

Week: 06
Period: 17

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 3: COMMUNITY SERVICE

Lesson 1: Getting Started - A helping hand

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the lexical items related to community service and volunteer work.
2. *Structures*: Past simple.
Present perfect .

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Ask Ss to open their books to the picture. - Ask Ss prediction questions about the picture. - Ask Ss write their answers on the board. - Play the recording and have Ss follow along. - After the first listening, ask Ss to recall information from the listening. 	<ul style="list-style-type: none"> - T-Whole class - Listen. 	<p>* <u>Presentation:</u> Guess what the picture might show or what the conversation might be about. Ex:</p> <ul style="list-style-type: none"> - What can you see in the picture? - Who so you think they are? - What are they talking about? • Global Citizen is ... <i>(the name of the radio programme)</i>. • Hai Ba Trung School is ... <i>(the school where Mai and Phuc go to)</i>. • Be a Buddy is... <i>(the organization that Mai is from)</i>. • Go Green is ... <i>(the organization that Phuc is from)</i>. 	
<ul style="list-style-type: none"> - Ask Ss to work individually to answer the questions. - Ask them to compare their answers with a partner then discuss as the class. - Write the correct answers on the board. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> 1. Listen and read a. True or False? Key:</p> <ol style="list-style-type: none"> 1. T 2. T 3. T 4. F 	

<p>- Ask Ss to think about how books and clothes can help to better the children's lives.</p> <p>- Have Ss work individually to so the task then compare their answers with a partner.</p> <p>- Tell Ss they can put some words in more than one column.</p> <p>- Write the correct answers on the board.</p> <p>- Ask Ss to work individually.</p> <p>- Check the answers as a class.</p> <p>- Tell Ss to look at the list of the verbs Ss have already got from exercise 2.</p> <p>- Have Ss complete the exercise in pairs.</p> <p>- Draw the word webs on the board. Have Ss work in groups to complete the word webs in 5 minutes on the sheets of paper.</p> <p>- Encourage Ss to think of as many words as possible.</p>	<p>- Pair-work</p> <p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p> <p>- Group-work</p>	<p><i>b. Read the conversation again. Answer the questions.</i></p> <p>2. Look at the words in the box. Put them in the right groups.</p> <p><u>Key:</u></p> <p>- Nouns: help, benefit, volunteer, plant.</p> <p>- Verbs: donate, help, benefit, volunteer, recycle, plant, provide, clean, encourage.</p> <p>- Adjectives: clean, environmental.</p> <p>3. Fill the gaps with the words in the box.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> Volunteer Homeless people Donates Community service Make a difference <p>4. Describe the pictures with the verbs in 2.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> Donate Plant Help Clean Recycle <p>5. Create word webs.</p> <p><u>Key:</u></p> <p>- Donate: books, blood, clothes, toys...</p> <p>- Help: children, homeless people, old people, the poor...</p> <p>- Clean: streets, walk, lakes, rivers, beaches,...</p> <p>- Provide: food, attention, life skills, education, houses, help, books...</p>	
<p>- Model game with a student.</p> <p>- Have the class play the game as instructed.</p>	<p>- Pair-work</p>	<p>* Production:</p> <p>5. Game: Vocabulary ping pong</p> <p><u>Example:</u></p> <p>A: provide</p> <p>B: food _____</p>	

		A: homeless people B: help	
		*<u>Homework:</u> - Prepare the next lesson (A closer look 1)	

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UNIT 3: COMMUNITY SERVICE

Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /g/ and /k/ in isolation and in context; use the lexical items related to community service and volunteer work.

II. Language Focus

1. *Vocabulary:* the lexical items related to community service and volunteer work.
2. *Structures:* Past simple.
Present perfect .

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, flash cards.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Ask Ss to do the matching individually.</p> <p>- Write the correct answers on the board then ask Ss to discuss these questions as a class.</p>	<p>- Individual work</p> <p>- Discuss.</p>	<p>* <u>Presentation:</u> <u>📖 Vocabulary</u> <i>1. Choose the phrases that match the pictures below.</i> <u>Key:</u> 1. Disabled people 2. Elderly people 3. Homeless people 4. Sick children 5. People in a flooded area <u>Questions:</u> - What do you see in the pictures? - What are the difficulties they face?</p>	

<ul style="list-style-type: none"> - Ask Ss about how the people in each of the situation in 1 can be help. - Divide Ss into pairs to do the task. - Once Ss have finished, elicit ideas from the whole class. - Ask Ss to answer the questions. - Tell Ss the provide words include solutions as well. - Ask Ss to work individually to complete the task. - Have ss work in pairs to work out some solutions for the problems in a. Encourage Ss to add their own ideas in addition to using the words provided. - Elicit their ideas as a class. - Play the recording and ask Ss to repeat. - Pause the recording to drill difficult items. - Play the recording and instruct Ss to circle the word that they hear. - Play the recording and ask Ss to repeat the sentences. 	<ul style="list-style-type: none"> - Pair-work - Answer - Individual work - Pair-work - Individual work - T whole class 	<p>* <u>Practice:</u></p> <p>2. Take turn to describe the people above. Discuss how you can help the people in these situations. Example: (page 28)</p> <p>3. a. Look at the photos. Which problems does each community have to face? <u>Questions:</u></p> <ul style="list-style-type: none"> - What do you see in the picture? - Does our community have similar problems? <p>b. In pairs, talk about the problems in a and the possible solutions. Add your ideas.</p> <p>📖 Pronunciation /g/ and /k/</p> <p>4. Listen and repeat (page 29)</p> <table style="width: 100%; border: none;"> <tr> <td>community</td> <td>go</td> <td></td> </tr> <tr> <td>colour</td> <td>green</td> <td>garden</td> </tr> <tr> <td>glass</td> <td>give</td> <td>clothes</td> </tr> </table> <p>5. Listen and circle the words you hear. <u>Key:</u></p> <table style="width: 100%; border: none;"> <tr> <td>1. cold</td> <td>2. green</td> <td>3. clothes</td> </tr> <tr> <td>4. girl</td> <td>5. goal</td> <td></td> </tr> </table> <p>6. Listen and repeat.</p> <ol style="list-style-type: none"> 1. Go Green protects the environment. 2. The girl with the curls is so cute. 3. Last year we started a community garden project. 4. He's collected clothes for street kids for two years. 5. She likes the colour gold. 	community	go		colour	green	garden	glass	give	clothes	1. cold	2. green	3. clothes	4. girl	5. goal	
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<ul style="list-style-type: none">- Model game with 2 students first before dividing Ss into groups.- Ask Ss to think of other minimal pairs as in the table in 5.- Have the class play the game as instructed.	<ul style="list-style-type: none">- Group-work	<p>* Production: 7. Game: <i>Stand up, sit down.</i></p>	
		<p>* Homework: - Learn vocabulary by heart. - Prepare the next lesson <i>(A closer look 2)</i></p>	

Experiments:

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