang out with my friends at recess if you like."

Courtney said, "Thanks, Jared."

During recess, Austin, Jessica, and I walked up to Courtney. We were curious about her, and we also wanted her to make friends at our school. Courtney was eating her lunch. It was a slice of vegetarian pizza, with tomatoes, green peppers, mushrooms, and black olives.

Austin asked, "Where ...?"

Courtney nodded and interrupted him, "Oh, I come from a small town in Ohio." And she asked Austin, "Is your dad a carpenter?"

Austin's mouth dropped. "No, but my mom is! How did you know that?"

Courtney shrugged and ignored him. And later Austin said, "Well, that was funny! How did she know that?"



Later, we went back to the classroom. We worked on our art projects. They were animal figures made of paper. Suddenly, Courtney asked Jessica, "What did you paint? Can I see it?" We all looked at Jessica, but she wasn't holding a painting or paintbrush or anything. Jessica was not painting anything at all!

She said, "My dad and I painted the walls in my bedroom last night."

"Cool," Courtney said. "My parents had my room painted blue, too. I love the color blue."

Jessica said to me very quietly, "Well, that was strange. How did Courtney know that?"

We all went to the playground for P.E. Jessica asked Courtney, "Hey, do you want ...?" But Courtney interrupted, "No, thanks, I don't like volleyball."

So we played volleyball without her, and I thought, "Well, that was weird. How did she know what Jessica was going to ask? Is she super intelligent?"

The next day, Courtney brought candy to class. She went around the class offering everyone candies from a big brown paper bag. There were tiny chocolate bars, purple lollipops, bright red cherry hearts, pink chewing gum, and a mysterious blue powder that tasted like bananas. This was her way of saying, "Thanks for being friends with me." But she didn't offer Jada any candy. Jada gave Courtney a friendly smile, and Courtney smiled back.

I thought, "Well, that was strange! Why didn't she offer any candy to Jada?"

**Think**  
Why should we welcome new students at school?



At lunchtime, Courtney picked up a yellow lunchbox she thought was hers. When she opened the lunchbox, she saw a carrot and raisin salad and a big piece of carrot cake. She walked up to Austin. "Hey, Austin, I have your lunchbox. Do you have mine?" And they exchanged lunchboxes. Both of them were yellow. Austin didn't understand how Courtney knew it was his lunchbox. It didn't have his name on it or anything.

The day after, a puppy appeared in the courtyard. It was the cutest little thing you have ever seen! He barked two times and then sat down and wagged his tail. We all made a circle around the puppy. We tried to get him to go home, but he didn't want to leave. I offered him a bit of my sandwich. The puppy looked happy and healthy, but he had obviously **gotten lost**.

I said, "Hey, little dog, you can't eat my whole sandwich!"

Austin said, "Somebody must be looking for this doggy. We need to find out who he belongs to. What do you think we should do?"

"Maybe there's an address on his collar," said Jessica.

I picked up the puppy carefully to look at the collar. It was red, green and white. Engraved on the name tag was the name Mozzarella.

Courtney **immediately** said, "Oh, that helps! Does anyone know a family from Italy that lives around here?"



Think

How does Courtney know so much? Can you guess?

20

Play Track 1.13 up to "family from Italy that lives around here?" Ask questions:

*Whose lunchbox does Courtney pick up?*

*How do you think she knows it belongs to him?*

*Can you think of any clues that could have helped her guess?*

*What does the puppy look like?*

*How does Jared think the puppy feels?*

*Who suggests finding out about its owners?*

*What is Jessica's suggestion? Does it work? Why or why not?*

*What does Courtney guess about the dog's owners?*

Personalization

Ask: *Would you like Courtney to be your friend? Why or why not?*

Think

Ask students to recall all the things Courtney has figured out in the story. Elicit students' explanations, no matter how far-fetched.

Play Track 1.13 up to "Because of Courtney!" Ask questions:

*What does Jada realize about Courtney?*

*What does Courtney bring to class the following day?*

*What does she tell the class?*

*Why is Mr. Collins surprised?*

*How does the class explain it to him?*

Have students recall their explanations for how Courtney figured out so many things. Play the rest of Track 1.13.

Ask: *Did anyone guess correctly?*

Digging Deeper

Ask: *Do you think that Courtney is a mind reader? Why do you think the story has the title Courtney the Mind Reader?*

Think

Have a volunteer read the Think box aloud, and discuss answers as a class. Encourage students to respond to each other's suggestions.

Jada said, "No, I don't know any Italians. Oh, except the ones who own Pizza Palace a couple of blocks from here!"

