



# 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 ...*

**Oracy Extension Activities:** SB pp. 8, 11, 12, 16, 17, 24, 25

**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



Unit 1

Unit Opener

1

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?

Oracy

Ground Rules

1. 2. 3

Key Words 1

international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer

1.1 Watch the video. Number the people in order.

3 Mae Powell, 2 Mark Jackson, 1 Jane Tam

2.1 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 I:** international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer  
**Materials:** Video I.I, Audio I.I, Flashcards I.I–I.I0

?

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 someone). 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.

1.1

**Key Words 1** Use the flashcards and audio to present Key Words I. 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)*

1.1

**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)*

2.1

**Watch again. Complete the graphic organizer in the Activity Book.**  
Play the video again, and have students complete Activity I on AB page 2. Have pairs compare answers.

AB page 2

Ready to Read: Nonfiction

Unit 1A

Ready to Read: Nonfiction

1

Read the text and answer the questions.

a

Why did Louis Braille invent a new writing system?  
**He wanted to read and learn more.**

b

How was his writing system better than the one before?  
**It was easier to read and cheaper.**

c


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.

a

b

3

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

a

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

b

What do you think each whiz kid did?

What invention has helped people the most?

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 I.1, Flashcards I.1–I.10, colored pencils

1.1

Key Words 1

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. 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.

2

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

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.

Oracy Extension

Expressing Opinions

Before students discuss the Big Question Link, remind them to give reasons for their opinions and to show respect for others' opinions even when they disagree with them. Write the following phrases on the board and encourage students to use them: *I think ... because ..., I agree because ..., I disagree because ..., and How about ...?*

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. During feedback, ask volunteers to share the longest word their partners were able to guess.




Reading: Nonfiction

 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?*



### 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.

Germ 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!

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!"



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

**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 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?*

Reading: Nonfiction

**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 www.writing4kids.mox](#)

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

1.4 Aelita Andre

Have students look at the background picture of the painting. Elicit ideas about what Aelita's achievement might be.

Play Track 1.4 up to "who started painting before she could walk!" Ask questions:

- Where is Aelita from? How old is she now?
- What makes her special?
- What do we learn about her family?
- When did Aelita start to paint? How did it happen?
- How did a gallery discover her?
- Why did the gallery decide to give her an exhibition?
- What's happened since the first exhibition?
- What does Aelita do with the money she makes from her art?
- Who is she helping?

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.

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.

11

ii

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

Key Words 3: canvas, generator, germs, exhibition

Materials: Audio I.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 check answers.
- 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.

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 I.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.

Oracy Extension

The Best Solution

When each group has shared its ideas with the rest of the class, have students form new groups. Tell them to imagine they have been given enough money to carry out one of the suggested solutions and to choose the best one. Write the phrases *I agree because ...*, *I disagree because ...*, and *I think ... is important because ...* on the board to help students support their arguments. Give them five minutes to agree on the best solution.

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 or completely imaginary ideas. They draw a picture or write a description and present their invention to the class.

AB pages 4–5

Differentiated Instruction

Below-level ★	On-level ★★	Above-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.	Have students write new sentences using the four key words. Have them share their sentences with a partner.	Invite students to explain the following phrases: <i>the germ of an idea</i> , <i>a random number generator</i> , <i>an exhibition of strength</i> .



Grammar in Context

Grammar in Context

Grammar: Quantifiers

Most methods for cleaning water are expensive. Jordan had no plans to become successful.

Grammar Time 1.2

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

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: Video 1.2, blue pencils

Grammar Time 1.2

To introduce the grammar point, play the interactive Grammar Time animation. The second half of the video can be used as an interactive class activity. (For creative ideas on how to exploit the video, refer to the Grammar Time animations section in the Teacher's Edition introduction.)

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.

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.

Oracy Extension

How Green Are You?

