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BIG ENGLISH



2ND EDITION
STUDENT'S BOOK

5

3

Helping Others

Language in Context

I will learn to talk about helping others.



Read about how children are helping others. Answer the questions with a partner. Then listen and check.

- 1 **Cupcakes for Cancer** Thirteen-year-old Blakely Colvin had a friend with leukemia, a kind of cancer. Blakely wanted to help her sick friend. What could she do? She decided to sell cupcakes after school. She sold her cupcakes for \$1 each and, with the help of friends, they raised \$5,000 in six weeks.

On average, how many cupcakes did Blakely and her friends bake every day?

- 2 **Creative Children for Charity** Chirag Vedullapalli wanted to do something to help others. He always loved to paint and draw. When he was nine years old, he decided he could sell his artwork and donate the money to a local children's hospital in Seattle, Washington, a big city on the west coast of the U.S.A. Chirag's friends loved the idea, too. Chirag and ten of his friends each created one piece of art. They sold them for \$20 each.

How much money did Chirag and his friends raise for the children's hospital?

- 3 **Biking for America** When Joseph Machado was 13 years old, he decided he could help children who are less fortunate and could do what he likes best, too – bike riding. He created Biking for America. Joseph rode his bike from California to Washington, D.C., raising money along the way. Joseph rode his bike 120 kilometers a day for 39 days.

In total, how many kilometers did Joseph ride?



40
2

Read. Use the words from the boxes to complete the sentences. Then listen and check.

A The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

art fair cake sale concert

Fundraising

1 We could have a/an

_____ .
We could sell cookies,
pies, and cakes.

2 We could have a/an

_____ .
Local artists could
exhibit and sell their
work.

3 We could have a/an

_____ .
We could perform
songs and dances with
a specific theme.

B The choir has ideas for how to advertise their fundraising activities. Listen.

article posters video

Advertising

1 We're going to
design colorful

_____ .
and hang them up
around school.

2 I am going to write a/an

_____ .
about our activities for
the school newspaper.

3 We're going
to make a/an

_____ .
of the choir performing
and post it on the school
website.

3

Work with a partner. Listen. Ask and answer.



What could they do to
raise money?

What are they going to do
to tell people about it?

They could bake
cookies and sell them.

They're going to make
posters and hang them
up around school.



**THINK
BIG**

What else could they do to raise money?
How else could they advertise their fundraising
activities?

I will understand a text about fundraising.



Listen and read. What did wburrington suggest?

DENTON SCHOOL BLOG

On Wednesday, April 15 at 1:37 p.m., Mr. Thompson wrote...

FUNDRAISING TIME!

The Sports Department is asking students in grades 7-10 to help out with this year's fundraising activities. We're going to use the money to help pay for new equipment, refreshments after games, and trips to games at other schools.

If you have any ideas for fundraising activities, please post them in the comments section below.

COMMENTS

cromano said
We could sell chocolate bars. Who doesn't like chocolate? 😊

rmcnally said
I like chocolate! Let's have a cake sale. We could sell chocolate cake, brownies, and chocolate chip cookies. I'm getting hungry!

wburrington said
We could have a dance. My brother's class did that at his high school, and they made a lot of money.

jharmon said
Yes, we could make something, like T-shirts with the name of our school on them. And then we could sell them on the school website.

lscott said
I have a good idea! Why don't we have a 5 km fun run around the town? It could end on our school sports field, and we could charge an entry fee and sell our school T-shirts, too.

tjameson said
At my middle school, we had a basketball shoot-out to raise money. Children had to pay to shoot ten balls and the person with the best score in each class got a prize. It was a lot of fun!

[Login](#) to add your comment below.



On Monday, April 20, at 9:02 a.m., Mr. Thompson wrote...

FUNDRAISING UPDATE

Thanks for all the great ideas! The sports teachers and I discussed all the ideas you gave us and a few other ones. Here's the fundraising plan that we came up with for this year:

- Grade 7: You're going to sell chocolate bars. We're going to order them from Charlie's Chocolates. They cost a dollar each. Mr. Campbell, the basketball teacher, is going to give you more information on Thursday.
- Grade 8: You're going to sell water bottles with our school name and logo on them. The bottles cost \$2.50 each. Miss Carpenter, the tennis teacher, is going to tell you more about it tomorrow after lunch.
- Grade 9: You're going to have a dance and sell tickets to it. It's going to be in the school gym on Saturday night, May 8. Ms. Richards and Mr. Benson, the soccer coaches, are going to meet you in the cafeteria next Tuesday before lunch to talk more about it.
- Grade 10: You're going to have a cake sale. Mrs. Fenton, the school nurse, is going to meet you this Friday, in the Grade 10 hallway, to give you more information.