Courtney exclaimed, "Of course! Mozzarella must belong to the family that owns the pizza restaurant!"

Jada looked surprised. "How do you know that?" Then, she smiled and **realized** how Courtney knew. "Because Mozzarella is a pizza topping!" Courtney smiled at her.

"Yes, Jada. After school, let's take Mozzarella back to the owners of Pizza Palace."

The next day, Courtney stood up in front of the class. She had an envelope in her hand. From the envelope she took out an invitation. It was a red, green, and white piece of paper, and it had a picture of a pizza at the top. Courtney made an **announcement**: "The whole class is invited for pizza at Pizza Palace at 12 o'clock this Friday!" Ms. Collins asked, "Free pizza? Why..." And the whole class interrupted, "Because of Courtney!"



Think

Why is it important to return things to their owners?

- Courtney's Clues**
- Austin had some wood shavings on the sleeves of his sweater and a little bit on his shoes, too. So OBVIOUSLY one of his parents was a carpenter.
  - Jessica had blue paint on her arm. UNMISTAKABLE, right?
  - Jessica had a volleyball behind her legs. SURELY she was going to ask if I wanted to play volleyball!
  - Jada was wearing a bracelet showing she was diabetic. So OF COURSE she couldn't eat candy.
  - I saw Austin's hands were just a little too orange. He CLEARLY loved carrots and ate lots of them.
  - The dog was wearing a collar in the colors of the Italian flag. And, with the name Mozzarella on his name tag, he EVIDENTLY belonged to the owner of Pizza Palace. Simple!

21

# Explore the Text: Fiction

## Explore the Text

1 What is Courtney's special talent? Read and circle.

- a She can read people's minds.
- b She is very observant.
- c She is kind to her friends.

2 How does Courtney get pizza for the class? Complete the sentences.

- a A lost puppy appeared at the school.
- b The puppy had a red, green, and white collar and was called Mozzarella.
- c Courtney guessed the puppy belonged to an Italian family.
- d Jada remembered there was an Italian family who owned the Pizza Palace restaurant.
- e The class took the puppy/dog back to the family that owned the restaurant.
- f Pizza Palace invited the whole class for free pizza to say thank you.

3 Complete the chart with the clues that caused Courtney to guess.

CAUSE Because ...	EFFECT Courtney guessed that ...
a Austin had wood shavings on his clothes,	one of Austin's parents was a carpenter.
b Jessica had blue paint on her arm,	Jessica painted her bedroom blue.
c Jessica had a volleyball behind her,	Jessica wanted to play volleyball.
d Jada had a bracelet for diabetes,	Jada couldn't eat candy.
e Austin had orange hands from eating so many carrots,	the yellow lunchbox belonged to Austin.

What is your special talent? How can you use it to make a difference? I'm good at ... I could ...

22

**Objective:** to deepen understanding of a fiction text and the cause-and-effect relationships in it

1 What is Courtney's special talent? Read and circle.

Have students do the task. Check answers as a class. Elicit a definition for *observant* (good or quick at noticing things). Ask: Are any of the other statements true about her? (Yes, she is also kind to her friends.) Elicit or point out that paying attention to important details can help you be kinder to others.

2 How does Courtney get pizza for the class? Complete the sentences.

Have students do the task without looking back at the story. Ask them to compare their ideas in pairs. Then, review answers as a class. There may be more than one correct answer in some cases. Elicit answers from volunteers, and get the rest of the class to confirm or correct suggestions. Only confirm answers once the students have agreed on a solution for each item.

3 Complete the chart with the clues that caused Courtney to guess.

Have students do the task without looking at the upside-down text on page 21. Encourage them to use their own words to provide the explanations. Then, have students check their answers in pairs by referring back to page 21.

## Big Question Link

Point to the Big Question Link, and read the questions aloud. Provide a model by telling the class about your own "special talent" and what it can be used for. (Make sure this is an everyday skill or attribute that students can relate to. For example: *I'm good at math. I can calculate the prices when we go shopping so we don't spend too much.*) Have students discuss the topic in groups.

## Build Creativity!

### Courtney in Comics

#### Objective: Take a Break

Turn Courtney's story into a comic book. Work in small groups so each group has one or two students who are good at drawing. (Or students can simply draw stick figures for the characters.) Together, students choose six key scenes from the story and draw them. They agree on what dialogue should appear in speech bubbles, making it shorter so it can fit in a limited amount of space. Remind them to consider what's most important in each scene and what details can be left out. Tell them they can change some details of the story to make it more exciting or interesting if they want. Each group should decide who does which part of the work. Once the comics are complete, distribute them for the class to read.