As a follow up to the Time to Talk! activity, play a game to get students to practice giving reasons. Tell students that one side of the classroom represents 1 (not green at all) and the other side represents 10 (very green). Explain that they should form a line across the classroom and that they should position themselves in the line based on the numbers they gave themselves. Then, students explain to those on either side of them why they gave themselves that number.

AB pages 6–7

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Spelling Patterns and Word Study

Spelling Patterns and Word Study

1 Listen and repeat the words. What sound does each word pair have in common?  
share the long e sound share the long e sound share the long a sound

achieve

believe

receive

ceiling

neighbor

eight

2 Read the words again and underline ie or ei. Guess the spelling rule.

3 Put the words in the correct columns. Listen to check.

beige foreign niece society brief rein

long e sound

believe  
niece  
brief

long a sound

weigh  
foreign  
rein

other sounds

ancient  
foreign  
society

4 Complete the rhyme. Then, listen to check.

If it's i before e, but not after c,  
EEE's the sound that you rec\_ei\_ve.  
It works most of the time, I bel\_ie\_ve.  
But if it's e before i, and not after c,  
As in n\_ei\_ghbor, AAA's the sound that you get.  
Repeat this rhyme \_ei\_ght times, and you'll be set!

**Spelling Rule: ie or ei?**

When a word has the long e sound, we write i before e, except after c:  
achieve receive

When a word has the long a sound, we write ei:  
neighbor eight

There are exceptions to this rule:  
weird, either, seize

**Objective:** to identify and pronounce the different sounds of the ei and ie spellings

**Materials:** Audio 1.6, 1.7, 1.8; pencils

3 Put the words in the correct columns. Listen to check.

Students group the words. You may allow weaker classes or students to do the task in pairs, saying each word aloud for each other before putting it in the appropriate group.

Play Track 1.7 to check answers. Play it again, and have students repeat the words. Pay special attention to the vowel sounds in focus, especially the exceptions: *society* and *ancient*.

Optional: If you collected some words on the board through the Optional task after Activity 2, have students put these in groups, too.

4 Complete the rhyme. Then, listen to check.

Have students do the task. Play Track 1.8 to check the answers. Then, play it again for students to say the rhyme along with the track. Encourage them to copy the pace, rhythm, and intonation of the rhyme as well as the individual sounds.

**Fun Corner!**

**Tongue Twisters**

Write tongue twisters on the board for students to practice. Read one aloud slowly, and have students repeat it until they can say each line correctly. Speed it up to increase the challenge, and invite volunteers to try to say it as quickly as they can.

*Wait! I'll weigh eight pieces for my eight nieces.  
A beige piece of ceiling fell on my neighbor.  
I believe my weird friend is eight.*

AB page 8

1 Listen and repeat the words. What sound does each word pair have in common?

Play Track 1.6. Have students listen and repeat. Ask: *Which two word pairs have the long e sound? (the first two pairs) What sound do the other words have? (long a)*

2 Read the words again and underline ie or ei. Guess the spelling rule.

Have students cover the Spelling Rule box. Put them in pairs to brainstorm ideas, and then elicit suggestions for the spelling rule. Give clues if necessary: *What letter comes before ei in the second pair? What pair has a different sound from the other pairs?* You may need to point out that the rule may have exceptions—words that do not follow the rule.

Read the Spelling Rule box as a class. Ask students to check if they had similar ideas.

Optional: With the page covered, elicit any other words students might know with the ei or ie spelling. Give clues like the following: *The daughter of your father's brother or sister is your father's "blank."* (niece) *This bag of sugar "blanks" 1 kilogram.* (weighs) Write each relevant word on the board. Say the word aloud, and ask students to decide which sound they hear.

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Oracy

Oracy

Oracy Skill: Ground Rules

Ground rules help us understand how to behave when we are giving a presentation or having a discussion.

1

Decide on the ground rules for your class.

I'm Liam.

I'm Kate.

I'm Jack.

I'm Emma.

I'm Morris.

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.

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?

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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 1–3. 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.