We're all looking forward to this year's fundraising events. We know they're going to be a big success!



Reading Comprehension

5 Answer the questions with a partner.

- 1 What fundraising ideas did students post?
- 2 What is each grade going to do to raise money?



Which fundraising idea do you think is the best? Why?

Language in Action

I will listen to a dialog about raising money.

6 Listen and read. What are the raffle winners going to get?

Vicky: Let's talk about how we're going to raise money for our class trip. Any ideas?

Tanya: I have an idea. We could all make something to sell.

Vicky: Like what?

Tanya: Well, we all like art. I like painting, you're good at sculpture, and Susie likes taking pictures...

Caroline: So we could have an art exhibit here at the school.

Tanya: Yes!

Vicky: Wait a minute. Are people really going to buy our things? I'm not so sure.

Caroline: Well, we could sell tickets to the exhibit. You know, raffle tickets.

Vicky: Oh, I see. We sell raffle tickets, and we pick the winners at the exhibit. The winners take home the art!

Tanya: That sounds like a good idea! Let's tell the class.



7 Practice the dialog in 6 with a partner.

8 Listen and stick. Then answer the questions.



1 What could she do?



2 What are they going to do?



3 What's he going to do?



4 What could she do?

Grammar

I will learn to use *could* to talk about suggestions.

I will learn to use *be going to* to talk about events in the future.

How **could** we raise money for our club?

We **could** have a car wash.

How much **could** they charge to wash one car?

They **could** charge \$10 for a small car. For a bigger car, they **could** charge \$15.

Tip: Use *could* to express possibility or make suggestions.

9 Complete the questions or answers. Use **How could** or **What could** plus one of the words or phrases in the box.

do to help help us make raise money tell people

- A:** _____ we _____ about the drama club?
B: We could make posters.
- A:** _____ they _____ in their community?
B: They could clean up the town park.
- A:** _____ she _____ at the cake sale?
B: She could put the frosting on the cupcakes.
- A:** _____ they _____ for new equipment?
B: They could have an art fair and sell their art work.
- A:** _____ I _____ for the art fair?
B: You could make a collage.



Are you going to have a concert?

Yes, we **are**.

How **is she going to** tell people about it?

She's **going to** make posters.

Tip: Use *is/am/are going to* to talk about events in the future.

10 Complete the sentences with the correct form of **be + going to**.

Lisa: Our soccer team ¹_____ have a cake sale next week.

Paul: Really? ²_____ you _____ bake something?

Lisa: Uh... no. I'm not into baking.

Paul: So what ³_____ you _____ do to help?

Lisa: I ⁴_____ post an article on the school website.

I will learn about creating an effective advertisement.



Listen and read. What makes a great ad?

CONTENT WORDS

font effective focus get across impatient advertisement layout

Creating an Effective Poster or Ad

What makes an advertisement effective? You can easily answer this question if you walk around the city. There are thousands of advertisements, but which one catches your eye? A good ad (short for advertisement) is one that gets your attention. If it makes you focus on the important information, too, it does its job very well. Lastly, if you still remember the message after you move on, then it's a great ad!

Do the cupcakes on the poster at the bottom of the page make your mouth water? Do they make you scan the text to find out where you can get them? That's what they're there for!

An ad isn't just color and pictures. You have something to say, so the next thing you should do is to decide how much text you should write. Remember that people are impatient and will rarely read a long text to see what it's about. The amount of text should be just right to get your message across, so focus on your message and say it with as few words as possible. Your choice of font (the style of letters), font size (how big or small the letters are), and font color also play an important role. You want the text to be easy to read, especially from a distance.

Finally, you have to decide how you're going to organize both the pictures and the text on the space you have. A good layout helps people "read" the ad and communicates your message more effectively. If your poster is too busy, your message might get lost!



12

Look at the passage. Circle the correct words.

- 1 We know that an ad is effective when it makes us **notice it** / **compare it with others**.
- 2 Images make us want to **read** / **talk about** the ad.
- 3 Most people **don't have the time to read** / **want to read** long texts in an ad.



Name one ad that you have seen. Why is it effective?

I will learn about helping older people.



Listen and read. What problem do many older people have?