AB pages 12–13

## Differentiated Instruction

### Below-level ★

Have students, in pairs, look through the text and make a list of Courtney's guesses and how she figured them out. (Make sure they cover the upside-down text box on page 21 and use their own ideas.)

### On-level ★★

Have students, in pairs, retell Courtney's story in their own words.

### Above-level ★★★

Have students, in pairs, think about how Courtney's story might continue and how her relationship with the other students might develop. Get students to tell their stories.



## Grammar in Context

18

## 1 Read the sentences and answer the questions.

1 My dad and I painted the walls in my bedroom last night.

2 My parents had my bedroom walls painted blue.

a Who painted the walls in sentence 1?

my dad and I

b Do we know who painted the walls in sentence 2?

no

c Who asked for the walls to be painted in sentence 2?

my parents

## Grammar: Causative Verbs

We use causative verbs to describe actions that we ask someone else to do for us. We use *have* and the past participle of the verb.

I had my bike fixed last week.

I had my hair cut yesterday.

## 2 Find five differences. Then, listen and check.



Before



After

He had the house painted. He had flower planted outside. He had the grass cut. He had a wall built.

## 3 With a partner, say what Marty had done.

fixed painted planted cut built

## 4 Match to make sentences. How many are true?

I	car	cut	yesterday
my mom/dad	hair	washed	last week
my friend	photo	taken	last year

I had my photo taken last week.

23

**Objective:** to understand how causative verbs are used and to practice using them

**Materials:** Audio CD I.14

## 1 Read the sentences and answer the questions.

Have students study the examples and figure out the answers. Ask them to check their ideas in pairs before you review answers as a class.

Get students to underline the verbs in each sentence. Ask them to notice the order of the verbs and objects. Ask: *Is the order the same in sentences 1 and 2? (No, in 1, the object follows the verb, but in 2, the object comes between had and the verb in the past participle form.)*

Read the Grammar box aloud. Ask: *Did I fix my bike myself? (No.) Who fixed it? (We don't know.) Who cut my hair? (We don't know.)* Explain or elicit that we usually use the causative form when we pay someone to do a job for us.

**Practice Time 1** Do a drill with students. Write a model on the board: *Your bedroom is blue now. Did you paint it yourself? → No, I had it painted last week.* Underline the elements that students must use in their own responses. Say the following, and have the class respond with the correct causative form: *Your hair looks shorter. Did you cut it yourself? ... The TV remote works again. Did you fix it? ... Your yard looks pretty with all these flowers. Did you plant them yourself? (You can add some items of your own.)*

## 2 Find five differences. Then, listen and check.

Have students do the task and compare ideas in pairs. Then play Track I.14 for them to check answers.

## 3 With a partner, say what Marty had done.

Read the example aloud. Point out that the pictures in Activity 2 contain helpful clues for this task. Have students in pairs take turns making statements about Marty's house using causative verbs. Review answers as a class. You may also play Track I.14 again to confirm them.

## 4 Match to make sentences. How many are true?

Have students make as many different sentences from the prompts as they can. Check ideas to find out who came up with the most sentences that are logical and grammatically correct. Get them to write every possible combination on the board. Have students discuss in pairs or small groups how many of the sentences are true for them.

**Practice Time 2** Point out to students that we can use *get* instead of *had* when we use causative verbs. Draw students' attention to Activity 4, and say: *I got my hair cut last week.* Invite students to redo Activity 4 using *get*.

AB pages 14–15

## Listening

### 1 Look and guess. Then, listen to check.

What project are Ben and Ellie starting to improve their school? **a school garden**

### 2 Listen again. Complete and order the steps.

#### Project Plan

- 3 Ask for help from the local **community**
- 5 Plan a **volunteer** day to get help making the garden.
- 2 Design the garden and make a list of the **materials** we need.
- 6 Make a **schedule** for taking care of the garden.
- 4 Make a planting **calendar**.
- 1 Find a good **location** for the school garden.

- calendar
- community
- location
- schedule
- materials
- volunteer

### 3 How can the local community support the project? Listen to check.

- |   |   |
|---|---|
| <input type="checkbox"/> make sunny weather                 | <input checked="" type="checkbox"/> donate building materials |
| <input checked="" type="checkbox"/> volunteer time          | <input type="checkbox"/> eat the vegetables                   |
| <input checked="" type="checkbox"/> donate plants and seeds |   |



#### Ground Rules

- 1 Form groups. Discuss the **Oracy Time!** topic.
- 2 Remember to use the ground rules.
- 3 Share your three best ideas with the class.
- 4 Complete **Check Your Oracy!** on Activity Book page 17.



