

**Week 6 - Period 16****UNIT 3: COMMUNITY SERVICE***Date of planning: 9.10.2022***Lesson 1: Getting started****A. Objectives**

By the end of the lesson, ss will be able to:

- Use the lexical items related to the topic community service and volunteer work.
- Understand the content of the reading text about specific information about community service and volunteer work.
- Talk about community service and volunteer work.

**1. Knowledge:**

- Vocabulary: vocabulary related to community service (volunteer, donate; provide, benefit, encourage...)
- Grammar: Present simple;

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

3. Skills : 4 skills

**4. Behavior:** Students can have good attitude community service and volunteer work.**B. Teaching aids:****1. Teacher:** Textbooks, teaching plan, teacher's book, laptop, laptop...**2. Students:** Textbooks, laptops, smartphones, notebooks...**C. Procedures:****1. Checking:** During the lesson.**2. New lesson:**

Teacher's and Students' and teacher's activities	The main contents
<b>1. Warm up -5'</b> <i>a. Aim:</i> To attract Ss' attention to the lesson and to lead in the new lesson. <i>b. Contents :</i> Look at the picture and answer some questions. <i>c. Outcome:</i> Ss can prediction questions about the picture and attract to the lesson. <i>d. Organization:</i>	
-T asks Ss to open their books to the picture. - T can ask Ss prediction questions about the picture. Ss answer the questions as a class.	+ What can you see in the picture ? + Who do you think they are ? + What are they talking about?
<b>2. Presentation- 10'</b> <i>a. Aim:</i> Help Ss listen and read the conversation then do exercises and answer the questions. <i>b, Contents:</i> Ss learn some vocabularies + Listen and read + Read the conversation again and tick T (true) or F (False). + Read the conversation again. Answer the following questions <i>c, Outcome:</i> SS can know how to read some vocabulary words and its meaning related to the topic. <i>d, Organization:</i>	
- T presents some new words	<b>I- Listen and read</b>

<p>- T plays the recording and has Ss follow along. After the first listening, T asks Ss to recall in formation from the listening.                  + Globe Citizen is.....( the name of the radio programme)                  + Hai Ba Trung School / is...(the school where Mai and Phuc go to )                  + Be a Buddy is...( the organisation that Mai is from)                  + Go green is....(the organisation that Phuc is from.                  - Ss work individually to answer the questions.                  - Ss compare their answer with a partner and then discuss as a class.                  -T writes the correct answers on the board.                  -Ask them to answer the questions.                  - T explains to Ss that make</p>	<p><b>a. Read the conversation again and tick T (true) or F (False).</b>                  1.T            2. T                  3. T            4. F            5. T  <b>b.Read the conversation again. Answer the following questions</b>                  1. Make a difference : not the same                  2. It plants trees...                  3. It's a non-profit organization</p>
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**3. Practice- 15'**

**a. Aim:** Help Ss understand the conversation and use Nouns, verbs and Adjectives to do exercises.

**b, Contents:** Ss do the following tasks:  
 + Look at the words in the box. Can you put them in the right groups ?  
 + Fill the gaps with the words in the box.  
 + Describe the pictures with the verbs in  
 + Create word webs.

**c, Outcome:** Ss can more understand the conversation and know how to use Nouns, verbs and Adjectives to do exercises well.

**d, Organization:**

<p>Draw Ss' attention to the box.Ask Ss to identify the words in exercise2 which can be both nouns and verbs, or verbs and adjectives, ask students if they can add more examples of the words they know.</p> <p>Ex3:                  Ss complete the exercise individually then T checks the answers as a class.</p>	<p><b>2. Look at the words in the box. Can you put them in the right groups ?</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Nouns</th> <th style="width: 33%;">Verbs</th> <th style="width: 33%;">Adjectives</th> </tr> </thead> <tbody> <tr> <td>help</td> <td>donate</td> <td>clean</td> </tr> <tr> <td>benefit</td> <td>help</td> <td>environmental</td> </tr> <tr> <td>volunteer</td> <td>benefit</td> <td></td> </tr> <tr> <td>plant</td> <td>volunteer</td> <td></td> </tr> <tr> <td></td> <td>recycle</td> <td></td> </tr> <tr> <td></td> <td>plant</td> <td></td> </tr> <tr> <td></td> <td>provide</td> <td></td> </tr> <tr> <td></td> <td>clean</td> <td></td> </tr> <tr> <td></td> <td>encourage</td> <td></td> </tr> </tbody> </table> <p><b>3.Fill the gaps with the words in the box.</b>                  1. volunteer    2. homeless people                  3. donates    4. community service</p>	Nouns	Verbs	Adjectives	help	donate	clean	benefit	help	environmental	volunteer	benefit		plant	volunteer			recycle			plant			provide			clean			encourage	
Nouns	Verbs	Adjectives																													
help	donate	clean																													
benefit	help	environmental																													
volunteer	benefit																														
plant	volunteer																														
	recycle																														
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	provide																														
	clean																														
	encourage																														