CONTENT WORDS

depressed double intergenerational isolation population pre-school residents retirement home

Generations of Help

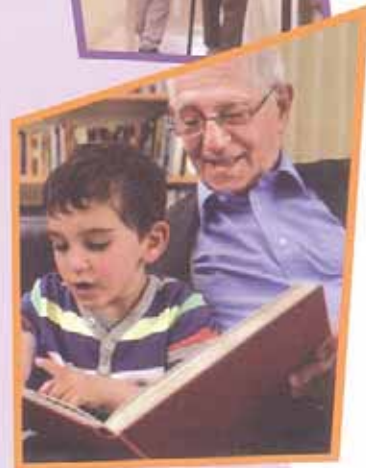
The population in many parts of the world is getting older. There are now more than 7 billion people, and it's possible that the number of people who are over the age of 65 will double by the year 2050.

With higher numbers of older people, there is a new problem seen in many parts of the world. Many older people are living alone, and don't have other people to talk to, or to help them if they need something. This can make people feel lonely, depressed, and even cause them to become sick.

The good news is that there are groups around the world that are trying to help. The local government in Adachi city in Japan, started the Zero Isolation Project in 2013. More than 500 volunteers visit people over the age of 70, talk to them, help them if they have problems, and help them to join social groups in their city.

In Seattle, Washington, USA, the Intergenerational Learning Center is a pre-school that is inside a retirement home. Five days a week, young children talk, play, read, and do art projects with the older people living in the retirement home. Being with the children makes the older people feel happy, and the children learn social skills while having fun.

In the Netherlands, a retirement home called Humanitas allows university students to live there for free if they spend at least 30 hours per month helping older residents. Similar programs can be found across Spain, France, and the United States. As the population continues to get older around the world, there will probably be a lot more programs like this in the future.



14 Look at the passage. Match to complete the sentences.

- | | |
|---|---------------------------------------|
| 1 Older people in Japan are getting... | a help from the local government. |
| 2 In Seattle, pre-school children play games... | b if they help residents every month. |
| 3 Students in the Netherlands get free housing... | c with retirement home residents. |



In what other ways can younger people help older people?

I will learn to write a formal letter.

15 Read Michael's letter to his principal.

date → March 19, 2014


greeting → Dear Mrs. Miller,

State the idea. → My idea for a school-wide community service program is to clean up Jackson Road Park. No one uses this wonderful park any more because it's so dirty.

State how to carry out the idea. → We could ask each student to bring one large trash bag and fill it up with litter. Then we could put more trash cans around the park.
→ We could also put up signs asking people not to litter.

Explain why the idea is important. → This is important because children need safe clean places to play.
→ My friends are going to write to you, too.
→ We all hope that you will give this idea careful consideration.

closing → Yours sincerely,
Michael Dobson
Grade 7



16 What kind of school-wide community service programs could you suggest to your teacher? Discuss with a partner.



We could visit elderly people in a care home.

And we could visit sick children in a hospital.



17 Choose one of your ideas and write a letter to your teacher. Describe your idea and explain why it's important.

I will learn to talk about helping others.

18 Look at the names of the international charity groups. Match the name of the charity group with the description of the group.

a

UNICEF

b

Doctors
Without
Borders

c

Room to Read®

d

WWF

- 1 This international group sends doctors and nurses to help people in almost 70 countries around the world.
- 2 This organization builds libraries and gives books to children in many different countries across Asia and Africa.
- 3 This group, part of the United Nations, works for the rights of children, including their rights to education, food, clean water, and medical care.
- 4 This conservation group works to protect the future of nature and animals. It has more than five million supporters around the world.

19 Which of the charities in 18 is the most interesting to you? Why? Discuss with a partner.



Project

20 Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an ad.

Fundraising Plan

Goal: Raise \$200 for animal shelter

Activity: School cake sale

What: Cookies and cupcakes

Where: School playground

When: Next Monday lunchtime

How: Create an ad

Idea for ad:

Your local animal shelter needs you.

Help homeless animals find a good home!

Enjoy a delicious cupcake after lunch for only \$!!

Time: 12-2 p.m. next Monday

Place: School playground

Listening and Speaking

I will review the sounds *lk* and *mb*.

I will learn to talk about helping my school clubs.

⁵⁰
21 Listen, read, and repeat.

1 l-k lk 2 m-b mb

⁵¹
22 Listen and blend the sounds.

1 w-a-lk walk 2 c-o-mb comb
3 l-a-mb lamb 4 t-a-lk talk
5 c-l-i-mb climb 6 ch-a-lk chalk

⁵²
23 Listen and chant.