#### Oracy Time!

Our school/town really needs a ...

Values AB page 16

24

**Objective:** to listen for the main idea and specific ideas; to order steps in a process; to understand the value of respecting others

**Materials:** Audio CD I.15, Cue Cards I-3

### 1 Look and guess. Then, listen to check.

Have students look at the pictures, and elicit predictions for what they might hear about in the audio. Then, play Track I.15, and ask comprehension questions:

Who are Ben and Ellie?

Who's going to work on the project?

What project are Ben and Ellie starting to improve their school?

### 2 Listen again. Complete and order the steps.

Have students complete the sentences from memory before you play Track I.15 to confirm their ideas. After they have listened again, get them to work in pairs to order the steps. Ask them to compare their ideas with another pair before reviewing answers as a class.

### 3 How can the local community support the project? Listen to check.

Play Track I.15 again, and have students complete the task. Then, ask students to compare their ideas with a partner. Then, play the track for a final time to confirm answers.

## Oracy Extension Activity

Read the steps in the Oracy Extension box aloud, and display Cue Cards I-3. Have students discuss the topic in groups of four or five. Encourage each group to make a list of possible improvements and then select no more than three. Have students complete Check Your Oracy! on page 17 of the Activity Book.

## ACTIVITY BOOK PAGE 16

### Values: Respecting Others

### 1 Complete the table about respecting others with these phrases. Some can go in more than one place.

not being mean to your classmates    not littering in the street    sitting still  
not playing very loud video games    keeping your yard clean    playing nicely  
listening to family members    putting your hand up before you speak

In the Classroom	On the Playground
not being mean to your classmates sitting still putting your hand up before you speak	not being mean to your classmates playing nicely
At Home	In the Community
not playing very loud video games keeping your yard clean listening to family members	not littering in the street keeping your yard clean playing nicely

### 2 Add one more idea to each category.

### 3 Complete the sentences.

I respect my parents by \_\_\_\_\_

I respect my friends by \_\_\_\_\_

I respect my teachers by \_\_\_\_\_

I respect the community by \_\_\_\_\_

I respect the world by \_\_\_\_\_

16

SB page 24

### 1 Complete the table with these phrases. Some can go in more than one place.

Have students discuss their ideas in pairs or small groups and do the task collaboratively. Then, elicit ideas from the class. For each phrase, ask who the action might make a difference to (e.g., *sitting still in class will help students avoid being distracted from what the teacher says*).

### 2 Add one more idea to each category.

Students continue to work in the same pairs or groups. As feedback, elicit ideas from volunteers for each category.

### 3 Complete the sentences.

Have students complete this activity for homework. Then, elicit their ideas during the following class. Ask: *Why is it important to respect others?* Accept any valid suggestions.

# The Big Challenge

**The Big Challenge**

How can we create a new community project?

Your challenge is to create a project to help your community.

- 1 Brainstorm** Make a list of groups of people or places in your community that need some help. Choose one group or place.
- 2 Research** What problems does your group or place have? Research and make a list. Which problems can you help with?
- 3 Brainstorm** What kind of community project might help this group or area? Write some ideas, then choose one.
- 4 Plan** what you will do. Decide what you need and who is in charge of each activity.
- 5 Present** your plan to the class.
- 6 Reflect** Listen to feedback from your classmates. Do they have ideas to make your project better?

Our project is to help elderly people in our community. Some of them don't have family or friends nearby and are lonely. We're going to have a party at the school for them. We're going to meet them and introduce them to each other.

How can we make a difference? Look back through the unit. Share your ideas with the class.

AB pages 17–19

**Objective:** to consolidate, extend, and personalize understanding of the unit topic; to create a project to help the community

- Read the Big Challenge question and statement aloud. Point to what the girl says, and ask a volunteer to read it aloud. Explain to students that they will create a similar presentation.
- **1–3** Write on the board: *Who? What? How?* Explain that these are the questions they will need to answer. Have students brainstorm some ideas in groups of four or five. Monitor and provide support as needed. To identify the problems in their community, have them do research. If possible, recommend some useful websites (local government or national charity websites are a good place to start). Once they have made a list of problems, ask them to identify how they could help and make a difference.
- **4** Students draw up a plan. Refer them to the Project Plan on page 24 as a model to follow, reminding them to figure out the most logical order of steps. Ask them to also consider how they could present their ideas most effectively during their oral presentation. Possibilities include making a poster with illustrations or a slideshow presentation on a computer.