<p>Ex4: - T may tell Ss to look at the list of the verbs Ss have already got from exercise 2 - Have Ss complete the exercise in pairs or individually.</p> <p>Ex5: -T draws the word webs on the board. Have Ss work in groups to complete the words webs in 4-5 minutes on a sheet of paper at their tables.</p>	<p>5. make a difference <b>4. Describe the pictures with the verbs in :</b> 1. donate 2. plant 3. help 4. clean 5. recycle</p>
	<p><b>5. Create word webs.</b> donate: books, blood, money, clothes, toys, etc. Help: children, street people, old people, the poor, etc.</p>
<p><b>4. Application- 9'</b></p> <p><b>a. Aim:</b> Help Ss interact real situation in the life. <b>b, Contents:</b> Ss talk sentences about community service and volunteer work <b>c, Outcome:</b> Ss can talk sentences about community service and volunteer work <b>d, Organization:</b></p>	
<p>T asks Ss to talk sentences about community service and volunteer work Ss talk T corrects the mistakes</p>	<p><b>Eg:</b> I will donate my old books for the poor children</p>

**\* Homework – 1'**

Do exercises in the Workbook. Prepare: A closer look 1.

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**Week 6 - Period 17****UNIT 3: COMMUNITY SERVICE***Date of planning: 9.10.2022***Lesson 2: A closer look1****A. OBJECTIVES:****1. Knowledge:** By the end of the lesson students will be able to:

- Practise vocabulary related to the topic " community service and volunteer work ".
  - Practise how to pronounce words containing sounds /k/ and /g/ with increased fluency and accyracy; use the lexical items related to community service and volunteer work.
  - Remember and practice well vocabularies related to community service, then improve ss' pronunciation with the two sounds: / g / and / k / .
- a. Vocabulary: vocabulary related to community service and volunteer work.
  - b. Grammar: .....
  - c. Pronunciation: Pronounce correctly the sounds / g / and / k / in isolation and in context
  - d. Skills: Using appropriate words to talk about ethnic minorities' costumes and their costumes or traditions.

**2. Competence development:** groupwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence. Ss can practice more vocabularies related to community service as well as how to pronounce the sounds: / g / and / k /

**3. Skills : 4 skills****4. Behavior:** Having good attitude towards community service.**B. TEACHING AIDS**

- 1. Teacher:** Textbooks, computer accessed to the Internet, projector
- 2. Students:** Textbooks, laptops, smartphones

**C. PROCEDURE**

- 1. Checking:** Write the vocabulary words
- 2. New lesson:**

Students' and teacher's activities	Contents
<b>1. Warm up- 5'</b>	
<p><i>a. Aim:</i> Help students understand about community service and volunteer work.</p> <p><i>b, Contents:</i> Ss discuss what difficulties they think people in that situation face, and what they need.</p> <p><i>c, Outcome:</i> SS can attract to the lesson and more understand about community service and volunteer work.</p> <p><i>d, Organization:</i></p>	
<p>- T brings a big picture of people in need to class (children in mountainous areas who do not have enough books). Have Ss discuss what difficulties they think people in that situation face, and what they need.</p>	