A lamb can walk,
But a lamb can't talk.
A lamb is the color of white chalk!



24 Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?

www.dentonschool.org

HELP BEAUTIFY OUR SCHOOL!

The art club needs your help! We're going to make our school beautiful this month. We have to be resourceful and use what we have on hand, such as basic art supplies. We don't have money to spend. Look at these ideas people have suggested and choose the best ones. Remember, if it costs money, we probably can't do it.

Comments

- We could make a mural and hang it outside the office.
- We could replace the old office door.
- We could paint the old office door.
- We could organize the noticeboard and make it look more attractive.
- We could put some green plants in the cafeteria.
- We could plant some flowers in front of the school.

Review

25 Read and write in your notebook.

Your school band wants to raise money to buy some new drums.

- 1 What could you do? Write three ideas.

We could...

- 2 Which idea is the best one? Why?

I think...

- 3 Write three ways to tell people about your fundraising event. Use complete sentences.

We're going to...



26 Read the poster and the form. Say what people are doing to support the walkathon.

PLEASE SUPPORT OUR WALKATHON!

More than 100 participants, old and young, are going to walk from 1 to 10 km. We are going to raise money for Families in Need.



Can you help?

Pledges

- 1 Mrs. Madison write an article for the newspaper
- 2 Jessie Kincaide walk 5 kilometers in the Walkathon
- 3 Emma Smith sell tickets to watch the Walkathon.

I Can

- use words related to fundraising and helping others.
- talk about events in the future using *going to*.
- make suggestions.
- write a formal letter.



Mario Herrera
Christopher Sol Cruz

BIG ENGLISH



2ND EDITION
WORKBOOK

5

3

Helping Others

Language in Context

1 Which activities do you see in the pictures? Write the numbers.



- ___ a have a cake sale ___ b tutor or teach someone ___ c make posters
 ___ d clean up a place ___ e walk to raise money ___ f wash cars

2 Look at 1. Which fundraising activity would these people be best at doing? Write the numbers.

- 1 Maria likes cleaning up. She's good at organizing things.
 2 Carlos loves math. He's really good at explaining math problems.
 3 Jason likes being outdoors. He loves running, swimming, and bike riding.
 4 Emma loves baking cookies and cupcakes. She enjoys baking for other people.

3

Unscramble and write the words.

1



rta ifar

2



ekca lesa

3



ehva a tccnoer

4



eakm a diove

5



meak soteprs

6



erwti na riatlce

4

Complete the sentences with the words in 3. Then listen and check.

- 1 Why don't we have a _____ next week at school? I can make cookies, and you could make a cake.
- 2 Sara knows how to use the video camera. She can _____ to tell people about our event.
- 3 We could _____ to make money. A lot of us love to play music.
- 4 We could _____ and hang them up around school.
- 5 Let's draw and paint some things and sell them at an _____.
- 6 Someone could _____ for the school website.

**THINK
BIG**

Grade 6 at your school wants to raise money for a local children's hospital. What could they do? How could they tell people about it?

How did I do?





Listen and read. Then answer the questions.

⏪ ⏩ ↺ 🏠 ✕ +
🔍

On Monday, September 25th at 2:30 p.m., Alex in Grade 6 wrote:

WE NEED MONEY!

Listen, everyone. As you know, our school needs a lot of things. We need new computers for the computer lab, a new freezer for the kitchen, and new chess sets for the chess club. There will soon be some fundraising activities. Fundraising events are often boring, I know. But I think we could be more creative and do some fun things. I talked to some students, and here are some of the best ideas:

- **Karaoke competition with children and parents:** We can sell tickets to each contestant, and parents and children can compete against each other.
- **Temporary tattoos:** We could sell tattoos of cartoon characters and other fun things.
- **Students vs. teachers sports events:** I'd love to see this! We could play basketball or ping-pong. Any other suggestions for sports?
- **Parents' spelling quiz:** Let's have our parents spell words! Could your parent win?

What do you think? Let me know. We can talk to our teachers and see if they like the ideas. Maybe we could come up with a fundraising plan for this year that's really fun! 😊

COMMENTS

arichards
Great ideas! I'll help you! Talk to you later.

carrie_thomas
The karaoke night is a fantastic idea! I know my parents would be interested.

1 What's the blog about?

2 What does the writer think about past fundraising activities?

3 What does the writer think about the fundraising plan for this year?



What new fundraising ideas do you have? Add a comment.