- **5** Remind students to listen carefully to their classmates' presentations. To focus their attention, ask them to write, for each presentation, one or two practical questions to ask or suggestions for improvement. Optional: Record or have students record one another's presentations to share their work.

Home-school

Portfolio: Big Challenge

- **6** Elicit questions or comments after each presentation, and have the presenting groups respond. Repeat the same procedure for all presentations.

## Big Question Circle

Have a volunteer read the question. Give pairs or small groups of students some time to revisit the Big Question Links throughout the unit and discuss all the ways they've learned to make a difference. Encourage students to also include ideas from the Big Challenge presentations.

- Use the following questions to help review the Big Question:
- How were the people on the opening pages of the unit making a difference?*  
*Who was Louis Braille?*  
*What did he invent?*  
*Who did he help with his invention?*  
*What was special about each of the four whiz kids?*  
*How did they make a difference in their community?*  
*Why is being green important?*  
*What can young people do to help the environment?*  
*How can a yard sale benefit the community?*  
*Why is it important to welcome new people to a community?*  
*How can we help them feel at home?*  
*What projects can improve life in the local community?*
- Finally, have students turn to page 17 of their Activity Books and complete the Big Challenge self-assessment and the Big Question and Me box.

AB page 17–19



## SPEAKING MISSION

You and your friends are going to organize a fundraising event. Plan the event and then ask volunteers to sign up for it.

Key Words

donation fundraising help out participate pledge sponsor succeed target

### Before Your Mission

- 1 Read the bulletin board. Which fundraising event would you be interested in?

Join us and get involved!



Try a sponsored swim!



Karaoke!



A charity run!



Or wash cars!

The choice is yours. Have fun & raise some money, too!

- 2 Listen to the conversation. Which event do these children want to do?

- 3 Listen again. Use the Key Words to complete the letter.

Dear friends and neighbors,

We are holding a **fundraising** event on Saturday morning. We are raising money to make a **donation** to KIDS. Each swimmer will swim 50, 100, or 200 meters. Our **goal** is \$500. You can be a **sponsor** and pledge money for a swimmer. Do you want to help out? Please call this number: 123-4567.

Thank you,

Sam and Ella Harper



Time To Talk!

Imagine you can raise money for a charity. Which charity or cause would you support? Why?

### During Your Mission

- 4 In pairs, plan a charity walk, run, or bike ride. Complete the table.

CHARITY WALK / RUN / BIKE RIDE	
To Support the Charity:	Number of Kilometers:
Fundraising Target:	Route:
Date of Event:	Meeting Place:
Time of Event:	Volunteers Need to Bring:



- 5 Change partners. Take turns and role-play a conversation between the organizer and a volunteer for your charity event.

### Key Language

Would you like to join our fundraising ...?  
Which charity are you supporting?  
What does the charity do?  
How much do you want to raise?  
What day is the fundraising ... on?  
What time does it start?  
How many kilometers are we going to ...?  
Where are we going to ...?  
Where do we meet?  
What do we need to bring?

### After Your Mission

- 6 Choose one of the fundraising events to organize with your class.



**Objective:** to complete a collaborative task; to plan a charity event

**Oracy Performance Task Words:** donation, fundraising, help out, participate, pledge, sponsor, succeed, target

**Materials:** Audio CD I.16, I.17



1.16

### Key Words

Play the audio to introduce the Key Words.

- 1 Read the bulletin board. Which fundraising event would you be interested in?

Have a volunteer read the Speaking Mission aloud. Focus attention on the bulletin board. Explain that these are all events that can raise money. The money collected can then be donated for charity.

- 2 Listen to the conversation. Which event do these children want to do?

Play Track I.17. Elicit the answer.

- 3 Listen again. Use the Key Words to complete the letter.

Have students complete the letter from memory. Then, play Track I.17 again so students can check their answers.

### Time to Talk!

Have students form groups and discuss the questions.

- 4 In pairs, plan a charity walk, run, or bike ride. Complete the table.

Explain that the task is to plan an event that could happen in real life. Have students brainstorm ideas. Have pairs compare their ideas with another pair and comment on each other's plans.

- 5 Change partners. Take turns and role-play a conversation between the organizer and a volunteer for your charity event.

Read the phrases in the Key Language box aloud, and have students repeat them. Have pairs role-play the conversations. The student who planned the event will play the organizer, and the other the volunteer. Optional: Record or have students record one another's presentations to share their work.

Home-school

Portfolio: Speaking Mission

- 6 Choose one of the fundraising events to organize with your class.

Have the class vote on the fundraising event and then make a plan for organizing it.