<b>2. Presentation- 12'</b>													
<p><b>a. Aim:</b> Help Ss use the lexical items related to community service and volunteer work</p> <p><b>b, Contents:</b> Learn and practice some vocabularies</p> <p><b>c, Outcome:</b> SS can know more the lexical items related to community service and volunteer work.</p> <p><b>d, Organization:</b></p>													
<p><b>Ex1:</b>                      -T asks:                      + What do you see in the pictures ?                      + What are the difficulties they face ?                      +What do they need ?                      - Let Ss do the matching individually.</p> <p><b>Ex2:</b>                      - T can ask Ss about how the people in each of the situation in 1 can be helped.                      - Divide Ss in to pairs to do the task.Once Ss have finished, elicit ideas from the whole class.</p>	<p><b>I. Vocabulary.</b>  <b>Ex1.</b>                      1. disabled people: người tàn tật                      2. elderly people: người già                      3. homeless people: người vô gia cư                      4. Sick children: trẻ em bị bệnh                      5. people in a flooded area: nạn nhân vùng lũ</p>												
<b>3. Practice- 15'</b>													
<p><b>a. Aim:</b> Help Ss practise vocabulary related to the topic " community service and volunteer work " and pronounce words containing sounds /k/ and /g/ with increased fluency and accuracy</p> <p><b>b, Contents:</b>                      + SS work in pairs to work out some solutions for the problems in a                      + Listen and repeat the words                      + Listen and circle the words you hear</p> <p><b>c, Outcome:</b> SS can use the lexical items related to community service and volunteer work to do exercises well and they can pronounce words containing sounds /k/ and /g/ with increased fluency and accuracy.</p> <p><b>d, Organization:</b></p>													
<p><b>Ex3: Speaking:</b>                      a, Ask ‘What do you see in the photos?’ ‘ Does our community have similar problems?’ Tell Ss the provided words include solutions as well. Then have Ss work individually to complete the task.</p> <p>b. T has Ss work in pairs to work out some solutions for the problems in a.</p>	<p><b>Ex3 Speaking:</b>  <b>a.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Rubbish</td> <td style="text-align: center;">a</td> </tr> <tr> <td>traeffic jams</td> <td style="text-align: center;">c</td> </tr> <tr> <td>too many advertisemnets</td> <td style="text-align: center;">b</td> </tr> <tr> <td>dirty beaches</td> <td style="text-align: center;">a</td> </tr> <tr> <td>no trees</td> <td style="text-align: center;">a, c</td> </tr> <tr> <td>Graffiti</td> <td style="text-align: center;">b</td> </tr> </table>	Rubbish	a	traeffic jams	c	too many advertisemnets	b	dirty beaches	a	no trees	a, c	Graffiti	b
Rubbish	a												
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no trees	a, c												
Graffiti	b												

<p>Encourage Ss to add their own ideas in addition to using the words provided. Once Ss have finished, elicit their ideas as a class</p>	
<p><b>Ex4: Listen and repeat the words</b>                  -Play the recording and ask Ss to repeat.                  - T may pause the recording to drill difficult items.                  - T may play the recording as many times as necessary.                  Ex 5:                  - T tells Ss that they will hear one word from each row.                  - T plays the recording and instruct Ss to circle the word that they hear. After giving correct answers,                  - T has Ss practise both words (the minimal pairs) from each row.                  Ex 6:                  - T plays the recording and asks Ss to repeat. T may use back-chaining technique if Ss find it difficult to read the sentences.</p>	<p><b>II. Pronunciation.</b>                  /g/ and /k/</p> <p><b>Ex5: Listen and circle the words you hear</b></p> <p>cold                      green                  clothes                  girl                      goal</p>
<p style="text-align: center;"><b>4. Application- 10'</b></p> <p><b>a,Aim:</b> Help Ss listen words containing sounds /k/ and /g/ with increased fluency and accuracy  <b>b, Contents:</b> Ss play game “ stand up and sit down ”  <b>c, Outcome:</b> Ss can listen words containing sounds /k/ and /g/ with increased fluency and accuracy well.  <b>d, Organization:</b></p>	
<p>Ex 7:                  -Ask students to play game “ stand up and sit down ”: Model this game with two students first before dividing students in to groups.                  - Modal this game with two Ss first before dividing Ss in to groups.                  - For more advanced classes, T may ask Ss to think of other minimal pairs as in the table in 5.Ss can make their own tables for further practice</p>	

**\* Home work- 1'**

Do exercises in the Workbook. Prepare: A closer look 2.

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**Week 6 - Period 18****UNIT 3: COMMUNITY SERVICE**

Date of planning: 9.10.2022

**Lesson 3: A closer look 2****A. OBJECTIVES:****1. Knowledge:** By the end of the lesson students will be able to:

- Compare something using “ (not) as...as/ the same as/ different from” and express agreement using “too/ either” .
- Understand the difference between the past simple and the present perfect; use the time expressions that go with the past simple and the present perfect.

a. Vocabulary: cultural groups of Viet Nam lexical items

b. Grammar: Comparison and the past simple and the present perfect.

c. Skills: Students develop reading, speaking, and listening skill.

**2. Competence development:** Ss can use comparisons “ (not) as...as/ the same as/ different from” and express agreement using “too/ either” .**3. Behavior:** Having good attitude while working together and know the way to share something to others.**B. TEACHING AIDS**1. *Teacher:* Textbooks, teaching plan, teacher’s book, laptop, laptop,.....2. *Students:* Text book, notebook....**C. PROCEDURE****1. Checking:** Write the vocabulary words**2. New lesson:**

Students’ and teacher’s activities	The main contents
<b>a. Warm up- 4’</b> <b>a,Aim:</b> Help Ss review some verbs in past simple form and to lead in the new lesson. <b>b, Contents:</b> Ss play a game to remind some verbs in past simple form. <b>C, Outcome:</b> SS can remember some verbs in past simple form. <b>D, Organization:</b>	
-T divides the class in to 2 groups. -T writes some verbs in bare form: + Group 1 write the verbs in past simple form. + Group 2 writes the verbs in past participle form.	Eg: help- helped- helped See- saw- seen
<b>2. Presentation- 6’</b> <b>a. Aim:</b> Help Ss understand the difference between the past simple and the present perfect. <b>B, Contents:</b> Rewrite Present perfect vs Past simple <b>c, Outcome:</b> SS can remember and know the difference between the past simple and the present perfect <b>d, Organization:</b>	