Language in Action

46
7

Listen. Then circle the correct answers.

Pete: That car looks great! What's up?

Mary: Oh, thanks. We're having this car wash to raise money for our science club. We're going to buy materials for our science projects.

Pete: It's too bad you don't have many people or cars.

Mary: Yes. I guess a lot of people don't realize we're doing this here.

Pete: I have an idea. Taylor and I could make signs and hold them up over there so more people will stop.

Mary: What a great idea! We didn't think about that!



- 1 What is the science club going to do with the fundraiser money?
a buy materials for science projects **b** give the money to charity
- 2 How many people and cars are there?
a a lot **b** not a lot
- 3 What are Taylor and Pete going to do?
a help wash cars **b** make signs and hold them up

8 **Look at 7. Then circle the best meaning for each expression.**

- 1 What's up?
a How are you? **b** What are you doing?
- 2 It's too bad.
a It's great. **b** It's not good.
- 3 What a great idea!
a I like your idea a lot. **b** I'm not sure what your idea is.

9 **Complete with two of the expressions in 8.**

- 1 **A:** Hey, Leslie. _____?
B: I'm studying. What are you doing?
- 2 **A:** I know what we could do to make money. We could sell raffle tickets.
B: _____, I like it a lot!

How did I do?



Grammar

How **could** we raise money for our club?

We **could** have a car wash.

How much **could** they charge to wash one car?

They **could** charge \$10 for a small car. For a bigger car, they **could** charge \$15.

10 Complete the questions. Use **How could** or **How much could**. Then match the questions with the suggestions. Write the numbers.

- | | |
|--|---|
| 1 Let's have a class trip fundraiser.
_____ we raise with a fundraiser? | a We could write articles about it in the school newspaper. |
| 2 _____ we charge for our winter concert tickets? | b I think we could raise a lot of money. |
| 3 _____ we tell people about the fundraiser? | c We could probably ask for \$5.00 a ticket. |

11 Read the sentences. Complete the sign-up sheet with the correct names. Then complete the sentences. Use **could**.

The Art Club Book Sale Sign-Up Sheet

Team 1:
Collect books Monday after school

- 1 Jil
- 2 Samantha
- 3 _____

Team 2:
Make posters on Tuesday after school

- 1 Gina
- 2 Ben
- 3 _____

Team 3:
Sell books on Saturday

- 9:00-11:00: Tanya
11:00-1:00: Tina
1:00-3:00: Candy

Team 4:
Clean up on Saturday at 4:00

- 1 Brendan
- 2 Jeff
- 3 _____

- 1 Tina is free on Saturday at 11:00. She could sell books _____.
- 2 Paul is free after school on Monday. He _____.
- 3 Sally is free on Tuesday after school. She _____.
- 4 Mario is free on Saturday at 4:00. He _____.

12 Look at 11. How and when could you help?



Are you going to have a concert?

Yes, we are.

How is she going to tell people about it?

She's going to make posters.

13 Complete the sentences. Use **am/is/are going to**.

Fifth Grade News

Hi everyone!

This is a busy week! Don't forget! Our class car wash is this Saturday! We
1 _____ meet in front of the school at 7:30 in the morning. Please be on
time. Bring a towel and an extra set of clothes - you 2 _____ get very wet.
I 3 _____ bring snacks. Please bring something to drink.

Also, Carol 4 _____ make posters this Thursday. I hope you can join her
and help out. And Jeremy 5 _____ hand out flyers to parents.

Now we need YOU. Join us! How 6 _____ we _____ make
this a success without you? Can you help? Let me know. And remember to tell your parents and
family. I know we 7 _____ have a great time and make lots of money!

See you there!

Mrs. Hendricks

14 Look at the students' schedule for next week. Complete the questions and answers. Use **am/is/are going to** and the verbs in the chart.

KIDS HELPING - WEEKLY CALENDAR		
	Me	Peter and Hugo
make a video of the glee club	✓	
do a long walk for charity		✓

1 A: How _____ you _____ get kids interested in joining the glee club?

B: I _____.

2 A: How _____ Peter and Hugo _____ raise money for charity?

B: They _____.

How did I do?



