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<p>- Give 5 minutes for ss to work individually to complete this task.                  - Encourage them to think of all the volunteer activities they have learnt so far in this unit, and any other activities that they know.                  - Tell Ss they only need to write in note form and not full sentences.</p>	<p>- Individual work</p>	<ul style="list-style-type: none"> <li>• Cleaning streets</li> <li>• Teaching young children</li> </ul> <p><b>📖 Speaking</b>                  4. <i>Idea bank: Fill in the table with your ideas for volunteer activities.</i></p> <ul style="list-style-type: none"> <li>• To raise money, we could...</li> <li>• To provide food. We could...</li> <li>• To help repair things, we could...</li> <li>• To help people with transportation, we could...</li> <li>• To tutor young children, we could...</li> </ul>	
<p>- Divide the class into groups of four. Explain that after each person shares his/ her ideas from 4, the group will need to choose one ideas and develop it in more details.                  - Ask Ss to give a short presentation about their idea/ bark to the class.</p>	<p>- Pair -work</p>	<p><b>* Production:</b>                  5. <i>Work in group. Share the ideas in your idea bank with your group members. Then use the most interesting ideas to create a new group idea bank and share it with the class.</i>  <b>Example:</b>                  A: We could make postcards and sell them to raise money.                  B: What types of postcards?                  C: where should we sell them?</p>	
		<p><b>*Homework:</b>                  - Prepare the next lesson:                  (Skill 2)</p>	

Experiments:

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## UNIT 3: COMMUNITY SERVICE

### Lesson 6: Skill 2

#### I. Objectives:

By the end of this lesson, students can listen for specific about community services and volunteer work; write a paragraph about volunteer work.

#### II. Language Focus

1. *Vocabulary*: the lexical items related to community service and volunteer work.
2. *Structures*:  
 Past simple  
 Present perfect  
 Use “because” for giving reasons.

#### III. Method: Communicative approach

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

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss to discuss the questions in exercise 1.</li> <li>- Give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer.</li> </ul>	<p><b>* <u>Presentation:</u></b>  <b> Listening</b>                      1. <i>Discuss the following questions.</i></p> <ul style="list-style-type: none"> <li>• Who do you think benefits form volunteer work?</li> <li>• How do people benefits form volunteer work?</li> </ul> <p><i>(students' answers)</i></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to guess what Mai and Phuc will talk about.</li> <li>- Play the recording and elicit from Ss the gist of this recording.</li> <li>- Play the recording twice and have Ss answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b>                      2. <i>Listen to the recording and answer the questions.</i>                      Key:</p> <ol style="list-style-type: none"> <li>1. Phuc does volunteer work because he thinks it makes a difference in the community.</li> <li>2. Phuc feels more self-confident because he has made new friends.</li> <li>3. The reporter thinks Phuc is confident because Phuc has answered the interview very well.</li> <li>4. Mai thinks volunteering is special because she can help</li> </ol>	

<p>- Play the recording again and let Ss fill in the blanks. - Confirm and correct their answers.</p> <p>- Go through the <b>Study skills – Giving reasons</b> box with the class. Explain that because is used to introduce the reason for something.</p> <p>- Ask Ss to do exercise 4 individually. - Ask Ss to give their answers. - Confirm and correct their answers.</p>	<p>- Individual work</p> <p>- Whole class</p> <p>- Individual work</p>	<p>others, and because she can see how happy the street children are when they learn.</p> <p>3. Listen again and fill in the blanks. <u>Key:</u> 1. Volunteer 2. Feel 3. Because 4. Because, children</p> <p><b>Writing</b> <b>Study skills- Giving reasons</b> <i>Because...</i> (Page 33)</p> <p>4. Combine the two sentences using because. <u>Key:</u> 1. <i>Because he didn't wear enough warm clothes, he's had a cold for two days.</i> 2. <i>I stayed home because it rained.</i> 3. <i>Because the lake is full of rubbish, they've decided to clean it up.</i> 4. <i>Because she works in that small town, she has lived there for three years.</i></p>	
<p>- Tell Ss now they will write a paragraph using the ideas they generated in Speaking 4. - Ask Ss to make notes in class then develop the notes into a paragraph as homework.</p>	<p>- Individual work</p>	<p><b>* Production:</b> 5. Look at your volunteer ideas in Speaking 4. Choose one idea and write a short paragraph about it.</p>	
		<p><b>*Homework:</b> - Write the paragraph in your notebook. - Prepare the next lesson :</p>	