Writing

Writing

Write a Letter

1 Read the letter. Would you like to go to this event?

2 Read and answer.

a How does the letter start and end? **a greeting, a thank you**

b How does the letter persuade us to support the event? **describes KIDS's work**

c What practical information about the event does the letter include? **time, date, location, how and what to donate**



October 2

Dear friends and neighbors,

Come to our yard sale and concert at Hillford School on October 14!

We are collecting money for KIDS.

KIDS (Kids Involved and Doing Stuff) helps children in our local community. It helps them to buy school supplies and sports equipment. It also provides help with homework and organizes free vaccination days twice a year. It's run by kid volunteers, and it's a great organization!

For our yard sale, we need books, toys, and clothes. Please put them in a bag. Some students will pick them up on October 10 **(or you can drop them off at the school).**

The yard sale starts at 3 p.m. on October 14. The concert is at 5 p.m. We hope you can all come!

Thank you,

The students of Hillford School

Improve Your Writing: Parentheses

We use parentheses to add extra information to a sentence.

3 Underline two examples of text in parentheses in the letter.

a Which set of parentheses add extra information to the sentence? **the second set**

b Which set of parentheses add an explanation of other words in the sentence? **the first set**

4 Prepare to write your own letter to raise funds for a charity in the Activity Book.

Time to Talk!

What do you have at home that you could donate to this fundraising event? Make a list with a partner.

AB pages 9-10

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Objective: to identify the characteristics of a letter; to write a letter for a fundraising event; to practice the use of parentheses

**1 Read the letter. Would you like to go to this event?**  
Have students read the letter. Ask: *What is the event? (a yard sale and concert at a school)* Elicit or explain what a yard sale is. Ask: *Have you been to a yard sale before? What was for sale? What did you buy?* Ask if any students would want to go to the Hillford School yard sale in the letter. Encourage them to give reasons why.

**2 Read and answer.**  
Have students do the task. Have pairs discuss their answers before you review them as a class. Ask: *Who wrote the letter? (the students of Hillford School)* *Who did they write it to? (friends and neighbors)* *What kind of letter is it? (an invitation)* Then, go through the questions together.  
**a** Ask: *Do you start and end formal letters in your own language in a similar way? What is different in English?* Lead students to notice the date at the top and the use of commas at the end of the greeting and at the end of the closing expression.  
**b** Elicit that the letter persuades readers by giving an explanation of the activities of KIDS—the organization the school is collecting money for. Remind students what an acronym is.

**c** Have students find all the practical details (date: October 14; donations needed: books, toys, clothes; how they will be collected: in bags, students will pick them up on October 10 or donors can drop them off at school; start time: 3 p.m.; concert start time: 5 p.m.).

**Present and Practice: Parentheses** Read the Improve Your Writing box aloud. Write a set of parentheses on the board: ( ). Ask: *What do we call these? (parentheses)* *Why do they have different shapes? (The first one comes at the beginning, and the second one comes at the end.)* Then, write the following sentences on the board, and ask: *Which sets of parentheses add extra information and which sets explain the words they come after?*  
1. *You can have your ice cream in a cone (or in a bowl).*  
2. *The N.B.A. (National Basketball Association) is a professional sports league.*  
3. *Every computer gets an IP address (Internet Protocol address) when it connects to the web.*  
4. *Charities can help individuals (or groups of people) get the things they need.*

**3 Underline two examples of text in parentheses in the letter.**  
Have students underline the two examples of parentheses in the letter, and check answers as a class.

**Time to Talk!**  
Have students work in pairs to brainstorm ideas and make a list. Monitor and provide help with language as needed. Have them compare their ideas with another pair. During feedback, have some volunteers share their suggestions with the class, and invite comments.

**4 Prepare to write your own letter to raise funds for a charity in the Activity Book.**  
Have students turn to pages 9 and 10 in their Activity Book. Follow the instructions on Teacher's Edition page 45.

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