15 Match the words with the definitions. Write the letters.

- | | |
|-----------------|------------------------------------|
| ___ 1 font | a pictures |
| ___ 2 images | b the style of the letters |
| ___ 3 design | c how the information is organized |
| ___ 4 layout | d the way the font and images look |
| ___ 5 effective | e successful |

16 Listen and read. What does a successful ad need to have?

Effective Advertisements

Advertisements tell people about a product and make people want to buy it. Think of an ad that you think is effective. What makes it good? Is it the picture or is it the text? Maybe you like the way the images and font look or how the information is organized? A successful ad has an interesting design, images, and fonts. These things add to the impact of the ad. If the layout is good, the message is more effective. And if the message is very effective, then it's a great ad!

A

Come to the Grade 6 talent show!
 The music club is going to have a talent show next Saturday to raise money for new instruments.
 Please come. It's going to be lots of fun!
 The talent show starts at 5:30. Tickets are only \$5.00.



B

Come to the Grade 6 talent show!

We're raising money for new instruments.

Saturday evening.

Show starts at 5:30.

It's going to be lots of fun!

Tickets are only \$5.00.



17 Look at the ads in 16. Which one is more effective? Read and check A or B.

- 1 The font is clear and easy to read.
- 2 The images tell me a lot about the talent show.
- 3 The layout is attractive.
- 4 The poster has an interesting design.
- 5 This poster makes me want to buy a ticket.
- 6 The information is clear and well organized.

A

B



18 Complete the sentences with the words in the box.

depressed residents population retirement

- 1 The _____ in many countries is getting older.
- 2 Older people can become _____ if they spend too much time on their own.
- 3 Older people live in _____ homes when they become too old to look after themselves.
- 4 We call the people who live in a home _____.

19 Look at page 35 of the Student's Book. Circle **Yes** or **No**.

- | | |
|--|-----------------|
| 1 There are around 7 billion people over the age of 65 in the world. | Yes / No |
| 2 People will live twice as long by 2050. | Yes / No |
| 3 Volunteers visit people over the age of 70 in Tokyo. | Yes / No |
| 4 Volunteers encourage older people in Tokyo to meet people outside their homes. | Yes / No |
| 5 Older people in the Intergenerational Learning Center in Seattle often spend time with children. | Yes / No |
| 6 Students in the Netherlands can live in a retirement home for a small amount of rent. | Yes / No |

20 How could young people help older people in your country?

We could _____



A well-written letter is well organized and contains clear ideas. It usually includes:

- the **date**
- a **greeting**, such as *Dear Mr. Smith*,
- the **body** of the letter
- a **closing**, such as *Sincerely*, or *Best wishes*,
- your **signature** (your name).

The letter in this unit offers suggestions. When you write a letter that gives a suggestion, the body of the letter talks about:

- your idea or suggestion
- how people can carry out the idea
- why the idea is important.

21 Write the parts of the letter.

body closing date greeting signature

1 _____ May 10, 2014

2 _____ Dear Mr. Green,

3 _____ I think that the school should raise money to help the Houses for All charity. This charity builds homes for homeless families. We could raise money for this charity. We could collect coins and raise money that way or we could organize cake sales to raise money. This project is a good one because all children deserve a good home. We can help. Please think about this idea.

4 _____ Sincerely,

5 _____ Teresa Lee

22 Look at 21. Circle the answers in the letter.

- 1 What's the suggestion?
- 2 How can people carry out the idea?
- 3 Why is the idea important?

23 Write a letter to your teacher. Suggest a plan to raise money for a charity.



Review

24

How can these students raise money for their school fair? Write suggestions with **could**.

1



I'm Maria. I have a lot of books, but I don't need them.

2



I'm Fred. I'm really good at painting T-shirts.

3



I'm Eric. I have a video camera, and I enjoy making videos.

4



I'm Gaby. I really enjoy writing.

- 1 Maria _____
- 2 Fred _____
- 3 Eric _____
- 4 Gaby _____

25

Complete the dialog. Use **am/is/are going to**.

A: How ¹_____ we ²_____ raise money for computers at school?

B: I have a plan. We ³_____ organize a contest.

A: And how ⁴_____ you ⁵_____ tell people about the contest?

B: I ⁶_____ make big posters and put them up all over school.

A: How ⁷_____ the contest ⁸_____ help raise money?

B: Maybe we could ask students to buy a ticket to be in the contest.

A: Well, I don't know... What kind of contest ⁹_____ you ¹⁰_____ have?

B: We ¹¹_____ have an online writing contest. Children can write a paragraph titled: *Why we need computers at school*. That's a great idea, isn't it?

A: That's silly! The school doesn't have computers! Children can't write online.

B: Oh. OK.

How did I do?