<p>-T asks students to read and do exercise 1: underline the present perfect and past simple. And then give the uses of present simple and past simple.</p> <p>-T explains the difference between present perfect and past simple.</p>	<p><b>1. Grammar: Present perfect vs Past simple.</b></p> <p><b>Eg:</b></p> <p>- I went to Ha Noi last year. - I have learnt English for 2 years.</p> <p>* <b>Past simple:</b> S+ Ved yesterday, lastmonth, 2 years ago...</p> <p>* <b>Present perfect:</b> S+ has/ have + V.ed ever,never,so far =recently =lately, for several times, for a long time, for ages, for, since...</p>
<p><b>3. Practice- 10'</b></p> <p><b>a. Aim:</b> Help Ss know the way to use the form of the past simple and the present perfect to do exercises. Help Ss know how to write sentences about present perfect and past simple</p> <p><b>b, Contents:</b></p> <p>+ Past simple or present perfect. Put the verb in brackets into the correct form</p> <p>+ Choose the best answer</p> <p>+ Write sentences about yourself in the past simple and the present perfect. Use the words from the box below.</p> <p><b>C, Outcome:</b> SS can understand know the way to use the form of the past simple and the present perfect to do exercise well</p> <p><b>d, Organization:</b></p>	
<p><b>Ex2:</b></p> <p>-T asks Ss to complete the exercise individually. Then give feedback as a whole class activity. Before giving correct answers, T asks Ss to tell him/her which phrases in the sentences help them to decide if the verb should be in the present perfect or the past simple.</p> <p><b>Ex3:</b></p> <p>- Ss do the exercise individually, then compare the answers with a partner. T writes the correct answers on the board.</p> <p>- T gives the key.</p>	<p><b>Ex 2. Past simple or present perfect.</b></p> <p>1. cleaned                      2. Have collected 3. collected                    4. Has flown; went 5. Have you ever seen; saw</p> <p><b>Ex3. Choose the best answer</b></p> <p>1. b                                2. B 3. a                                4. A 5. c                                6. B</p>
<p><b>Ex4:</b> Divided the class in to two groups each group write sentences about present perfect and past simple. Each sentence is one point. The group with the most points is the winner.</p>	<p><b>Ex4: Write sentences about yourself in the past simple and the present perfect. Use the words from the box below.</b></p> <p>(Students' answer)</p>



**4. Application- 9'**

**a. Aim:** Help Ss practice more to remind what they learned in 'Getting Started' about 'Be a Buddy' and 'Go green'.

**B, Contents:** Ss ask and answer questions about the fact that sheet to complete the information.

**C, Outcome:** Ss can talk about 'Be a Buddy' and 'Go green'

**d, Organization:**

Ex5: Remind Ss of what they learned in 'Getting Started' about 'Be a Buddy' and 'Go green'. Divide students in to pairs.

-T tells Ss that to complete this task they will need to use the present perfect and the past simple.

\* **Home work- 1'**

- Do exercises in the 4 page 30.

- Prepare for the new lesson: Communication.

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TEST 15 MINUTES No1**Đề bài****II. Find the words which have a different sound in the underlined part.**

1. A. bird                      B. girl                      C. first                      D. sister  
 2. A. burn                      B. sun                      C. hurt                      D. turn  
 3. A. but                      B. so                      C. come                      D. much  
 4. A. hobby                      B. hour                      C. hotel                      D. hot

**II. choose the best answer for each blank.**

1. What does your father do \_\_\_\_\_ his free time?  
 A. in                      B. at                      C. on                      D. while  
 2. Nowadays people \_\_\_\_\_ hours sitting in front of computers.  
 A. spend                      B. last                      C. set                      D. take  
 3. My uncle usually \_\_\_\_\_ a lot of beautiful photos.  
 A. take                      B. takes                      C. to take                      D. taking  
 4. The sun always \_\_\_\_\_ in the east.  
 A. rise                      B. to rise                      C. rises                      D. rising  
 5. In my country, it \_\_\_\_\_ much in winter.  
 A. don't rain                      B. doesn't rain                      C. doesn't rains                      D. don't rains  
 6. I hate \_\_\_\_\_ tennis.  
 A. plays                      B. to playing                      C. playing                      D. played

**KEYS.**

- I. 1. D 2. B 3. B 4. B  
II. 1.A 2. A 3. B 4. C 5. C 6.C